SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

S B PATIL INSTITUTE FOR DENTAL SCIENCES AND RESEARCH, BIDAR.

S B PATIL INSTITUTE FOR DENTAL SCIENCES AND RESEARCH, NAUBAD, BIDAR.
585402
www.sbpatildentalcollege.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

S B Patil Insitute for Dental Sciences and Research was established in the year 1991 under the leadership of the Chairman Dr. Suryakanth G Patil which was a dream of Late Shri.Dr.Galangalappa Patil. As one of the leading Dental Colleges and Hospitals in the
country, it has been providing quality dental education and dentistry services since 1992. Its contribution towards dental education and community oral health has been recognized in various national and international forums.The primary goal of SBPIDSR is to inculcate dedication towards the profession, promote social responsibility among the students, and provide a positive atmosphere for learning.

The institute was established under Somnath Education Trust and is affiliated to the Rajiv Gandhi University of Health Sciences (RGUHS) since 1996 and is recognized by the Dental Council of India (DCI).

The institute had a humble beginning with BDS programme of 40 intake. It was relocated to sprawling campus with lush green landscaping and currently the institute has postgraduation in 4 major clinical specialties with total postgraduate annual student intake of 10.Our college is located on the main highway connecting Bidar to rest of the state.

The treatment regular aspect of patients is well taken care of and highly advanced diagnostic and treatment facilities are provided to serve the rural population. The college also provides extension services through satellite clinics and camps. The campus houses all the facilities from ICT enabled class rooms, pre-clinical laboratories, clinics, hostels, canteen, library, residential facility and sports complex with 24*7 electricity backup.

The green campus provides an environment for students away from the hustle and bustle of the city yet not too far away.

The institute provides a favourable oral healthcare environment, catering rural population with community-oriented curriculum and promotes learning with best educational practices.

Vision

Vision:

The Institute was established with a vision to provide excellent education by creating requisite infrastructure complete with state-of-art technology, making excellence a natural inspiration and to make the institute as premier hub in providing high quality dental treatment to all the sections of society including people belonging to lower socioeconimic status in this region of Kalyana Karnataka.

Mission

Mission:

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

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Academically strong teaching learning environment

Research oriented faculty

Congenial environment available for research activities

Outstanding results of the students at the university level

Well equipped ICT enabled classrooms

Software generated academic and administrative services

Well organized outreach and extension and extracurricular activities by students and faculties

Publications in indexed journals

Adequate and need based infrastructure

Inclusive environment for students of various socioeconomic, linguistic and religious background

Mentor ward system for excellent student teacher interaction.

Functional IQAC,PTA and alumni association

Beyond the syllabus training

Academic flexibility.

Institutional Weakness

Limited funding opportunities being a private institution

Lack of autonomy in development/modification being an affiliated college

Relatively low number of students pursuing higher education, particularly from BDS to MDS programmes.

Lack of few of the latest, but very expensive equipment such as CAD-CAM unit, hard tissue laser (even though they are not part of the DCI requirements)

Institutional Opportunity

To strengthen industry -institution interface to increase employment for students.

Organization of research oriented national / international events on campus provides more opportunities for collaborations and exploration of research.

Carry out research based on local needs

International exchange programmes for students and faculty for additional qualifications and research aspects.

Institutional Challenge

Bound by rules of regulatory bodies with reference to curriculum and calendar of events

Motivate BDS students to pursue higher education.

To motivate students toward using standardized textbook and library references to improve their knowledge since students prefer to use the plethora of information available more easily on online platform.

Getting experienced faculty in emerging areas

Providing private employment to students in industry

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute adheres to curriculum prescribed by Rajiv Gandhi University of Health Sciences, Karnataka (RGUHS) and Dental Council of India (DCI). Revisions in the curriculum by the RGUHS/DCI are discussed in college curriculum committee meeting and orientation programs are organized for the smooth implementation at department and college level. The curriculum committee designs the annual academic calendar which is further tailored at the department level based on theory and practical hours and the syllabus content. It

also takes into account innovative student centered teaching practices which aid in enhancing academic knowledge and clinical skills. To enrich the curriculum and better learning, the institute conducts interdisciplinary and interdepartmental trainings.

Curriculum enrichment ensures students keep abreast with latest advances in dentistry, through continuous dental education (CDE) programmes and workshops. Add on courses designed scientifically at second year, third year, Fourth Year and Internship levels give confidence to our future dentists to serve the people empathetically and with confidence. Value added courses are planned beforehand to include topics of practice management, emergencies, Basic life support, Gender sensitization and financial planning which give the student enough knowledge to survive in the Practical world. Dental Education unit in this regard is active.

Students undertake various outreach activities and have earned several laurels from Red Cross society. Their Exemplary brave work during COVID-19 pandemic to distribute mask and sanitizers to the local communities have earned the respect of local population. Our students have actively participated in online support programme of Government of Karnataka during COVID-19 pandemic over telephonic monitoring support to the covid-19 positive patients across the state.

Feedback on curriculum is regularly collected and analyzed and conveyed to University through our representatives in Board of Studies.

Teaching-learning and Evaluation

Student admission is transparent and merit-based, through NEET/KEA, in compliance with Government regulations. Students enroll from varied socioeconomic and cultural backgrounds.

SBPIDSR provides liberal cross-border and transnational educational imperatives. Orientation programmes, continuous performance assessment, mentorship, remedial classes and celebration of national festivals aid in catering to student diversity.

Anti-ragging committee, internal complaints committee for abating sexual harassment and the grievance redressal system are active.
The institution has stated generic and programme-specific learning outcomes along with the graduate attributes as per RGUHS/DCI (mentioned in the website). The teaching-learning process is student centric and incorporates innovative teaching-learning methods, self-directed learning, teaching beyond syllabus (continuing dental education programmes), experiential learning (through dental camps), UG research projects.

The institute has a well-planned Learning Management system in the website which students can access 24*7 and benefit.

Learning outcome is evaluated through 03 internal assessments, posting-end tests, class tests. A student information system is in place for monitoring the attendance and learning outcome of students. Reforms in evaluation include mock examination and regular tests for
postgraduate students, self-assessment of students through scientifically designed self assessment forms, use of OSCE/OSPE.

Upon admission, slow and advanced learners are identified through quantitative and qualitative criteria and a robust mentorship program ensures individual attention to students. Parent teachers meeting are also

conducted regularly.

The Institute has various clinical skill models with structured programs to provide the students with first hand simulated clinical experience. Several classroom and beyond classroom activities are conducted using ICT enabled tools. The institute has adequate student teacher ratio. The Institutional teaching learning and assessment processes of are in line with the stated learning outcomes.

Research, Innovations and Extension

Faculty and students pursue short-term and long-term research projects, which are translated into presentations and publications. Institutional ethics committee oversees all the research activities of the institution and takes responsibility for ethical clearance. The committee is registered with Department of Health and Research (DHR), Government of India. Undergraduate and postgraduate students, interns and staff are constantly encouraged to actively participate in the research activities and publication of articles in indexed and peer reviewed research journals, and scientific presentations at international/national conferences. The college organizes workshops on Intellectual property rights, research methodology and good clinical practices.

The institute is credited with 134 publications in peer reviewed indexed journals. Extension and outreach activities such as Tobacco awareness programmes, Oral hygiene aids distribution, organizing skits/role play by involving school children are encouraged and all the students actively participate to conduct regularly free dental camps. Dedicated students, committed interns and post graduates are involved on regular basis to carry out the activities. The institution provided state of art mobile dental van to conduct oral screening. The institution strictly adheres to social responsibility activities in the neighborhood community, in terms of education, environment issues like Swachh Bharat and health and hygiene awareness.
There are total of 24 functional MoU's which resulted in various activities.

Infrastructure and Learning Resources

An exemplary infrastructure augments the teaching/learning/research process. The Dental College has a built-up area of 1,30,000 sq. ft. Hostels for boys and girls, an eatery are housed within the campus. The infrastructure of clinics and laboratories are in accordance with the RGUHS and DCI guidelines. All the departments have pre-clinical laboratories, UG and PG clinics with 150 dental chairs, patient waiting areas, patient education material and state of the art equipment.

The library is spacious and well-equipped with more than 7000 books, journals, newspapers and periodicals. E Journals can be accessed through HELINET, a consortium of e journals by Rajiv Gandhi University of Health Sciences, Karnataka. All the PG Departments have their own Departmental Library.

IT infrastructure includes LCD projectors, Wi Fi facility, smart boards and audio-visual facilities in classrooms, as well as ICT equipment and speciality-related software in departments. The administration and examination sections are also computerized to handle admission process, student information and examinations.

Clinical teaching learning and laboratory facilities are as stipulated by DCI. Students are regularly exposed to animal house and herbal garden.

A budget is earmarked annually for maintenance and upgradation of infrastructure. Qualified engineer and

adequate support staff (inclusive of technicians, security, housekeeping personnel, gardeners) are available for supervision and maintenance. Management ensures timely maintenance and fulfilling of infrastructure requirements.

As The College authorities believe in a holistic development of student, staff & employees, there are indoor and outdoor sports facilities where they can unwind and relax.

Student Support and Progression

Approachable faculty and mentorship provide constant support to the students. Incentives for scientific presentations in national and international conferences, recognition of academic and extracurricular achievements by the management, Internal Complaints Committee, Anti-ragging committee and Grievance Redressal System ensure additional student support.

Students of the institution are benefited by scholarships/free-ships schemes by government. The institution has various capability enhancement & development programme for soft skill, language & communication skill, Yoga & Wellness, Human value, personality & professional development for the benefit of students. It also provides guidance for competitive examinations & career counselling which encourages & empowers students for higher education & self-employment making them complete professionals.

The institution has required infrastructure & promotes active participation of students in social, cultural, sports & leisure activities to develop & enhance various skills & competencies. The institution is dedicated to overall development & welfare of students through structured student council which allows active participation of students in various academic & administrative bodies. An active alumni association assures continuing bonds between ex-students and Alma-mater which contributes significantly to the development of institution. The Alumni Association is registered body.

Students are also encouraged by awarding them with Gold Medals in academics as well as Best outgoing student award. Toppers of each year are also appreciated in annual functions.

Governance, Leadership and Management

Internal Quality Assurance Structure encompasses IQAC along with Governing council and subcommittees for specific purposes. The institution believes in participative management and decentralized administration. The decisions of the Governing Council are implemented by the Principal (who is also the IQAC chairman). The committees assigned with specific tasks implement various activities ensuring smooth functioning of institutional activities. These committees plan their activities and responsibilities for each academic year. Heads of the Departments oversee the functioning of their respective departments in association with Professors, readers and lecturers.

Policies are formed for covering academics, examinations, patient care, and research areas. The institute has been continuously working for up-gradation and reinforcement of institutional quality, through enhancement of teaching methodology, faculty development and by fostering a conducive research environment.

Faculty empowerment strategies include faculty developmental programmes, incentives for attending conferences, special leaves for pursuing additional qualifications. An appraisal system is in place for teaching

and non-teaching staff. Self-appraisal by teaching staff is ensued.

The institution is self-financed and managed by Somnath Education Trust. Additional sources of income include tuition fees obtained from the academic programmes and treatment. Efforts are taken to increase awareness on the diagnosis and treatment facilities available to increase the number of patients availing these facilities.

Institutional Values and Best Practices

An educational institute is known by the values and best practices instilled in its day to day governance and functioning. To achieve its objectives of holistic development among all the stake holders a conducive environment is promoted assuring gender equity, safety & security, green environment friendly campus. Gender equity and sensitization is a hallmark of this institution where in the constant dedicated efforts are made to balance out gender disharmony.

Social responsibility approaches include free treatment for senior citizens in association with Government of Karnataka under Danta Bhagya Scheme, free treatment at dental camps and facilities for the physically-disabled in the campus, as well as community outreach programmes and health awareness programmes conducted in campus as well as neighboring districts and states. Tolerance and harmony towards cultural, regional, linguistic, communal socio-economic diversities among students is achieved via orientation programmes at the beginning of the year, mentorship, celebration of national festivals.

Best Practices are

1. Institutional Outreach services for comprehensive community oral care.

2. Patient centric Care.

Institutional distinctiveness: A distinctiveness of the institution is its UG research programme under which 2 projects have been sanctioned by the university as research grants to students.

Dental Part

Norms prescribed by the Dental Council of India and RGUHS are strictly adhered to and orientation programmes are conducted for students upon entry into the college. First two years, students are trained in pre-clinical skills in designated laboratories with specialized teaching aids inclusive of models, charts, demonstrations and simulation aids. Evaluation is through grading of work by faculty. Before entering clinics, the students attend an add-on course about professionalism, ethics, communication skills, infection control, empathy, patient care and safety.

Hospital Infection control committee ensures strict sterilization and disinfection procedures are followed. Registers separately for each department are maintained and periodically checked by the committee. Personal Protective equipment are given especially during COVID-19 pandemic to ensure safety of health care professionals. Hepatitis B Vaccination is regularly carried out.

High-end equipment such as Endodontic microscope and dental Laser unit, provide

additional experience for in diagnosis and treatment.

The entire UG and PG training is based on the dental attributes and specific competencies mentioned by the DCI and the college. The same has been mentioned on the website. Objective measures to attain such competencies include simulations, problem- based learning, OSCE/OSPE, posting end tests, projects, assignments and community health programmes in urban and rural areas.

The Dental Education Unit focusses on faculty development programmes to improve teacher quality and teacher/learning/evaluation process.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	S B PATIL INSTITUTE FOR DENTAL SCIENCES AND RESEARCH, BIDAR.
Address	S B PATIL INSTITUTE FOR DENTAL SCIENCES AND RESEARCH, NAUBAD, BIDAR.
City	Bidar
State	Karnataka
Pin	585402
Website	www.sbpatildentalcollege.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Shailendra Mashalkar	08482-232101	9341778390	08482-232101	principalsbpdch@yahoo.co.in
IQAC / CIQA coordinator	Sharashchandra	08482-232256	9916508812	08482-232101	drsharad_004p@yahoo.co.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity 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](#)	28-08-1999	600	Permanent validity

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	S B PATIL INSTITUTE FOR DENTAL SCIENCES AND RESEARCH, NAUBAD, BIDAR.	Urban	4.8	12300

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	PUC	English	40	40
PG	MDS,Conservative Dentistry	36	BDS	English	3	3
PG	MDS,Periodontics	36	BDS	English	3	3
PG	MDS,Orthodontics	36	BDS	English	2	2
PG	MDS,Prosthodontics	36	BDS	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty											
Professor				**Associate Professor**				**Assistant Professor**			
Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government			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			10				20				22
Recruited	9	1	0	10	14	6	0	20	14	8	0	22
Yet to Recruit				0				0				0
Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government			0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies			0				9				0
Recruited	0	0	0	0	0	9	0	9	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				71
Recruited	42	29	0	71
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				16
Recruited	12	4	0	16
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	9	1	0	13	6	0	14	8	0	51
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	9	0	0	0	0	9

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

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	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	5	1	0	0	6
	Female	31	3	0	0	34
	Others	0	0	0	0	0
PG	Male	4	1	0	0	5
	Female	5	0	0	0	5
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	1	0
	Female	1	1	1	2
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	7	9	1	1
	Female	21	22	6	2
	Others	0	0	0	0
General	Male	0	1	2	4
	Female	3	5	21	26
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		32	39	32	36

General Facilities	
Campus Type: S B PATIL INSTITUTE FOR DENTAL SCIENCES AND RESEARCH, NAUBAD, BIDAR.	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**60**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**4**
* 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	**No**
• Facilities for persons with disabilities	**Yes**
• Animal house	**No**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**

• Potable water and water treatment	**Yes**
• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**NA**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	13
* Girls's hostel	1	50
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	S B Patil Institute for Dental Sciences and Research, Bidar is affiliated to Rajiv Gandhi University of Health Sciences, Karnataka and Recognized by Dental Council of India. The institute imparts interdisciplinary and multi-disciplinary courses as per guidelines of the apex bodies. The students are encouraged in interdisciplinary thinking in regular interdepartmental meetings. Presently Multidepartment teaching and learning is done in the field of Implantology and as per curriculum. In future as per the guidelines of the university and Dental Council college will: Create interdisciplinary/multidisciplinary teaching learning environment with multi-department and multi-faculty teaching. Introduce interdepartmental and interdisciplinary courses in addition to existing. Start different programmes to carryout interdisciplinary research in high priority areas.
2. Academic bank of credits (ABC):	Academic bank of credits system as and when introduced by the apex bodies will be implemented in S B Patil Institute for Dental Sciences and Research, Bidar. The students learning in various disciplines will be allowed to take credits from S B Patil Institute for Dental Sciences and Research, Bidar and pursue further studies in other institutions and our institute

	shall recognise credit earned in other institutes for students to learn without barriers.
3. Skill development:	S B Patil institute for Dental Sciences and Research, Bidar imparts skill development by making students gain access to dexterity, knowledge and ability, career ethics and good working attitude through well-established simulation laboratories and state of the art equipment. The institute also imparts skill in practically relevant subjects. Students are also exposed to real life scenarios through Clinical and community postings in the rural areas. The institute also imparts critical scientific thinking through workshops and seminars and mainly focuses on outcome based research.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute provides integrated approach that results in harmony within oneself and with nature. Courses help to impart the universal values, ethics and morality through literature among the students. Students are taught basic language courses such as Kannada, English and Hindi to develop their communication skills. Some courses on Indian languages and culture are also going to be offered through Institutional Learning Management System.
5. Focus on Outcome based education (OBE):	The Institute uses the methodology formally and informally adopted in actual workplace to achieve outcomes in the field of Life skills, Basic skills, Professional skills, Intellectual skills, Interpersonal and personal skills. To implement the outcome-based education in dental science the institute will define the state-of-the art Graduate Attributes (GA's), Programme Outcomes (PO's), Programme Specific Outcomes (PSO, s), Course Outcomes (CO, s) and will take care that all stake holders will get communicated properly about these. • The list of competencies for each course under each CO's will be defined with their attainment method. • Course Exit Survey is also going to be introduced for better understanding of the effectiveness of curriculum delivery.
6. Distance education/online education:	The institute encourages students to participate in NPTEL, SWAYAM coursed related to research and advanced studies in dentistry. Through the Institutional Learning Management System, students can learn the concepts online. Video conferencing and ICT resources are in place for the online teaching

	learning process. Subject to regulatory approval institute is in the process of starting online courses as applicable.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
189	157	165	158	160
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	27	43	39	40
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	39	32	36
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	54	41	26	34

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	54	45	37

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
219.88	213.42	172.22	154.3	88.94

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The Dental curriculum as set by the Dental Council of India and the Rajiv Gandhi University of Health Sciences, Karnataka which recommend that the Dental graduates fulfil competencies that include knowledge, general skills, and attitude for diagnosis, treatment planning, and practice management in Dentistry with effective communication and management of community resources. The implementation of the curriculum at S.B. Patil Institute for Dental Sciences & Research Bidar focuses on empowering the graduate to fulfil the above competencies. S.B. Patil Institute for Dental Sciences & Research Bidar enforces curriculum implementation, by adhering to the norms, as stipulated by the statutory bodies, and by taking into account the vision and mission statements of the Institution.

S.B. Patil Institute for Dental Sciences & Research Bidar follows the clearly defined program objectives for Undergraduate and Postgraduate courses that the graduating student would have attained upon graduation.

Curriculum Planning and Delivery:

Curriculum Committee:

- At the beginning of every academic year, meeting of curriculum committee is convened, in this meeting structured learning experience by all departments across the years of study along with Session plan and Lesson plans, annual calendar of event is prepared by incorporating various academic activities such Internal Tests, Seminars, CDE programmes, Field visits, community postings, neighborhoods extension activities and special days to be celebrated in the campus.
- Based on the available resources the committee prepares the time-table for both theory, practical & clinicals.
- Committee also suggests the various teaching learning methods to be adopted for effective delivery of curriculum such as experiential learning, ICT based teaching, Role Play etc.
- Curriculum committee also discusses the feedback collected by IQAC and suggests the remedial measures to be taken for the further improvement.

Evaluation

-
- In keeping with the stipulation of the affiliating University, S.B. Patil Institute for Dental Sciences & Research Bidar incorporates formative assessment as a monitoring and steering mechanism for continuous and comprehensive evaluation.
- The evaluation process involves the internal and external examination as per the guidelines issued by RGUHS and by considering the attainment of Programme and Course Outcomes.

- In addition to this, institution evaluates the students through assignments, seminars, class tests and by implementing objective methods such OSCI & OSPE.

- The track record of progress of each student is observed through mentor-mentee system.

Evaluation of the curriculum:

Curriculum evaluation takes place at the end of each year through a structured feedback sought from all stakeholders. The responses received are analysed and discussed in the respective curriculum committee meetings/IQAC meetings.

This ensures that the institution progresses towards its vision in the best interests of dental education and health care. The overall aim is to ensure that our students are equipped to provide the best of care and inculcate the practice of lifelong learning in order to be a professional and ethical dentist.

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: 1.99

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

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

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

1.2 Academic Flexibility

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

Response: 34.05

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

Response: 63

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

Response: 185

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: 77.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
139	125	126	126	124

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:

Health education involves a multifaceted approach to encompass exposure to all determinants of health. The institute grooms a dental health care provider into a professional who is equipped to perform the expected duties with utmost integrity, accountability and responsibility.

The curriculum also defines the ethical principles to be embodied in the conduct of a dentist. Apart from teaching ethics as a part of the regular curriculum, S B Patil institute for Dental Sciences and Research (SBPIDSR) has adopted a code of conduct that mirrors the ethical and professional attributes recommended by the DCI and the Rajiv Gandhi University of Health Sciences, Karnataka. Students and newly appointed faculty members are informed of the curriculum at the induction program.

Our institute has policy documents pertaining to ethics, employee code of conduct, student code of conduct, library policy document, hostel rules and regulations, infection control protocols and institute research policy that can be accessed through website of the institute. A functional internal complaint committee investigate the reason for the grievances and their redressal is present.

Our students participate in environmental protection activities such as tree plantation drives and awareness campaigns. This instils a deep awareness of the need and commitment to sustain the environment. Scheduled visits to water treatment plants expose the student to methods of environmental resource management. Students carry out regular Swacch Bharat initiatives in association with rotary club and other NGOs and spread awareness on cleanliness and hygiene in disease prevention.

Students at SBPIDSR participate actively in community projects and postings. The exercise helps in

identifying determinants of health in a community setting. It encourages empathetic behaviour and helps the student to acquire surveying skills. Students are posted in satellite centre to attain an understanding of community health systems and serve the needy.

International and National oral health days are observed by the Institution. Screening and treatment activities are carried out. Students use creativity to educate the public on health issues through puppet shows, rallies, and skits. The Tobacco Cessation clinic functions in the Department of Public health dentistry and World No-Tobacco Day is celebrated by conducting many programs. Students posted in the clinics are sensitized to educate the patients about the adverse health impact of tobacco use and guide the patient towards quitting deleterious habits.

SBPIDSR recognizes the demands that the dental profession places on the student. In order to hone the capabilities of the student, SBPIDSR devotes routine hours to yoga to equilibrate the 'mind-body' continuum and establish a lifestyle of stress-free environment, thereby ensuring optimum productivity to themselves and their community. This is an effort at instilling lifelong practices that will ensure professional and personal well-being.

These practices are in line with the vision of SBPIDSR that focuses on developing dental graduates who will deliver comprehensive care to the needy in order to improve the quality of life of all stakeholders involved.

File Description	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: 8

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

Response: 8

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

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

Response: 61.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
92	112	123	115	67

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

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

Response: 44.97

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

Response: 85

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	[View Document](#)
Institutional data in prescribed fomat	[View Document](#)
Community posting certificate should be duly certified by the Head of the institution	[View Document](#)
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	[View Document](#)
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](#)
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](#)
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 61.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	14	10	13

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

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

File Description	Document
Institutional data in prescribed format	[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: 89.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	39	32	36

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	40	40	40	40

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: 15.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	3	7	12

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

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

Response: 3.44

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:

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

Students actively participate in outreach activities organized by Red Cross agencies, Rotary clubs and other Non-Government organizations to serve underprivileged and needy.

Students have been actively participating in skits, short movies, etc and show great enthusiasm in

intra- and inter- collegiate competitions held annually to promote beyond the classroom activities.

Students are encouraged to take part in these initiatives. The activities also include sports, literary and cultural activities. Our students (undergraduates and postgraduates) are encouraged to take part in sports and cultural programs at the State, and National levels. The awardees are even encouraged with financial assistance.

College admits the students from various backgrounds and culture and their overall development is taken care during their stay at SBPIDSR.

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

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

Cultural and Sports Activities: College organizes institute level cultural fest for one week during that week various cultural events were organized such Dance, Drama, One Act Play, Signing and Fashion Show. Sports events such as Cricket, football, badminton, carom and Chess. This platform enables the students exhibit their inner talents.

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:

Our Institute employs student centric methods of learning for overall development of student in cognitive, Psychomotor and Affective domains. The ICT based tools, dedicated teachers and Library facilities with practical laboratories not only take care of Knowledge and skill development of students but also **role plays** are encouraged for acquiring proper ethics and Humanities.

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

Experiential learning: Most of the teaching-learning program is through **experiential learning** at every phase of their course. From carving the morphology of teeth in I BDS, to rendering appropriate treatment and care to the patients, in each and every discipline.

Integrated/interdisciplinary learning: The undergraduate students, Interns and postgraduates

participate in **interdepartmental meetings**, conducted once in 2 – 3 months. Staff and students from various departments participate in discussions of case presentations by postgraduates which helps them to update their knowledge and clinical acumen.

The institution has a modular approach to teaching where each module is designed to include student-centric learning activities – Each class is divided into small groups and activities are designed for **participatory learning** and **problem based learning**.

Additionally, all the students are encouraged to practice **self-directed learning like seminar or journal club presentations** which in turn promotes life-long learning.

Attention is paid to ensure "evidence - based teaching ʊand learning" where the students are counseled to web-search for relevant literature, seek to assess the "trustworthiness" of the information received, before

adopting it in their learning and/or research.

Patient - centric learning is emphasized in theory as well as practical / clinical set-up. Applied aspects of various concepts are taught from the 1st year of undergraduate course and are reinforced throughout the course. Students are trained well with preclinical skills and then allowed to progress and treat the patients.

Project-based learning: Students (undergraduates and postgraduates) are motivated to take up short term **projects** and involve in scientific paper presentations at the State, National, and International levels. Students are also guided to write manuscripts to translate the conducted research into publications.

On a regular basis, **role plays**, buzz group discussions, presentations are conducted to enhance the learning experience.

Patient Centric and Evidence based learning: Special cases are allotted to the students and detailed case history is recorded. Patient's complaints are recorded, and dental, personal, and family history are noted. Extra oral and intraoral examinations are conducted by the students. Further they do the required investigations to arrive at the diagnosis. Students are also encouraged to go through the recent review, research articles and case reports published in quality journals.

Learning in the humanities: Public Health dentistry department organizes various special and community camps. Through these camps students learn the various social interaction skills and cultures.

Rural Postings also give them real life experience to deal with various types of patients having different socio economic and cultural background.

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](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photos of the Clinical Skills Laboratory	[View Document](#)

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

Response:

Introduction

The institution engages LMS for providing the e-learning solutins to the students and faculty. The features of LMS are best exploited for making it as a teaching-learning tool to disseminate knowledge to our students.

LMS

The lecture material is uploaded by the respective faculty so that student can come prepared for the class and can access the presentation anytime and anywhere.

Lecture Halls

All our lecture halls are provided with a desktop computer, wireless internet, overhead projector and collar mikes with speakers.

The presentation is projected onto a large white screen and tghey are also equipped with overhead projectors.

All the teaching faculty of the institution use power point presentations/educational videos whenever necessary, using the LCD projectors for delivering didactic lectures for both undergraduates and postgraduates.

IT TRAINING

Our faculties are regularly trained for computer courses and our faculties and students are well versed in handling the IT gadgets which empowers them to keep pace with the latest technological advancements in dental education.

IT Devices

There are also desktop computers available in all departments of the college with high speed internet connection.

Any academic related work can be carried out with the help of the IT enabled facilities.

All the systems are also equipped with antivirus and web page blocking softwares which prevent access into non-academic websites.

Technological Innovations

Our institution also possesses latest technological innovations which assist in the diagnosis of dental conditions like Radio visuography and Digital Ortho pantomograph.

These computer assisted aids helps in instant diagnosis and effective treatment planning for our patients.

The faculties are also provided access to online library resources from RGUHS, Karnataka e-consortium HELINET for updating their knowledge regularly.

Teachers use social media for communication and interaction with the students and other staff.– Facebook, Whatsapp. and e-mail for sharing study material and have study-related exchange of ideas and points of discussions.

Teachers and students have access to *e-swayam* facility, selected e-books/ journals (through Helinet), and to the "National Digital Library of India" for reference.

Feedbacks are submitted by the students using Google forms.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 7:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 27

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](#)

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

Response:

Research and Innovation

Students are not only encouraged to take part in research activity but also our students have been sanctioned grants by the RGUHS Karnataka for doing research. Skills are developed to coordinate & supervise the activities of allied dental health personnel and to maintain all records. Students are encouraged to be innovative in psychomotor domain by inculcating the practice of simulation based learning. Skills are developed at arriving provisional, differential and final diagnosis for patient care and treatment.

The curriculum ensures that the student gains knowledge to prescribe investigations and analytically

analyze them for treatment planning.

They are also taught to integrate multiple disciplines into an individual comprehensive sequenced treatment plan using diagnostic and prognostic information for patient care and treatment planning.

Laboratory skills

The laboratory skills to be developed by the students like conservative Dentistry, Crown Bridge, Aesthetic Dentistry and Oral Implantology exercises and studying dental morphology also is a part of initial training.

Preclinical work is part of curriculum and work on models to simulate the oral structures which helps them in nurturing creativity and better understanding of the subject.

Clinical Skills

The students need to gain adequate clinical hands on-experience in extractions and other minor oral surgical procedures, all aspects of Conservative Dentistry, Endodontics, Crown and Bridge, fabrication of dentures, periodontal therapeutic procedures and use of orthodontic appliances.

Familiarity with various radiological techniques, particularly intra-oral methods and proper interpretation of radiographs is an essential part of this component of training and has application in clinical diagnosis, forensic identification and age estimation.

Innovative Teaching

Innovative teaching methods like using simulator teaching aids such as phantom head, restoration in caries teeth, carving in wax blocks, plaster model teeth preparation, suture techniques as well as advanced clinical procedures like Implant placement,

Esthetic related surgical procedures are also practiced there by creating clinical skills as well as to master with the technique prior with handling to patients.

Towards the final stage of the clinical training, each student will be involved in comprehensive oral health care or holistic approach to enable them to plan and treat patients as a whole.

Our clinical course incorporated analysis of radiographs, tracing of key landmarks in the facial region through cephalometric tracing, evaluation of oral tissues excised for histological analysis and critical thinking through the process of elimination for the formulation of a diagnosis.

Prior to performing any clinical procedure, the students are required to take a comprehensive case history evaluation for the patients.

This enables the process of thinking analytically about the possible differential diagnosis, ordering appropriate investigations for each patient, and arriving at a confirmatory diagnosis.

Following these steps the students are subsequently encouraged to formulate a treatment plan on their own.

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: 80.86

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](#)
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: 0

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

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

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

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

Response: 6.25

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

Response: 344

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	54	41	26	34

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

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

Response: 50.28

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	18	13	18

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:

In alignment to the Annual academic Calendar mandated by the RGUHS, both for the UG and PG programmes, the college curriculum committee plans the academic calendar for implementation.

Our institute believes that evaluation process forms the most definitive pillar of development of three domains of learning. Internal assessment examinations which form part of formative evaluation process are given utmost priority and are conducted as per calender of events.

This academic calendar is shared with all the students and faculty and is strictly adhered to for that academic year, which helps the curriculum transactions to be completed well on time, to hold the examinations as per the schedule communicated by the university. Remedial classes are conducted for slow learners. Additional postings are provided to help them catch up with their clinical work

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

The College has a robust evaluation methodology for the conduct of internal assessment examinations. Annually, as per the predetermined academic Calendar which is shared with the students three internal evaluations are conducted, before the final University examinations. Apart from the three internal evaluations conducted by the college, regularly, many revision tests are conducted by individual Departments. This is in the form of posting end tests, as well as section- wise tests for both UG and PG students. The performance of students in the internal assessment is discussed with them and they are given

a feedback on how to improve their performance. The internal evaluation system as followed is quite efficient and robust.

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

At the PG level, weekly tests are conducted before postgraduates face the annual exams.

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

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

Students are also given chance to improve their performance through improvement internals.

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 academic calendar is prepared at the beginning of the year corresponding with the academic calendar of Rajiv Gandhi University of Health Sciences. The students are made aware of this academic calendar by the respective year wise coordinators ahead of time.

The assessment of the three internal examinations is conducted by the College in a timely manner. The marks of the three internal assessments are displayed on the Department notice board.

The college strictly follows rules & guidelines as issued by the affiliating university/DCI during conducting internals and sent up examinations. After the conduct of the internal examinations, the answer scripts are evaluated, which are then handed to the students to have an idea of their performance in the Exam. Even before sending the final marks to the University, the same is discussed with the students, their

queries are answered and their signatures are taken prior to sending the final marks to the University to maintain transparency.

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

Any grievances that may arise are dealt with rapidly.

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

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

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

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

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

Response:

Examination procedures: University papers are verified by subject experts for mistakes or out of syllabus questions half an hour before the examination. There is a computerized question paper sent by the Rajiv Gandhi University of Health Sciences.

There is complete automation of the university examination. From application of examination to declaration of the results all things go online.

Processes integrating IT

The institution has a continuous evaluation system wherein the internal assessment exams are conducted in

the examination hall supervised by two or more faculty members, the examination hall is under continuous CCTV surveillance hence there is no chance for malpractice.

For the three internal assessment examinations and computation of internal assessment marks, the college makes use of IT facilities for computing the assessment marks.

Payment of university examination fees, download of students' Hall Tickets and question papers at the time of university examinations from the university website, valuation of answer scripts and declaration of results are all fully automated and are done through IT.

Processes integrating IT: The examination papers of the students are uploaded and digital evaluation is carried out. This allows for rapid announcement of results.

Continuous assessment system: Three internal examinations are carried out for undergraduates.

Mock examinations are carried out for post –graduate students. Apart from this periodic tests are also conducted for PGs.

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

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

Self-evaluation: Students are not only given the solved papers for their reflection Department of Conservative Dentistry has developed a self-evaluation system for practicals also. Each cavity can be evaluated step by step by the students for mistakes and their corrections using the self-evaluation forms.

The institute also implements OSCE for structured objectivity.

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

Other Upload Files	
1	View Document
2	View Document
3	View Document

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

performance through:

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

Response: A. All of the above

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

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:

S B Patil Institute for Dental Sciences and Research offers up to date knowledge and skills with cutting edge technologies in order to ensure students end up as best dental surgeons and hence the institute routinely states the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University. These are communicated to the students and teachers through the orientation program.

Stated learning outcomes for each programme / course as stipulated by the Dental Council of India and the RGUHS University:

Learning outcomes of the BDS course:

The graduate should acquire:

- Adequate knowledge of the scientific foundations on which dentistry is based and good understanding of various relevant scientific methods, principles of biological functions and should

be able to evaluate and analyze scientifically various established facts and data.

- Adequate knowledge of the development, structure and function of the teeth, mouth and jaws and associated tissues both in health and disease and their relationship and effect on general-state of health and also the bearing on physical and social well-being of the patient.
- Adequate knowledge of clinical disciplines and methods, which provide a coherent picture of anomalies, lesions and diseases of the teeth, mouth and jaws and preventive, diagnostic and therapeutic aspects of dentistry.
- Adequate clinical experience required for general dental practice.
- Adequate knowledge of biological function and behavior of persons in health and sickness as well as the influence of the natural and social environment on the state of health so far as it affects dentistry.
- Able to diagnose and manage various common dental problems encountered in general dental practice
- Acquire skill to prevent and manage complications if encountered while carrying out various procedures.
- Possess skill to carry out required investigative procedures and ability to interpret laboratory findings.
- Promote oral health and help to prevent oral diseases.\
- Competent in control of pain and anxiety during dental treatment.

Learning outcomes of the MDS course:

The postgraduate should be able to:

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

Methods adopted by the College for the assessment :

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

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

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

Response: 88.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	21	35	33	39

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

2021-22	2020-21	2019-20	2018-19	2017-18
35	27	43	39	40

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

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

Response:

The learning outcomes are made up of General Skills, Practice Management, and Knowledge about infection and Cross infection in Dentistry. The course outcomes are course specific and grouped under

Cognitive, Psychomotor and Affective domains.

The implementation of the curriculum for BDS and MDS programs are carried out through proper planning by following the academic calendar in terms of time tables, conduct of internal examinations and practical classes. The learning process is made of two components viz. theory and practicals involving patients. The outcome of learning process is derived from the performance in university examinations. The fact that our students scoring high marks in the continuous assessment and university examinations exemplifies that they have acquired the knowledge and skills required for their professional career. Thus the learning process is aligned to generic learning outcome of the program.

For the BDS program students, the basics of Human Anatomy, Physiology, Biochemistry, Pharmacology and Microbiology, Anatomical Structure and Development of oral tissues, Preclinical Training on Tooth Models for Restorations, Tooth Carvings and Replacement of Teeth are provided prior to handling of the patients clinically. This facilitates the students to successfully ensure the outcomes of the learning process viz. skills, knowledge and attitude relating to the outcomes of the program.

For students of MDS program based on their speciality, the departments implements the curriculum to fulfill the objectives of the speciality related academic activities like Main Dissertation, Library Dissertation, Seminars, Journal clubs, case presentations as well as presentations in various national

conferences and the clinical procedures related to their speciality. These activities generate the necessary program outcomes.

- Patient Centric and evidence Based Learning for clinical skills such as LA block, cavity preparations, removable partial dentures, complete dentures, scaling and polishing of teeth, diagnosis and treatment of special cases, histological diagnosis etc.
- Participatory learning through projects/posters/table top presentations and seminars to impart the knowledge in various disciplines
- ICT enhanced teaching learning process gives emphasis on use of digital & technological interventions in classroom for active learning and student engagement.
- Special training such as basic life support, biomedical waste management and implantology are provided.
- In addition to this, college also provides special value added and add-on programmes for skill enhancement and knowledge updating by incorporating recent trends in dentistry

Assessment Methods

- Institutions applies various assessments in direct and indirect mode to measure the outcomes of educations and learning among the students about pre-clinical and clinical aspects, which are summarized below:
- **Formative Assessment:** As per the calendar of events institute conduct three internal examinations and RGUHS conducts external examination for both theory and practical .
- **Objective Methods of Assessment:** Different Dental departments also performs the Objective evaluation of the students which are directly connected with direct learning outcomes using the
- OSCE/OSPE Methods.
- **Informal Assessment:** For periodic and continuous assessment students are provided with topic specific assignments, Seminars, group discussions and their feedback is collected about learning.

| 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 institute conducts two parent teacher meetings every year. The circular is displayed on th notice board one week in advance and students as well as parents are informed about the meeting by the faculty members of student teacher association.

Parent-Teacher Meeting

- During the meeting the faculty in-charge places the attendance and internal assessment marks of the students before the parents for discussion and the remedial action to be taken.
- After each meeting, the faculty in-charge of each year sends the comprehensive report of the meeting to the PTA Committee and in the review meeting.
- The Committee discusses the action to be taken to improve the students' performance that lag behind.
- The faculty in-charge collects the affected student's grievances and send the same to the PTA
- Committee and after due discussions with the Principal, necessary action is taken by the departments concerned.
- The feedback from the parents is collected at the meeting and the points are discussed at the subsequent faculty PTA report discussion.
- The grievances raised by the parents are discussed and the recommendations are taken up by the committee and redressal is done wherever applicable.
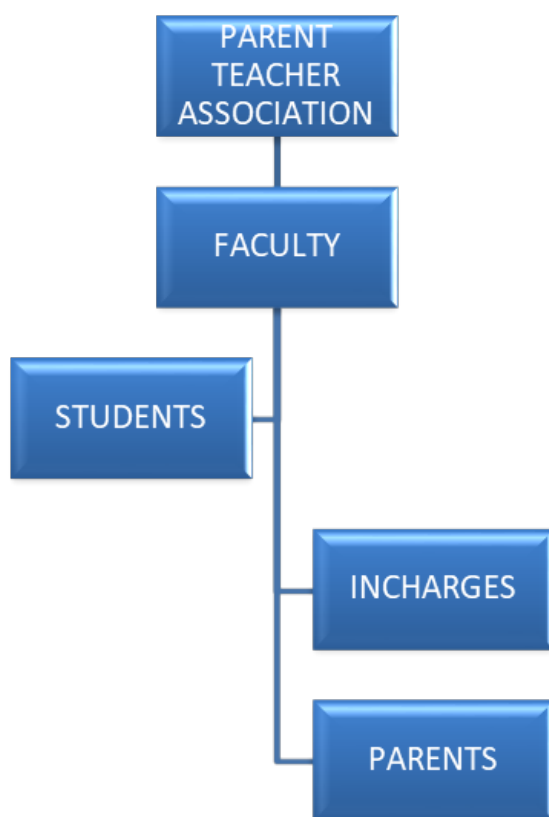
File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	View Document
Link for follow up reports on the action taken and outcome analysis.	View Document
Link for any other relevant information	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.42

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 4.29

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	0	0	0	0

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

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

Response: 1.26

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[View Document](#)

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-

governmental agencies during the last five years

Response: 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

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

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

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:

S B Patil college of Dental sciences and Research nurtures the undergraduate as well as post graduate students to develop critical thinking, develop scientiic teper an take up research as a career. In order to do this the institute has following facilities as part of incubation center.

Library: Library Provides high quality of scientific information resources and services to support the research and development of the Institution.To make library more useful to the users, it is having- (a) Stack Section (b) Periodicals Section: (c) Circulation Section (d) Internet and Multimedia section with 08 computers for providing surfing facilities and print out from e resources and Reprographic section with an advanced Sharp Copier-cum-Printer to provide copies form the documents to the users on demand along with e content delivered through HELINET consortium. other i house initiatives like high end equipments like Lasers, Operating microscopes, steriomicroscopes are also provided.

The institute has memorandum of understanding with other centers like CBCT, diagnostic labs for research purposes. The institute also carries out collaborative research activities with other institutes and publishes scientific articles reguarly. The institute has also been awarded research grants from Rajiv Gandhi University of Health Science, Karnataka. The institute regularly conducts workshops on Intellectual properties for development of research.

The initiatives are taken to impart keen interest in research among students and staff such as students are

encouraged for presentation of papers/posters/ table-top clinics in departments on various occasions, at conferences and conventions. we regularly organize various events like poster/paper presentation, quiz competition, debate, theme-based art galleries/ rangoli competition to develop their presenting & creative skills for undergraduate & post graduate students. Interdepartmental meets are organized to impart the interdisciplinary knowledge among the post graduate students and to encourage them for collaborative research.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for details of the facilities and innovations made	[View Document](#)

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

Response: 13

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	2	2

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

3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 0

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

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

Response: 9

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

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

Response: 1.29

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document](#)

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

Response: 0

File Description	Document
Institutional data in prescribed format	[View Document](#)
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: 159

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	14	44	32	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: 92.74

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

years

2021-22	2020-21	2019-20	2018-19	2017-18
189	100	165	158	160

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](#)
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 Institute has been conducting several Oral health awareness and treatment camps, tobacco cessation control programmes, blood donation camps, mask and sanitizer distribution drives, providing oral rehabilitative care for geriatric population care under Danta bhagya yojana through Department of Public Health and Department of Prosthodontics and we have been conducting health talks to school children using audio visual aids and charts about dentistry by visiting schools and Colleges.

As a result of the immense contribution by our students and staff in the above successful activities, we have received appreciation and awards from different organisations especially Indian Red Cross Society.

Awards and recognitions received for extension and outreach activities:

1. Award for providing immense contribution for Tobacco cessation by Indian Red Cross society.
2. Award for organising oral health awareness and treatment program.
3. Award for blood donation camp for creating awareness and need for blood donation.
4. Award for enormous contribution in Swach Bharat Abhiyan.
5. Award for demonstrations to create hygiene awareness and distribution of mask and sanitizer drive.
6. Award for contribution by students and interns in Swach Bharat Abhiyan Yajana.

Sl. No.	Year	Number of Notable awards/Recognitions
1	2017	4
2	2018	5
3	2019	5
4	2020	5
5	2021	5

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:

Being a premium dental health institution in the Bidar District of Kalyana Karnataka region, Karnataka. We are serving the local Population since last 30 years, we have dedicated ourselves towards the public of this region to improve their oral heath by providing education, screening and Treatment services at their door steps through outreach activity programs. The Department of public health dentistry in this academical Institution endeavours to administer all the unprejudiced social responsibility to the students, interns and staff through extension and outreach activities.
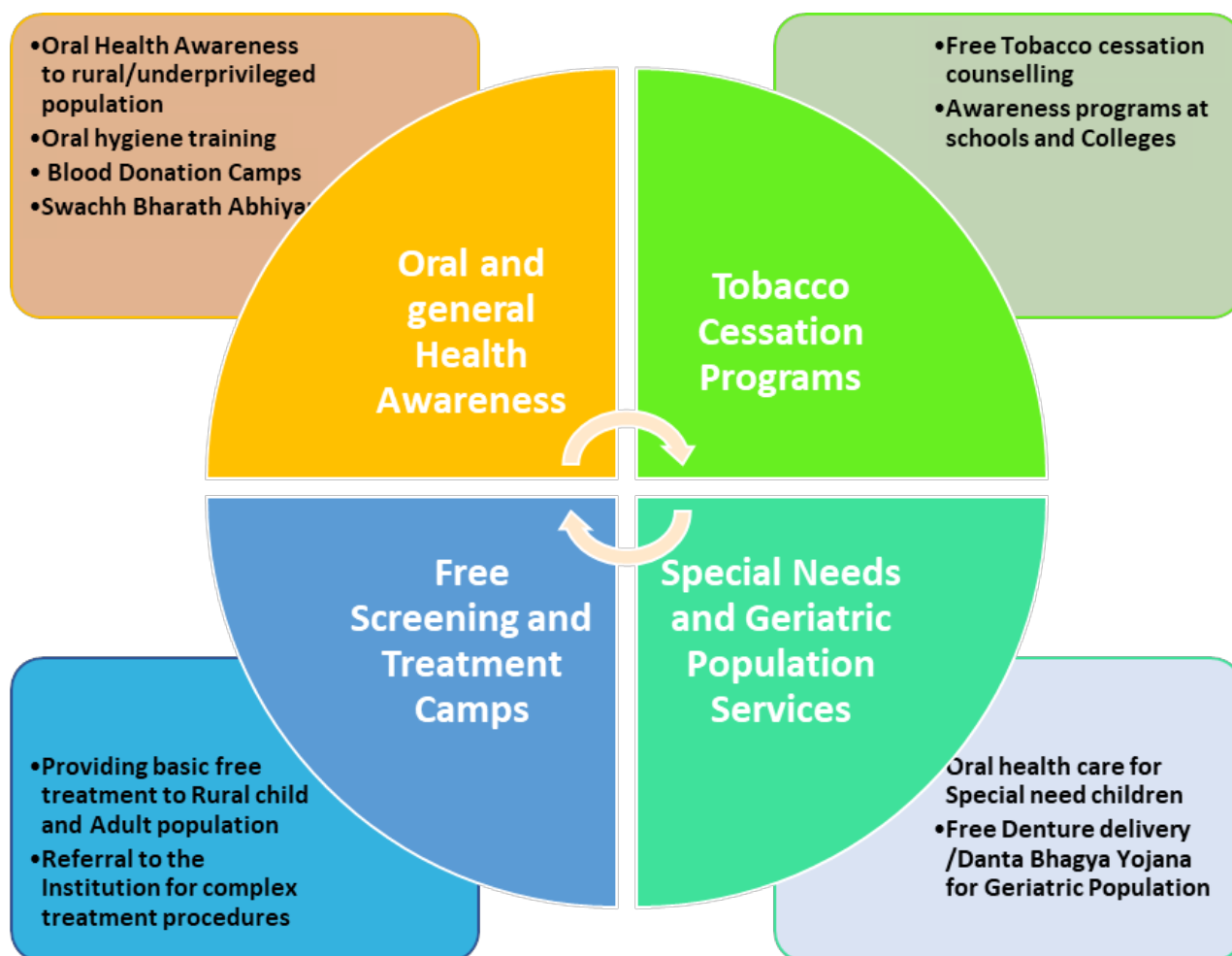
Extension and outreach activities conducted are as follows

1. Free Oral Health awareness and Treatment Programs to serve the underprivileged.
2. Most of the basic treatments was provided in mobile dental van in remote villages.
3. Dental camps were also organised in schools, colleges and other rural and urban areas
4. Organizing rallies and street drama for Promoting oral hygiene during the world oral health day celebrations.
5. Organizing dental camps under Dantabhagya yojana in rural and old age homes
6. Conducted Tobacco cessation and oral cancer awareness programs.
7. Anti-Tobacco rally and an exclusive Tobacco Cessation Clinic in our institution to bring awareness of the ill effects of various forms of tobacco
8. Dental camps for children with special needs.
9. School Dental Camps to ensure early detection of childhood caries, promote caries prevention in deciduous dentition and mixed dentition period.
10. several health talks were given in the general public of all ages, to enlighten the benefits of tooth brushing and correct method of tooth brushing along with other oral hygiene measures
11. blood donation camps were organised to Promote the awareness and need for blood donation.
12. SwachBharat abhiyan rally was conducted in and around the institution.
13. Rallies were conducted to create awareness about COVID-19 by by distributing Masks and Sanitizers.
14. Satellite Clinics: Helps to get quality dental treatments to people in the underprivileged areas of the city at a very reasonable cost.
15. Rotary Clubs, Agastya Foundation, NOHP/Department of Health and Family Welfare and other Government and NGOs in the region of our institution is continuously engaged to improve the oral and general health and lifestyle of the society.

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: 3.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	1	2	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[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: 20

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: 20

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](#)
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:

Our institution has 9 dental departments along with 6 medical departments, situated in specious area with the built up area of 1 lakh 20 thousand sq.ft. The institution provides facilities for teaching- learning and skill acquisition as per prescribed DCI norms (Dental Council of India) and RGUHS (Rajiv Gandhi University of Health Sciences). Departments are endorsed with well-designed buildings and physical infrastructure facilities that include ICT enabled lecture halls, seminar/demonstration rooms, well equipped laboratories and central library, facilities for clinical training in institution & also learning in community. Further facilities for advanced skill and simulation based training and research are also provided.

ICT Enabled Classrooms, Seminar/Demonstration Halls:

- Lecture halls, seminar rooms/demonstration rooms, laboratories, hospital for clinical teaching are fully equipped.
- There are 4 lecture Halls for Undergraduate teaching with LCD projectors and internet.
- There are 7 seminar halls and are provided with LCD projectorsand internet facilities.
- Demonstrations rooms are available at the practical laboratories and clinical settings.
- Huge auditorium is available for large group interactive teaching/seminars/co-curricular activities for conducting CDE Programmes.
- Examination halls are under CCTV surveillance.

Laboratory facilities:

- Every department has its own laboratory facilities including clinical departments wtih separate casting and ceramic labs.
- 40 Phantom head tables with manikins enable skilled preclinical learning.
- Clinico pathological laboratory has most advanced equipments to conduct the histopathological investigations

Clinical Teaching and Training Facilities:

- The clinical departments have well equipped outpatient, inpatient facilities and provision for teaching learning activities.
- The Dental college hospital has facilities for training of undergraduates, post graduates students with 150 dental chairs of varied specifications and 9 well equipped specialty departments for advanced training.
- There is a well-equipped minor OT for implants and minor surgeries in various departments.
- Institute has CCTV cameras installed in all departments and is displayed in IQAC ROOM.
- There are museums located in Anatomy, General Pathology and Oral Pathology for good understanding of subjects.

Community-based Learning:

- Field visits, community postings and health camps facilitate community based learning.
- Our institution conducts oral health programs in collaboration with Indian red cross society, Rotary club of Bidar, Agastya foundation, Danta bhagya yojana, Non-government organizations across rural areas of Bidar districts.
- The oral health programs and camps are conducted where both undergraduate and post graduate students get to do community work by oral screening and they also render several oral health services.
- There is a Dental van specifically designed with inbuilt 2 dental chairs with scaler facility for outreach programs to treat patients inside the van.

.**Medical College Teaching**

- Our institution has MOU with Bidar Institute of Medical Sciences (BRIMS), Bidar.
- Medical subjects are taught in the college facility with medical staff appointed from BRIMS for the theoretical and practical classes.

Library

- The college library is equipped with a large number of books and journals and e library with 8 computers.
- Partial automation of the central library has been done through biblio software.
- Every department has a department library with textbooks of relevant subject to enable students and faculty to get instant access for reference purpose.
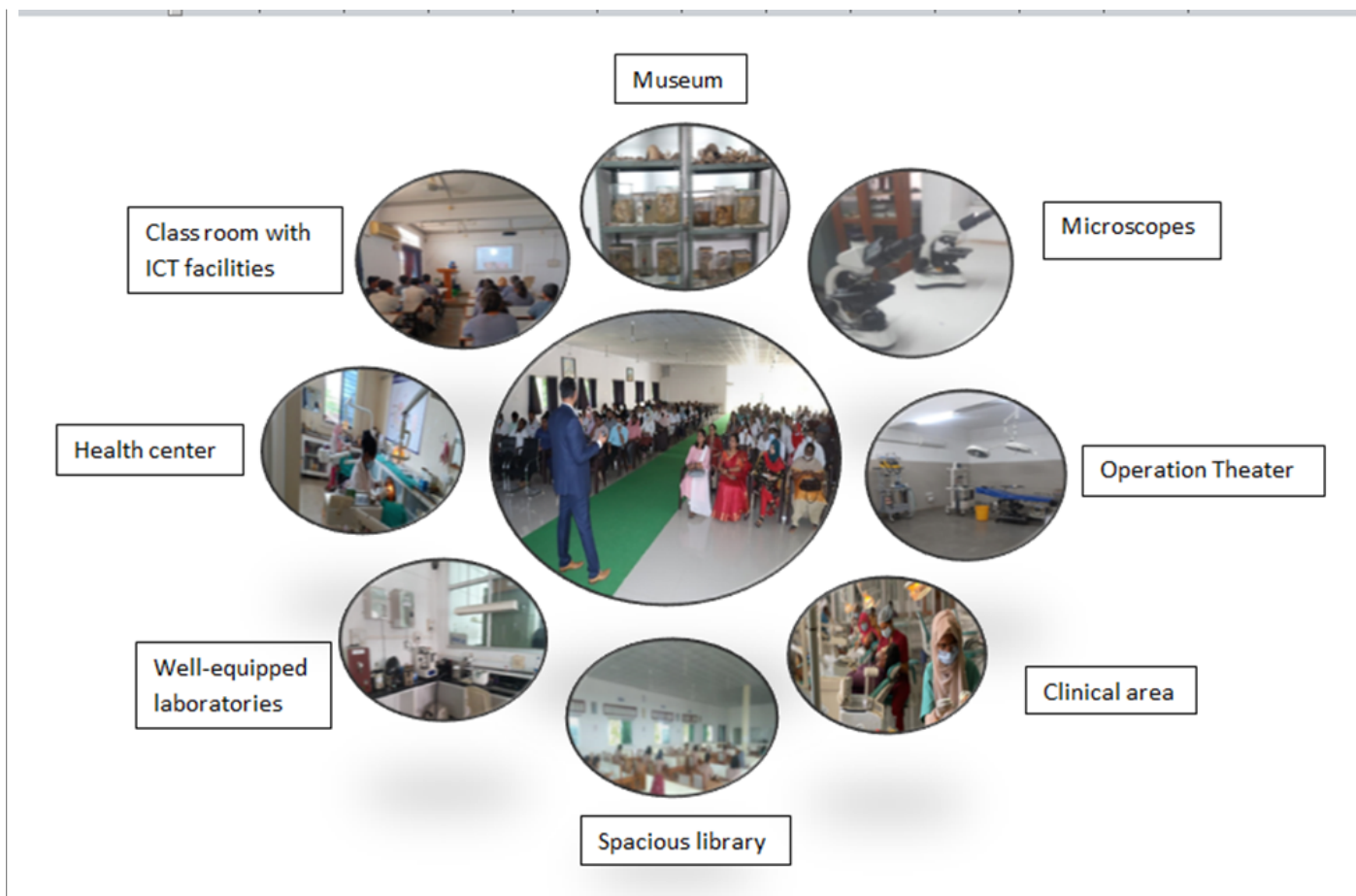
File Description	Document
Link for any other relevant information	[View Document](#)
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	[View Document](#)
Link for geotagged photographs	[View Document](#)

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

Response:

The college is architecturally sound to provide facilities of sports (indoor, outdoor) gymnasium, cultural activities and festive gatherings within the campus. Every year college conducts both outdoor and indoor sports activities and cultural programs during annual convocation week. All the students and staff participate with great enthusiasm. All the winners of the sports events and cultural events are awarded with certificates and medals and the best batch is announced and is appreciated by giving trophy on the day of freshers program. To boost the spirit of the students Gold medals and certificates are given to the students

who have scored highest marks in the subject of Human Anatomy (Madki Award), to the overall toppers of each batch, the four years topper of the graduating batch and the best out-going student of the graduating batch during the graduation ceremony.

Auditorium:

- Campus accommodates an open to sky auditorium of area 5000sq.ft. with seating capacity of 500 expandable to 700 for annual gatherings.
- A closed auditorium of area 6000sq.ft. with seating capacity of 500, named Anubhava Mantap to hold events on monthly basis namely, research workshops, CDE programs, etc

Courts:

- Indoor sports facilities are provided with a well-designed court of 625sq.ft. for sports like Badminton, Table Tennis, Carrom, Chess, etc.
- An outdoor playground of 22500sq.ft. used by the faculty and the students for outdoor sports events like throw-ball, volleyball, tug-of-war etc., which are held annually.
- The annual sports events take place during the week of convocation ceremony without disturbing the decorum of the clinical practice.

Gymnasium:

- Gymnasium of area 750sq.ft. is air conditioned and is well equipped with all the warm up equipment, along with bench press, weight training Dumbbells, exercise bike, etc.
- In-Campus gymnasium facilitates the students to stay fit as it is vital for a medical practitioner to stay healthy to provide health care facilities to the general public.

Yoga Centre:

- Yoga centre is used by the faculty and students for yoga practice and yoga day is celebrated by the institution to boost the staff and the students to stay healthy.

Other Facilities:

- Campus holds cultural activities in the open to sky auditorium during the annual fest. Students participate in ample during the course of the event with enthusiasm.

Celebrations:

As part of the multi-cultural society, the institution celebrates a wide range of festivals within the campus all through the year. The festivals include:

- Independence Day
- Republic Day
- Karnataka Formation Day
- Teachers Day
- National Cons and Endo Day
- National Prosthodontist Day
- Ganesh Chaturthi
- Ramzan
- New Year
- Holi
- Dandiya Nights during Navratri etc.

SPORTS AND CULTURAL FACILITIES AT OUR CAMPUS

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The Institution is built up area of 1,20,000 sqft which includes College and Hospital, Boys Hostel, Girls Hostel, Staff Quarters, Indoor Stadium, Gymnasium, Yoga and Meditation Centre, Cafeteria, General Public Garden, Rose Garden, 2 wheeler parking, 4 wheeler parking. Campus is structurally well built and has healthy environment around to compliment it. Fire safety measures, parking for the disabled, ramp facility for the disabled, electricity back up are all part of the institution's infrastructure..

Individual Campus Facilities:

Hospital and College:

·   The Hospital and College is built with an overall area of 1,20,000 sq.ft. accommodating 9 Dental and 6 Medical departments, Classrooms, Seminar Halls, Central Library, Open to Sky Auditorium, Closed Auditorium, Operation Theatre, Minor OTs, Washrooms on each floor - separate for men and women, ramp facility for the disabled, fire safety measures, Hospital reception area, office area and Conference hall.

Hostel Facility:

·   Campus accommodates 2 separate hostels, for girls and boys each.

·   Boys hostel is provided with attached washrooms and accommodates 3 students/room.

·   Girls hostel has 3 different sets of rooms - single, double and triple, whilst providing enough area/student to carry out their work related activities in the hostel.

·   Hostel has a common hall, TV hall with an LCD TV along with subscription, well ventilated corridors and rooms.

·   Hostels are supplied with water and electricity 24X7 and back ups are always there in case of power cuts or water shortage in the area.

·   Hostel is appointed with staff to facilitate in maintaining cleanliness and healthy environment.

·   Wardens are present at both the hostels to help students and to maintain the decorum of the facility.

Staff Quarters:

· Staff is provided with quarters to rest during leisure hours.

· Faculty who need to travel long distances stay at staff quarters during the work days.

· Each staff is provided with well furnished rooms with electricity and water - bathrooms having hot water running 24X7.

Indoor Stadium:

· Indoor stadium of 625sq.ft. has been built within the campus for the students and the faculty to play sports like badminton, table tennis, etc.

Gymnasium, Yoga and Meditation Centre:

· An area of 750sq.ft. is dedicated for physical fitness facilities including Gymnasium, Yoga and Meditation centre.

· Faculty and students use these resources to stay fit and healthy both physically and mentally.

Cafeteria:

· Campus has a cafeteria that provides all 3 meals of the day along with refreshments in the evening hours, is spacious with hygeinic facilities.

General Public Garden:

· Lush green garden of area 22,500sq.ft is present where patients spend their time during waiting hours.

Rose Garden:

· Rose Garden is present within the campus that adds to the beauty of the campus.

Parking:

· Separate 2 and 4 wheeler parking spaces are available within the campus for systematic and easy movement of vehicles and to avoid traffic.

· Special parking area for the disabled is also present within the campus.

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: 32.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
119.14	78.08	38.41	61.55	10.14

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:

Institution provides teaching hospital facilities, equipments, laboratory and clinical teaching-learning as stipulated by regulatory bodies like DCI and RGUHS to support the teaching and training needs of the students.

- **SBPDC** has 150 dental chairs of specifications as stipulated by the DCI to facilitate undergraduate and post graduate training.
- There are museums located in Anatomy, General Pathology and Oral Pathology for good

understanding of subjects.

- There are laboratories in various departments with advanced facilities needed.
- Institution has MOUs with BRIMS hospital, ayurvedic medical and pharmacy colleges and NGOs for additional clinical learning material. Special efforts have been made to ensure the adequacy of the clinical teaching material in basic medical sciences and clinical medical sciences.
- There are minor and major operation theatres for implants and surgeries.
- There is a Dental van specifically designed with inbuilt 2 dental chairs with scaler facility which is exclusively used for School oral health and community oral health programs which run across the year. This helps both undergraduate and post graduate students to obtain skills to become efficient clinicians.
- Under Graduate and the Post Graduate students are trained to refine their skills and given a thorough pre-clinical training before their direct clinical exposure.
- Students are encouraged to work on projects which help them in additional learning.
- Time table for undergraduate teaching is uniform for all clinical departments providing sufficient exposure for both preclinical and clinical learning.
- SBPDC has high end diagnostic and therapeutic equipments and laboratories which also aid the student in learning the required set of clinical skills which includes,

1. Intraoral Radiographic units.
2. Digital Radiography,Panoramic Radiography
3. Institution has MOU with CBCT center. Postgraduate students as well as staff requires CBCT image interpretation which is an important task in the diagnostic workup of a number of dental procedures like implant planning, 3rd molar surgery etc.
4. Casting and ceramic laboratories
5. Operative endodontic microscope and loops
6. Laser units
7. Air abrasion units
8. 25 microscopes for undergraduates

File Description	Document	
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	[View Document](#)	
Link for the list of facilities available for patient care, teaching-learning and research	[View Document](#)	
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: 45177

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

years.

2021-22	2020-21	2019-20	2018-19	2017-18
31126	18208	15654	14283	14341

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

2021-22	2020-21	2019-20	2018-19	2017-18
26866	26131	35481	34256	9539

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

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

Response: 165.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
179	157	165	156	160

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

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

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

File Description	Document
Institutional prescribed format	[View Document](#)
Geotagged photos of health centres	[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:

The library information Centre at SBPDC is well established and equipped with modern facilities.

Considering the importance of Library Automation, currently partial automation has been done through standard and useful Library Automation Software, BIBILIO 8.26 based Version, for better operational efficiencies and effective use of the library resources. Databases in LIC are constantly updated as and when new documents are added. Our users can have quick access to latest information by visiting LIC. This is not only saving precious time of users, but also enhanced the efficiency of functioning of LIC. The software enables to accession of books and allows for bar-coding during collection.

Biblio is a powerful Windows software, that is part of the category Productivity Software with subcategory Cataloguing. It is light software that will require less space than many software in the section Productivity software. It's a program very heavily used in Library management and is quite efficient in carrying out the tasks.

Data availability: Addition of details of books, journals, e-books, e-journals, etc. with subject(s), author(s), edition, volume, keyword, editor, ISBN, ISSN, call number, class number, title number, issue dates are available.

Uses and Benefits of the Software:

- Multilingual support for most Indian languages Support.
- Once a title has been entered the other copies for the same title (if any) can be entered with just a click of button.
- Individual book issue criteria (i.e. Max. Days, Fine per Day etc.) .
- Comprehensive fields for Books and Member's record to suit all requirements
- Membership subscription period management (Optional)
- Customizable grouping of members under various Categories and Classes
- Periodical title entry, subscription, magazine/newspaper subscription management facility
- Transfer all student one class to other class
- Preparation/binding details of the periodicals
- Promote and demote students (class wise or all)
- Various kinds of editable letters like approval letter, intimation letter etc.
- Barring of book issues to defaulters (optional)
- Every entry form contains its own searching facility.
- Powerful search for books and members based on various criteria
- Special searching option for students only.
- Complete management of book-donors, vendors, publishers, authors, locations, subjects, categories, classes, rack-shelves, binders etc.
- Performance of library staff can be checked at any time for any particular period.
- No limitation of number of records, i.e., you can enter as many records as desired.

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:

College campus and the clinical departments consist of ample of textbooks, journals, manuscripts etc of the concerned subjects and are of easy access to the faculty and the students.

Central Library:

Central Library accommodates following resources:

RESOURCES		N
Total no: of Books		2
Current Subscription to Journals	National	09
	International print and E journals	1
Current Subscription to National and International Print and E Journals through HELINET Consortium	Print Journals	
	• National	80
	• International	66
	e- Journals	
	National	N

International		28
E-books through HELINET Consortium		30
Bound Volumes of Journals		44
Journals and DVD's on Dental Medical Science		66
Newspapers		03

- Textbooks from a wide range of authors can be found in the central library.
- Newest editions of textbooks are added to the library as and when notified to keep the students updated on the latest changes and advancements in the field of dentistry.
- Digital library consists of online books, journals, research documents, research reports etc. It is accessible to the students for better understanding of the subjects using 3D innovations in the dental field.
- Partial automation of library is done using BIBLIO software in the year 2021.

Other Resources:

- Each day, newspapers of varied languages (English, Kannada) are displayed and are provided for the students to read in the library in order to stay updated with the current events.

Department Library:

- Each department has its own library that is provided with the required textbooks and journals of the concerned departments.
- Students can issue these books within the department during the rotational clinical posting for quick reference or detailed study as and when required.
- A register is maintained to keep tabs on the usage of the books of the library, both Central and Departmental, to assess the traffic and the necessity to modify the budget according to the usage per department or author.

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: C. Any three of the above

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

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

Response: 13.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
7.01	40.2	14.11	2.28	2.48

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:

Central library is open to all the UG and PG students throughout the year. A total of 200 students in the library can be seated at once. Each subject of each year is allotted space for the books to be kept. Journals section is segregated from the textbook section for easy access without any confusion. WiFi connection is available in the Library that enables the students to access a wide range of e-books, e-journals and articles on the web for better exposure of the concerned subjects. Digital Library is supported by the software BIBLIO, with partial automation. A total of 8 computers with access to the internet are available for student access.

In-person and remote access:

- Students and faculty access library in their leisure hours between 10am and 5pm. Every student that enters the library, marks their entry in a register with their name, time, batch number and signature.
- The students and faculty have in person access to the hard copies of books, current journals, back volumes of journals, audiovisual resources, virtual library, newspapers and magazines
- The Proquest, Wiley and Science Direct database gives on-campus access to dental and medical e-books, scholarly e-journals, videos and audio, dissertation and theses, newspapers and magazines, trade journals, reports, conference papers and proceedings, working papers, blogs, podcasts and websites, pamphlets and ephemeral works related to dentistry and health sciences. These can be accessed by students and faculty through the institutional login and intranet only.
- The E-consortium database subscription from RGUHS, gives access to dental, medical and allied health sciences e-books and e-journals. These can be remotely accessed through the HELINET software through the University website by using a username and password for students and faculty

provided separately. The subscription is renewed annually.

Library Orientation Program for First Year BDS and MDS students:

- Library orientation program is held in the campus to make the students of the first years of UG and PG aware of the availability of the resources they will be needing in the coming years.
- Students go through all the facilities they have access to in relation to the Library during this orientation program.
- Faculty members also have access to the library and can get books issued for reference purposes.

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

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

Response: Any Two of the above

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

4.4 IT Infrastructure

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

Response: 100

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

Response: 11

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

Response: 11

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 IT facilities are available as a part of the advancement in the field of learning and research in the institution. We have a dedicated IT Department that ensures that all the hardware and software are up-to-date and functioning effectively. The IT facilities that are provided by our institution to support student welfare and to ease the process of learning are:
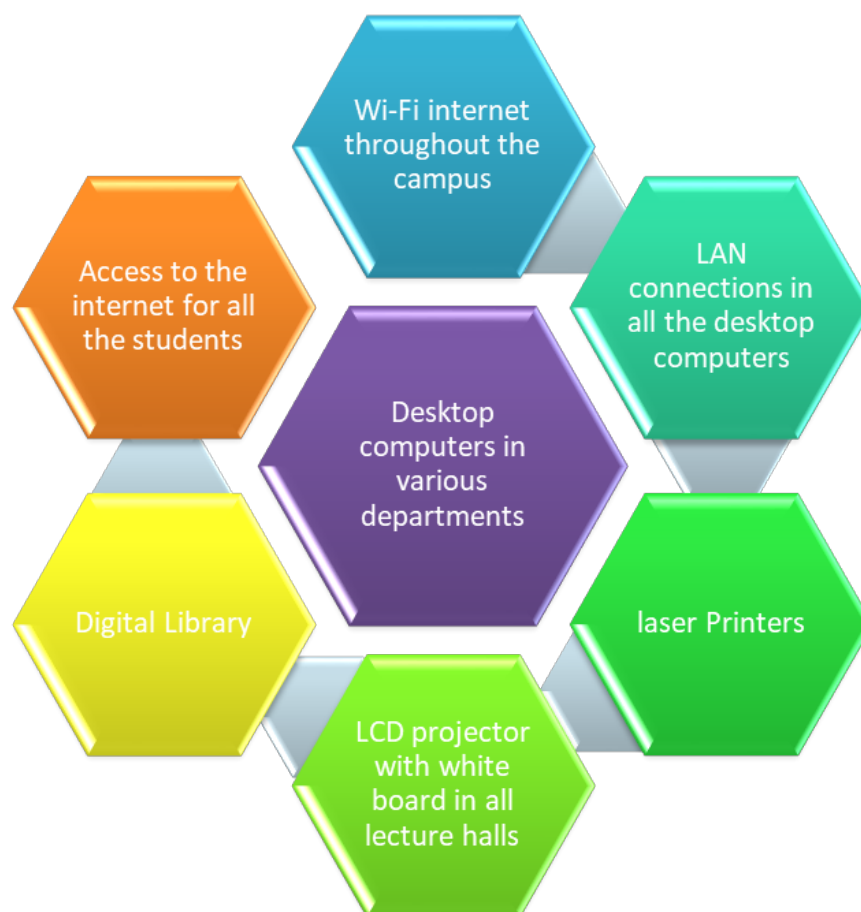
RVG system is used in departments of Oral medicine and radiology, Conservative Dentistry and Endodontics and Department of Oral and Maxillofacial Surgery, which proves to be an asset in the field of fast learning.

WiFi and LAN are available for access to the members of the faculty and the students as and when required. Faculty and students can access e-journals through the internet facilities available in the library which has consequently enhanced the teaching and learning. The Institution upgrades the IT infrastructure and associated facilities whenever required.

Access to these resources aids the students in learning various skills they wouldn't be able to learn had it been just the physical mode of learning instead of an amalgamation of both physical and digital modes of learning.

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

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

Response: 50 MBPS-250 MBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 53.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
68.26	93.39	109.74	75.47	69.77

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

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

Response:

The institution runs on a well laid and well executed planed decided by the board members with each section of the institution being provided with enough resources to run smoothly.

Maintenance of Physical Infrastructure:

· Maintenance of the institution's physical infrastructure is just as important as the clinical or theoretical education for the students. Hence the institution has appointed 70 members for various purposes.

· There are 22 Sweepers appointed for daily cleaning of the floors, walls and roofs of the hospital's various departments, classrooms, central library and corridors.

· Each Department is allotted with attenders that help run the department smoothly.

· Full time Electrician, Carpenter, Gardner, Plumber and 3 watchmen with rotating shifts are appointed for smooth running of the institution in case of any technical disturbance.

· Washrooms are cleaned on a daily basis to maintain proper sanitation hygiene within the campus.

Hospital Waste Management:

· Hospital waste is properly managed following proper Guidelines for Management of Healthcare Waste as per Biomedical Waste Management Rules, 2016.

Library and Computers:

· Central Library can accommodate200 students and has a librarian and a helper staff to ease the flow of work.

· Students are provided with library cards which they use to get the books issued by the library.

· Record of every book issued is maintained by the librarian and the numbers of visitors to the library are also maintained each day in a register.

· There are a total of 8 computers in the Central Library, one each in every class room and the clinical departments. Any difficulty faced by the faculty/student while using the facilities is immediately addressed and resolved as soon as possible.

· Library orientation and meetings are held to address the issues faced by the students and are resolved accordingly.

Classrooms:

· Classrooms are air-conditioned with enough seating for 60 students at a time, LCD projectors, white boards, podium, CPU and Wi-Fi connection.

· Technician is always available to resolve the issue in case of any difficulty faced in between a lecture being held.

Laboratory:

· Each Medical, Pre-Clinical and Clinical Dental subject has its separate laboratory for proper exposure and guidance to the students during the practical classes/clinical postings scheduled by the DCI.

· Laboratories are well equipped with all the necessary equipment needed for the students to gain knowledge and experience in the concerned subjects.

· Laboratory Technicians are appointed for every laboratory to assist/help the faculty in the practical classes/clinical postings and also to address the issues raised in case of any mishaps.

Sports Facilities:

· An indoor stadium of 625sq.ft. has been built within the campus for the students and the faculty to play sports like badminton, table tennis, etc.

· Maintenance is done by the maintenance committee that keeps a tab on proper cleanliness being done of the area.

· Outdoor play area is mowed on regular basis by the maintenance staff to clear the area of any weeds being grown, especially during the monsoon period

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: 19.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	40	38	39

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

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

Response: C. Any three of the above

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

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

Response: 18.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	21	35	35	28

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

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

Response:

International Student Cell

S B Patil Institute for Dental Sciences and Research has student support and welfare committee to support and handle various series of events that occur during the admission procedure of international students and provide them homely atmosphere.

This cell serves a bridge between India and International students. We aim to encourage the students from all over the globe to be the part of study in India programme and

get benefit from high class education from quality institutions like S.B.PATIL INSTITUTE FOR DENTAL SCIENCES & RESEARCH BIDAR. During this phase we ensure that we help them to achieve their goals and become holistic scholar in their respective fields of interest.

The rules framed by University Grants Commission (UGC) are notified in its website www.ugc.ac.in that will be followed for deciding the eligibility and admission of international students to dental courses (BDS,MDS) of our institute to deal with admission and guidance of international students.

S.B.PATIL INSTITUTE FOR DENTAL SCIENCES & RESEARCH , has made a provision for admissions under Foreign/NRI category on fulfilling the eligibility requirements. Foreign/NRI category seats are only available for foreign nationals/candidates with NRI status.

Guidelines for admission of foreign/international students:

1.Should be an international student (foreign student) / Non-Resident Indian (NRI).

2.For foreign students, student visa is mandatory (for NRI not mandatory option).

3.Students must obtain prior security clearance from Ministry of Home affairs and the approval of Department of higher education, Ministry of Human Resource Development, Government of India, and this must be on the student visa endorsed to the institution.
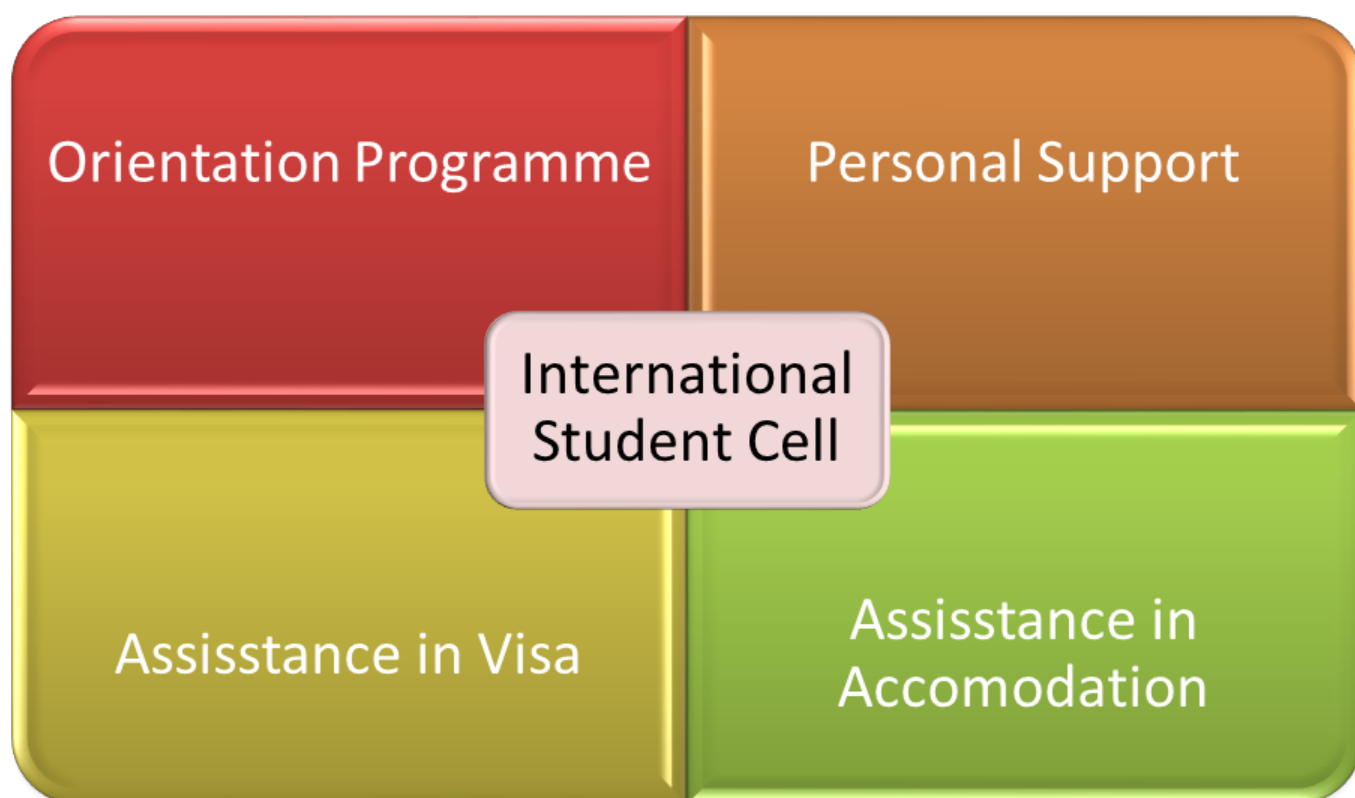
The responsibilities of international Student Cell:

1. Organizing Orientation Programme for International Students to make them aware about Indian rules and regulations, Fee structure, Visa and Immigration etc.

2. Providing the Personal Support for academic and non - academic issues through Mentor-Mentee system.

3. Hotel Allocation or Helping to find suitable place of stay.

4. Providing Official Letters and other documentation required for admission and Visa process.

File Description	Document
Link for international student cell	View Document

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
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: 74.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	6	5	5	1

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

2021-22	2020-21	2019-20	2018-19	2017-18
13	6	6	7	2

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: 38.62

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	10	13	13	13

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](#)
Annual reports of Placement Cell	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 11.43

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

Response: 4

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any proof of admission to higher education	[View Document](#)

5.3 Student Participation and Activities

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

Response: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	11	11	6	0

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

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

Response:

S.B.Patil Institute For Dental Sciences & Research Bidar, has a well-organized student council, the student council is formed every year by the Principal of the college. Student council committee comprising of student representatives from each year and faculty of the college and is effectively functioning in the college. Students are also members of many other relevant administrative committees of the college which provide the students an opportunity to raise their concerns and contribute in a positive overall development of the institution.

The student support committee has been actively planning and conducting all the cultural and sports related activities of the college. The committee also manages the conception and conduct of day to day practice of the extra-curricular activities. The committee organizes regular sports and cultural activities which culminates as annual sports and cultural day event. The committee also facilitates student participation in a lot of activities helping social causes like participation in walkathon, marathons to support causes like Anti-tobacco rallies etc. Programs held on world health day, say no to tobacco campaign are a few examples of the orientation of its activities.

The students being members of the above committees help to increase their sensitivity towards the concerned issues and awareness. It provides an environment in various related issues to academics and extracurricular activities. The involvement of the student council provides an environment which is conducive to education and personality development of an individual including long lasting friendship and empathy among fellow students. The management and the college provide all their necessary support to the student council in organizing and coordinating the college concerned events.
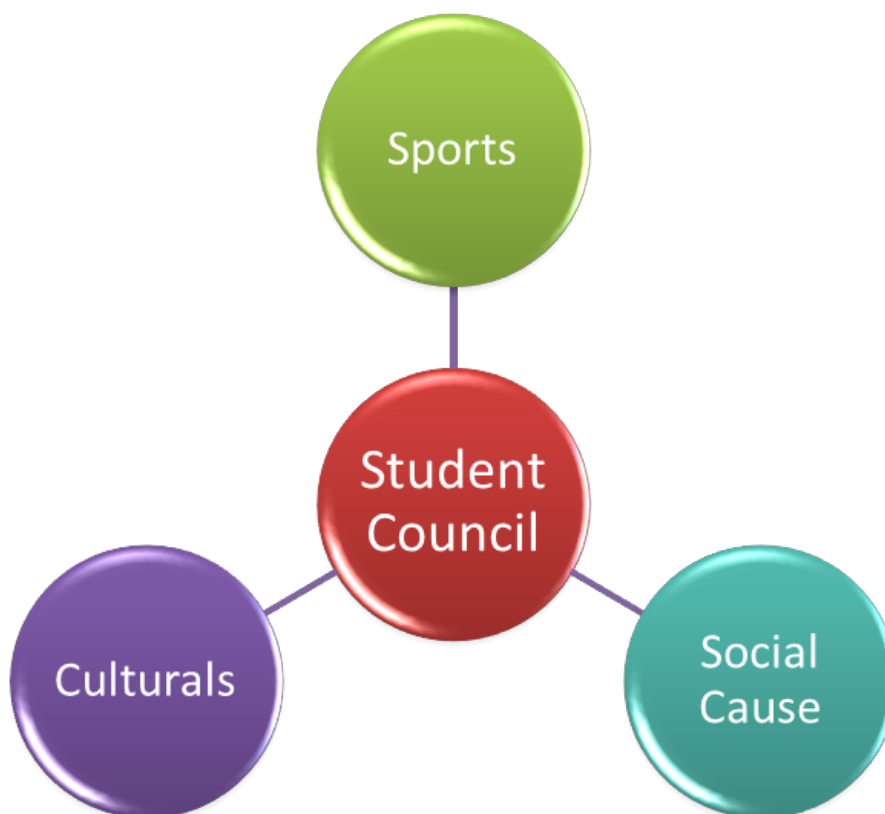
File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document

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

Response: 13

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

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

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

5.4 Alumni Engagement

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

Response:

The Alumni Association of the Institution is a registered body, which holds regular meetings to plan and execute progressive activities with the support of the institution. The Alumni association has been functional since 2016 and has been officially registered under the Schedule-A of the Registration of Societies under the Karnataka Societies Registration Act 1961 on 4th of May 2016 as "S.B.PATIL DENTAL COLLEGE AND HOSPITAL ALUMNI TRUST AT BIDAR". The institution maintains regular contact with Alumni and former faculties through social medias and personal contact.

Employability:

A number of our alumni have gone on to pursue higher education both within the country and

outside.

Some of them have come back to the institution as valuable employees and continue to serve in

different positions within the institution.

This ensures the continuation of the bond that exists between the institution and the students.

Professional Assistance

Our alumni association along with other members assist the institution in conducting and organizing research workshops, conferences, seminars and hands-on training courses for academic and clinical skill enrichment and upliftment.

Another way our alumni contributes is in the form of donating books to our library so that the

students currently pursuing their education can benefit from them.

Enhance the institution's reputation

Our institution has always harnessed the power of its alumni through various networking platforms like Facebook, Instagram, Whatsapp etc.,

It can influence the public including patients, prospective students and other members of the society from near and far.

Dental Camps:

Alumni Association also play an impressive role in the dental camps conducted by the college by extending full support for the dental camps and also awareness programs organized by the college.

Supportive Role of the College to Alumni Association

The college not only provides financial assistance to the association but also extensive support in different ways to the alumni in appreciation of the commendable role they play in form of appreciation and by providing the facilities of the college for conducting various programmes and the meetings of the Association.
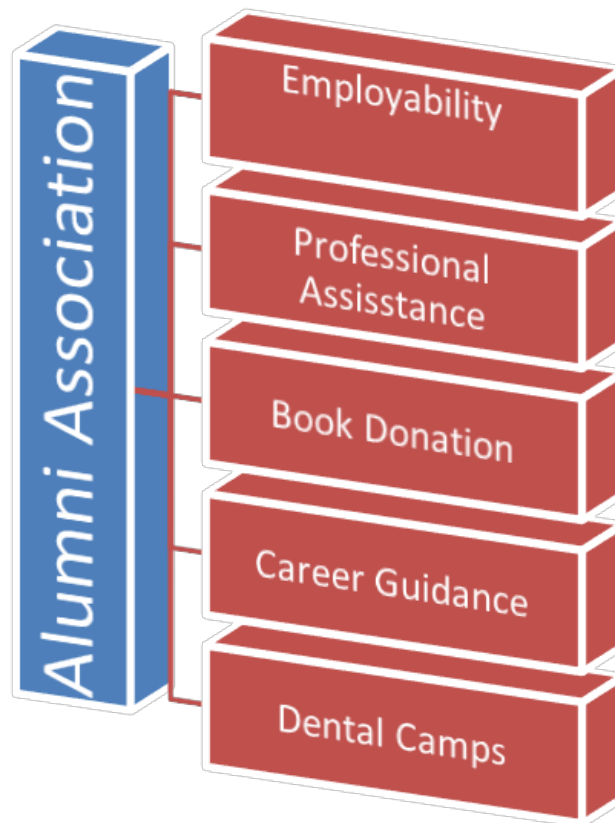
File Description	Document
Any additional information	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for Additional Information	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)

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

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

Response: D. Any two of the above

File Description	Document
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:

VISION

The Institute was established with a vision to provide excellent education by creating requisite infrastructure complete with state-of-art technology, making excellence a natural inspiration and to make the institute as premier hub in providing high quality dental treatment to all the sections of society including people belonging to lower socioeconimic status in this region of Kalyana Karnataka.

MISSION

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

VISION
- To provide excellent education by creating requisite infrastructure completed by state-of-art technology, making excellence, a natural inspiration

MISION
- To develop premier dental institute
- To practice ethically and promote high morale
- To provide health education to underserved populations
- To provideeducation driven by knowledge
- To make SBPDCI top choice for persuing dental sciences

CORE VALUES
- Integrityto
- Excellence
- Fairness
- Quality
- Dignity
- Professionalism
- Creativity

Nature of Governance

S B Patil Institute for Dental Sciences is always thriving to provide best dental education to the students. The management and governing council are keen in making institute in providing best education to the students and best treatment to the patients.

The chairman and the members of the governing body are involved in financial planning, monitoring expenditure and infrastructure development. The Governing Council, headed by the Principal, is in-charge of laying the framework upon which the institution functions on a day to day basis. The college and hospital have well qualified and competent administrators at the institution and the departmental level to provide effective leadership, patient care and academics. The governing authorities are involved in formulating policies, regulating and implementing guidelines for continuous improvement of the institution. Several committees are formed to look after academic and administrative functions of the college

Stake Holder Participation

The faculty members are involved in decision making for continuous improvement of the institution. The faculty members are nominated for various committees to actively involve them in framing guidelines and decision making. The committee members conduct periodic meetings to discuss regarding the functioning and work allotment to staff members. Regular meetings at institutional a departmental level is held to promote the culture of participative management and address any grievance.

File Description	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:

The institution follows a systematic decision-making process based on the hierarchical positions with the management being the final decision-making authority. The institute relies on participative management and collective growth. The management conducts monthly meetings with its entire institutional heads to discuss various issues of prime importance. The organogram of the institution depicts the decentralized and participative management processes that are practised by the institution. Various committees are implemented that participative management and decentralization. The decisions taken in the management meeting are conveyed to and discussed with heads of all departments, administrative and support staff in the monthly held college council meetings for necessarily follow up and actions. The HOD's hold regular meetings of the departmental faculty and support staff to look into any deficiencies at the grass root departmental level. All committee heads also conduct regular meetings of their respective committees for problems related to administration, academics as well as hospital care services and report is submitted to the Principal. Meetings between management and faculty heads along with Principal are arranged for making strategic decisions for infrastructure development as and when required.

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

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

Committee in- charges, HODs and Principal are responsible for the overall administration and successful implementation of plans at all levels. At the department level, Professors, Readers, Lecturers of respective departments direct and ensure that the academic, research and clinical programs for UG & PG students are implemented in their respective departments. Every Department organizes Webinars, various scientific, co-curricular & social workshops and programs /activities which gives the students and the departmental staff an opportunity to execute their managerial and organizational skills. Staff and students are encouraged to participate in various co-curricular and extracurricular activities. The department support staffs, dental technicians, dental hygienists, nurses and group D staff actively contribute to the seamless functioning of the departments. These are further monitored by the respective Heads of the departments.

The Administrative staff comprising of Superintendent, accountant, receptionist, clerks and other ministerial staff competently support the Principal in daily operations and undertakings of the institution. Maintenance support staff meticulously perform their respective duties. All these help in cumulative contribution of decentralized and active participatory management has allowed for the institution's

planned targets and outcomes to be achieved.

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

6.2 Strategy Development and Deployment

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

Response:

Introduction

The S B Patil Institute for Dental Sciences and Research, Bidar has well defined organizational chart at all levels for effective deployment and implementation of strategic plan. The statutory bodies and committees function as per the rules and regulations laid out.

The various committees constituted by the college for effective implementation of the plans and policies include:

- Dental Education Unit
- Ethics Committee
- Orientation Committee
- Curriculum Committee
- Committee for SC-ST
- Committee for Minority
- Committee for OBC
- Anti Ragging Committee
- Library Committee
- Student Council Committee
- Alumni Committee
- Student Grievance and Harassment Cell

Participation of representative sections of faculty, staff and students are ensured. Special care is taken to ensure inclusion of a significant number of women members in all the committees and their active participation in the meetings. The meetings are conducted as per the standard operating protocol of each committee and the minutes are recorded and filed. Free voicing of opinions and exchange of ideas and suggestions are encouraged in the meetings.

The Strategic Plan of the college comprises of the following dimensions.

1. Teaching and Learning

2. Academic Excellence

3. Resources

4. Research and Innovation

5. Affordability and Access

6. Community

Strategic plan salient feature

- Introduction of interdisciplinary UG & PG programs and courses
- To get all programs as well as the Institution accredited NAAC
- To attain greater visibility both nationally and internationally amongst the stakeholders.
- To nurture innovation, creativity, research and experiment, cross fertilization of thoughts and ideas, freedom for students and faculty to think and evolve for the betterment of oneself and the Institution.
- To provide the state-of-the-art infrastructure, world class ambience and ethical work culture.
- To focus on high quality research from the faculty members and scholars.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: C. Any three of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The institution effectively implements the welfare schemes for the teaching and nonteaching faculties.

Welfare measures for employee in the form of various services and facilities are provided to the teaching and non-teaching staff for their betterment. These welfare measures aid in motivating and keeping the morale high of the employees so as to encourage them for greater support to the institution.

The institution planned for availing all the schemes such as EPF,ESI, Maternity Leave, Medical Facility, Permission to attend FDP such as Orientation programmes and Refresher courses, short term courses, etc. for the career development and progression of the teaching as well as non-teaching staff. Increments are given yearly without fail to all employees.

Besides the above, the following benefits are given to the teaching and non-teaching staff

Financial Support:

To the staff to attend workshops and conferences both at the national and international level.

 For children's education of the non-teaching staff

For celebrating festivals, festival advance to the non-teaching and domestic staff

The self-financed staff of the institution also receive Provident Fund, permission to attend Faculty Development Programme, Maternity leave. o

ESI: As per the state government norms institute is providing ESI facility to its staff members.

Bonus to Non-Teaching Staff: Yearly bonus scheme is available for the non-teaching staff members of

Concession in IP/OP Treatment: IP/OP Treatment at concessional rates is provided to the staff and their family members at Dental clinic facilities of institution.

Cafeteria: Cafeteria facility with concessional rates is provided to staff members

Yoga Centre: Staff members can also avail the facility of Yoga and Meditation Center established by the Institution in the campus.

Gymnasium at Hostel: Staff members can utilize the gym facility established in hostel.

Indoor games facility for the staff to relax and to refresh physically and mentally

Casual Leave/ Special Casual Leave/OOD facility: Staff members are given CL, SCL and OOD facility for the personal and professional purposes.

Financial Assistance to attend seminar/conference/workshop: The fulltime staff members are provided with financial assistance to present their research finding during seminar/conferences and workshops.

File Description	Document
Any additional information	[View Document](#)
Link for policy document on the welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[View Document](#)

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

Response: 3.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	0	1	0	0

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

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

Response: 5.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	6	6	6

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
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: 62.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	25	26	31

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](#)

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

Response:

S B Patil Institute for Dental Sciences and Research has annual performance appraisal system. To facilitate performance assessment institute follows "Performance Appraisal Scoring System (PBAS)" according to Guidelines. The performance of each employee is assessed annually after completion of one year of service. The objective is not only to objectively evaluate the performance as per established norms, but also to identify potential aspects for improvement that can eventually lead to further progress and growth of the employee.

Performance of Teaching Staff:

a) The performance of each faculty member is assessed according to the Annual Self-Assessment for the Performance Based Appraisal System (PBAS).

b) Promotions are based on the PBAS proforma .

c) The performance of the faculty is evaluated based on professional contribution to academics, contribution to short term training courses, mentoring UG and PG students, involvement in institutional

governance through member/coordinator of various institutional committees, research and development, research guidance to PG students, teaching activities, e-content development on institutional LMS.

d) Faculty members whose promotions are due are recommended based on their API score.

e) Financial support to the faculty is rendered with the motive to enhance or upgrade their knowledge through their participation in conferences, workshops, publications in Scopus indexed journals, book publication, sponsored projects consultancy, research supervision, awards, honours, fellowships etc.

f) The performance appraisal system for the teaching staff of the institution comprises of 3 phases which includes self-appraisal, appraisal by Head of the Department and appraisal by the Head of the institution.

Performance appraisal system for non- teaching staff:

Performance appraisal of non-teaching staff are also assessed through annual confidential reports and overall annual performance.

Various parameters for non-teaching staff are evaluated under different sections like

a) Character and habits.

b) Abilities to perform departmental activities.

c) Hard work, discipline and reliability.

d) Relations / Co-operation with superiors, subordinates, colleagues, students and public.

e) Power of Drafting (where applicable), efficient organization of documents and technical abilities.

f) Punctuality and reporting the given work on time.

g) Willingness to work during extended hours.

h) Attending professional development programmes organized by the institute.

The overall assessment is based on the cumulative grade by the HOD, which is then forwarded to the Head of the institution.
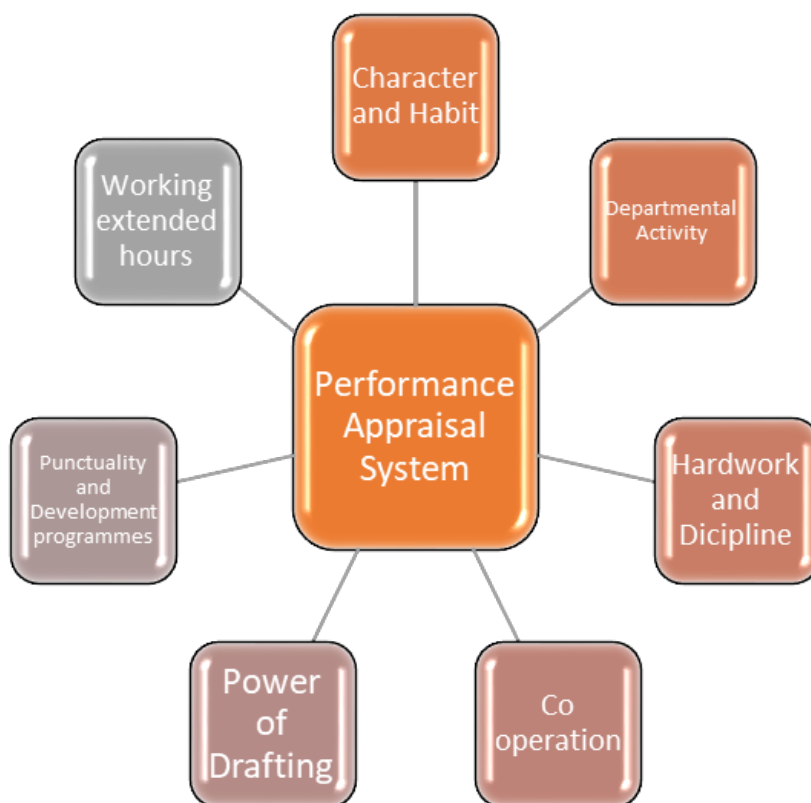
File Description	Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

S B Patil Institute for Dental Sciences and Research is a self-financed and managed by Somanath Education Trust. There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in financial management of the institution. The income and expenditure of the institution are subjected to regular internal and external audit.

The resource mobilization includes financial resource, materialistic resource and human. It is the responsibility of institute to provide appropriate resources to concerned departments to achieve a prespecified requirement.

The basic objective of the policy is:

 I. To aim in building the strong financial system for various programs.

II. To review the institute funding pattern, provides guidelines and strategies for mobilizing resources to support the implementation of the institute strategic plan, and the fulfilment of its vision and mission.

III. To identify the link between external funding challenges and the continued internal improvements necessary to achieve the objectives.

IV. To diverse and expand its resource base for the successful and effective achievement of the institutional objectives and overall growth and ensuring accountability and transparency.

V. To analyse the resources available for program priorities, quality research, infrastructural upgradation and maintenance, in addition to efficient budget allocation.

Resource Mobilization and Optimum Utilization of Resources includes separate sub strategies on following parameters: 1. Mobilization of Financial Resources 2. Mobilization of Physical Resources 3. Mobilization of Human Resources 4. Optimum Utilization of Resources.

Sources of financial resources include:

Funds are raised from tuition and hostel fees collected for UG & PG course as stipulated by the Affiliated University and the State Government.

Patient treatment charges and imaging charges.

Grant received from individuals and philanthropists Donations received from Alumni.

Optimum Utilization of Resources:

Optimum utilization of resources basically involves the following steps:

a)The institute aims at promoting research, development, consultancy and such other activities, involving the faculty at various levels.

b) The faculty, who exhibit initiative and receive substantial grants for R&D activities or for strengthening the infrastructure in the institute would be encouraged and will receive special incentives.

c) Travel grants are provided to teaching staff depending on the availability of funds.

d) The available physical infrastructure is optimally utilized beyond regular college hours, to conduct remedial classes, co-curricular activities/extra-curricular activities, parent teacher meetings.

e) Funds deposited are collected through various sources at centralized level and permitting their utilization after due audit process and within laid down restrictions.

f) Institution accounts are audited regularly, balance sheet and other financial statements drawn annually.

Maintenance of the Infrastructure:

a) Maintenance of infrastructure is taken care by institutional Maintenance Committee.

b) Regular maintenance of infrastructure is done by appointed human resources.

Financial Resources

Optimum Utilization of Resources

Resources

Mobilization of Physical Resources

Mobilization of Human Resources

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

S B Patil Institute for Dental Sciences has a mechanism for internal and external audit to ensure financial compliance.Both Internal and External Audits for all its financial transactions carried out during the financial year to improve its operational efficiency.

Internal Audit system makes sure the internal control system including accounting control system in an organization is effective.

The expenditure concerning departmental activities, excluding the salary, are budgeted in the beginning of the financial year, with Principal directing the HOD's to submit the budget proposal which includes equipment, software, maintenance expenses and cost of spares. The Principal consolidates the budget received from various Departments and presents to the Management of the institute for approval.

The financial monitoring mechanism of the college involves internal and external audits, payments through banks, purchase based on tenders and quotations, transparency in transactions.

The accounting of the college is computerized using the package Tally System. This facilitates the accounting and auditing processes in a rigorous and reliable manner. As the college is self-financed with no funds received from state government, audit by government department is not followed.

Internal Audit

Copy of Budget proposals, invoice and vouchers, and supporting documents of every purchase /event is maintained in the respective Departments and the original documents are sent to the accounts Department of the Institution. The accountant of the institution verifies every document, observations if any, is brought to the notice of HODs for immediate rectification. The details of all the expenditures / transactions of the entire financial year is consolidated and maintained at the accounts office and submitted for external audit at the end of the financial year. Appointed Chartered Accountant's team members visit the institution and verifies all the bill, vouchers, books of account, bank statements along with other documents, if found any discrepancies they will inform the accounts department in writing with a copy to the parent body for further action/rectification.

External Audit

External audit of the institution are filed every year with Income Tax department. The External Auditor expresses their opinion on the financial Statements of the Institution based on their Audit. They conduct the Audit in accordance with Standards on Auditing issued by the Institute of Chartered Accountants of India. The Audit involves performing procedures to obtain audit evidences about the amounts and disclosure in financial Statements. The Auditors also evaluate the appropriateness of accounting policies used and reasonableness of the accounting estimates made by the management as well as evaluating the overall presentation of financial statement. Auditors suggestions are considered and discussed with the management of the institute and ensure compliance.

There has been no adverse comment on the accounts by the auditors. Every year audit reports are filed with Income Tax department. Audit Reports of each year are placed with the financials of the respective year.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 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)

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

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

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

S B Patil Institute for Dental Sciences has well organised Internal Quality Assurance Cell which was established in 2017 as per NAAC guidelines. Its Internal Quality Assurance Cell (IQAC) carries out activities that encompass all aspects of the Institute's functioning. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in overall performance of the Institutions. The IQAC will channelize all efforts and measures of the Institution towards promoting its academic excellence.

The objectives of the IQAC are:

· To ensure continuous improvement in the entire operations of the Institution.

· To ensure stakeholders connected with Education, namely parents, teachers, staff, employers, funding agencies, society in general, of its own quality and probity.

· To develop a quality system for conscious, consistent and programmed action to improve the academic and administrative performance of the institution.

· To promote measures for driving institutional functioning towards quality enhancement and institutionalization of best practices.

Strategic planning of key areas and assigning responsibilities:

1. Academic results

2. Student technical training

3. Student soft skills development and value-added courses

4. Placement support

5. Faculty development programs & CDE programs

6. Research and development

7. Interaction with industry

IQAC is involved in the following activities:

- Coordinates the preparation of individual Time Table and Lesson Plan.
- Extends support for organizing the programs for students' progress and support services
- Encourages faculties' research activities Facilitates the process of infrastructure development of the college
- Feedback analysis
- Facilitates the process of documentation
- Prepares for NAAC
- Guidance and coaching for competitive and entrance exams
- Support extended for scholarships to deserving students
- Support to slow learners and development of soft skills
- All the above activities are properly documented and the records are kept in the concerned departments.

S B Patil Institute for Dental Sciences has following committees that are functioning under IQAC:

The committees are DEU, Student Council Committee, Ethics Committee, Orientation Committee, Curriculum Committee, Committee for SC-ST, Committee for OBC, Committee for Minority,Anti-Ragging Committee, Library committee, Internal Complaint Committees, Library Committee, Maintenance Committee, Alumni Committee.

Actions are taken by these committees on receiving complaints and representations. Grievance Tracker: Students' grievances regarding infrastructure, IT, Hostel, Food and procedures of the Institute are addressed by this committee.

Other areas under the confines of IQAC are:

- Assurance of Learning:Monitoring results of Academics, Overall grooming of students, Mentoring sessions and reports to ensure assurance of learning.
- Alumni Connect: Continuous connect with Alumni to keep them updated and make them proud of the institute.
- MoUs: IQAC plays an important role in signing MoUs with various organizations relating to academics, placement, outreach activities.
- Organizing Workshops for faculty development & teacher training programs,Capability enhancement & development schemes for faculty and students, CDE Programs, e-course training, Structured Feedbacks from various stakeholders, and, Internal audits, resource utilization, Field visits, Certificate courses, Internships, Students satisfaction survey.
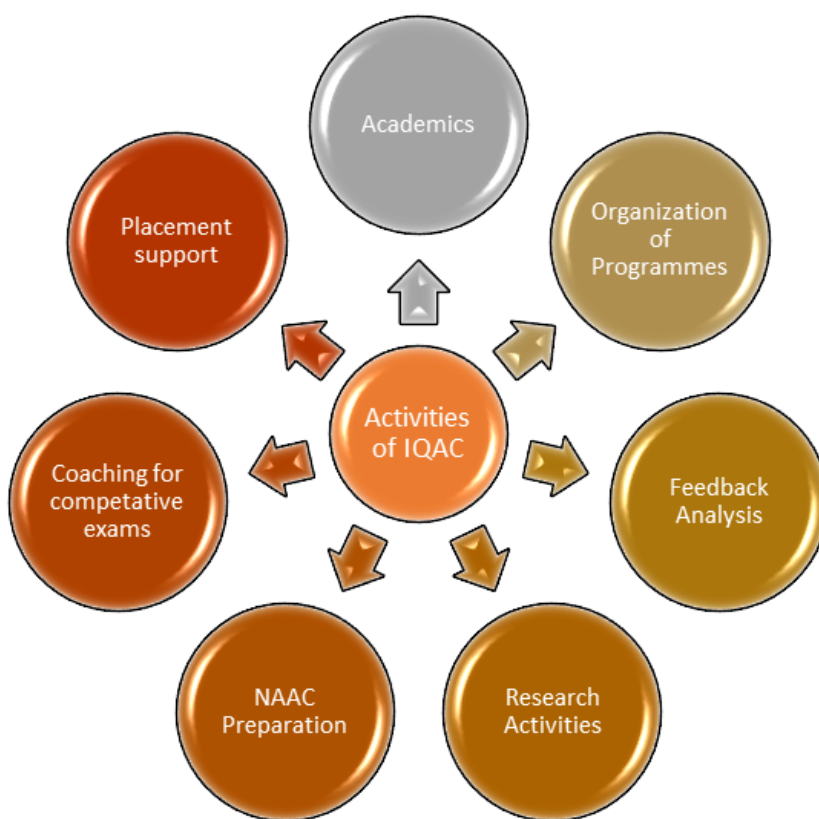
File Description	Document
Link for minutes of the IQAC meetings	View Document
Link for any other relevant information	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document

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

Response: 82.61

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

2021-22	2020-21	2019-20	2018-19	2017-18
19	21	41	34	37

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: B. Any three of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

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

| File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)

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

Response:

MEASURES TAKEN BY THE INSTITUTION FOR THE PROMOTION OF GENDER EQUITY
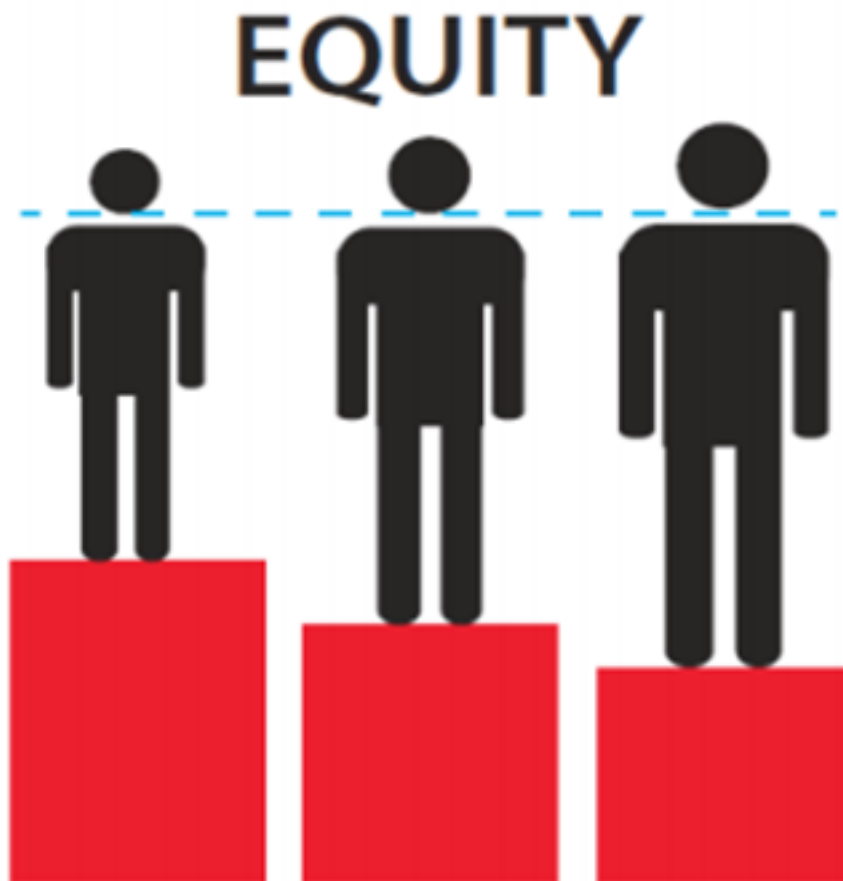
The concept of gender equity refers to "fairness of treatment for both women and men, according to their respective needs. This may include equal treatment or treatment that is different but which is considered equivalent in terms of rights, benefits, obligations and opportunities" (International Labour Office [ILO], 2000).

Education deals with formation of habits of human beings. If so, we need education seriously to focus on promoting the equal participation of women and men in making decisions; reducing enrolment gap between women's and men's access; giving equality in learning process, educational outcomes and external results; and providing equal benefits for both sexes.

Gender equity in education means that males and females have equal opportunities in terms of economic, social, cultural, and political developments. If gender equity is exactly achieved this will contribute to future of girls and boys more than approaches men-centered, and girls will get benefits from public and domestic life as much as boy.

1. Safety and security

Safety of girls is a top priority at every college campus. Nowadays, safe and supportive campus community is both an obligation and a challenge for college administrators and students. Institute should provide a comprehensive range of security amenities especially for girls within the premises, through a

dedicated team of security personnel. It is a common phenomenon that most of the outstation students enrolling for different courses come out of their homes and cities for the first time in their life. It is therefore of utmost importance for institutions to provide them a comfortable and safe ambience of 'feel at home' within the campus.

Women safety at any college campus is a serious concern now. According to a poll, 86% of parents believe that the safety of the campus is one of the most important factors in choosing one institution over the other. This problem can only be solved through awareness and prevention programs, dialogue and action. Students should be given regular lessons about sexual assault and its prevention from the school level itself so that they become more aware and alert and do not hesitate in taking preventive and safety actions in case such disdainful circumstances are encountered in future. So, following actions have been taken to ensure safety of the girl students.

CCTV Camera

24 hour CCTV surveillance is maintained in the college. It helps to keep a check on antisocial activities. Students and other employees in the college too remain cautious about the surveillance. Discipline is also maintained and it also provides a sense of security to the students and even their guardians. Students wear identity cards at all times to ensure their identity. The institution takes good care of the students in every aspect.

File Description	Document	
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	[View Document](#)	
Annual gender sensitization action plan	[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: C. Any three of the above

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

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

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

Response:

Biomedical waste is the waste that contains infectious materials. There is a biomedical waste management unit in S.B.PATIL INSTITUTE FOR DENTAL SCIENCE &RESEARCH, Bidar with a Memorandum of Understanding with Envirobiotech,Sy.No.199,village Dhannura, (Rudnoor) ,Tq.Bhalki Dist,Bidar-585413 . All the departments have been provided with different colour code bags. The nursing staff, technicians and attender been educated and trained regarding segregation of wastes. Each day at the end hours, the attenders transport the entire biomedical waste to the central collection unit. The same waste is collected thrice weekly by the biomedical waste van and is transported to the   Dhannura which is situated 30kms away from the institute. The MOU is renewed every year with (CBMWTF) and amount for collection and dispensing of biomedical waste is paid to the CHAMP, BIDAR

Our institute has memorandum of Understanding with goverment approved agency Environ Biotech for management of common biomedical waste treatment facility(CBMWTF). the agency manages

- Solid waste management
- Liquid waste management
- Biomedical waste management
- Hazardous chemicals and radioactive waste management

Separation of solid waste is based on colour code bags and treatment.

Colour code	Category of waste	Treatment of waste
RED	waste Gloves, catheter, saline bottle, blood infected gloves, lignocaine bottles	Chemical treatment, autoclaving at Dhann (CBMWTF)
YELLOW	Blood soaked cotton, gauge, plaster models, impression compound, modelling wax, green stick, sticky wax, shellac trays, old dentures, mouth masks, cotton gauzes	Incineration at Dhan (CBMWTF)
BLUE/TRANSPARENT	Scalpels, burs, orthodontic wires, splinting and ligature wires, orthodontic brackets and wires, files, BP blade, needles, pipettes, metal crowns and ceramic crowns, chemicals	Chemical treatment Bhalki (CBMWTF)
BLACK	Municipal waste like paper, plastic etc	Disposed at municipality
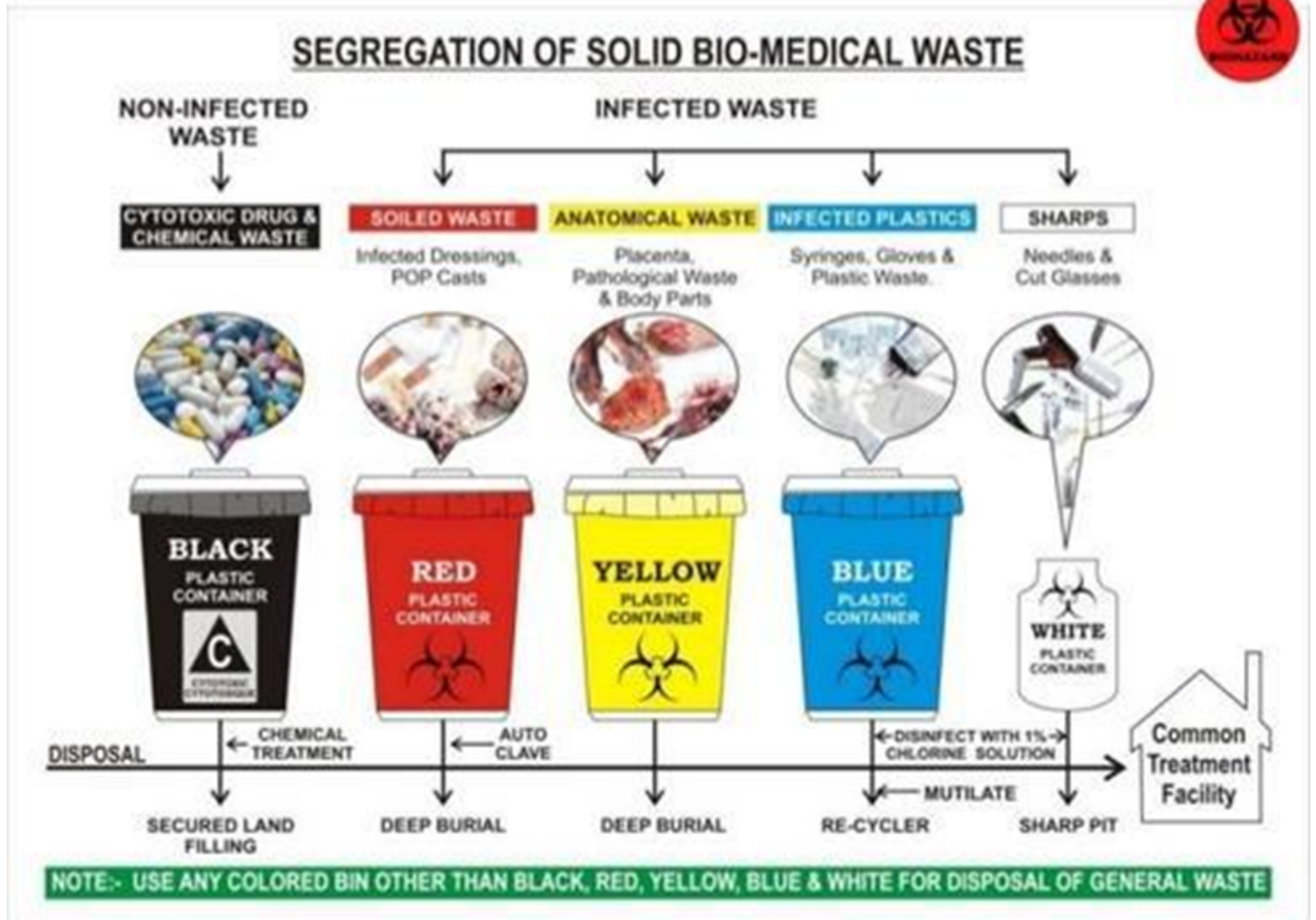
E WASTE MANAGEMENT:-

The IT e-waste like printer cartridges, CPU's, mouse, keyboards are collected at the central store and is transported to Biradar infotech, Bidar for recycling and dismantling. The electrical e-waste like electrical wires, UPS batteries are collected at the central store and is transported to Biradar infotech, Bidar for recycling and dismantling.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation or maintenance reports of Water conservation facilities available in the Institution	[View Document](#)
Geo tagged photos of the facilities as the claim of the institution	[View Document](#)

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged photos / videos of the facilities if available	[View Document](#)
Geotagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)

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

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

Response:

- The Institution was established with the philosophy of serving for humanity, and since its inception serving the people of Kalyan Karnataka Area.
- As institute admits the students from various backgrounds, culture, language, and socio-economic status, thereby creating the inclusive environment for its student, staff, and all other stakeholders.
- Students come from various states of India such as Uttarakhand, Gujarat, Telangana, Kerala, Kashmir, Maharashtra, Tamilnadu, West Bengal, Assam, Bihar, Rajasthan, and Andhrapradesh etc. with different religious and linguistic communities nder one roof of SBPIDSR
- All students together celebrate Freshers Day, Farewell, Annual Day, Sports and Cultural Meets together with all enthusiasm and spirit of togetherness.
- The code of conduct of the college is in place which is strictly followed by all its stakeholders, and which is implemented without any bias with full justification.
- Essay, Elocution and Debate competitions are organized on the issues like gender sensitization, gender equity, gender stereotypes etc. to inculcate the spirit of gender equity and promotion.
- College also offers the capability enhancement programmes on Human Values Development and Professional Ethics and all students are given equal opportunity for participation.
- Various National Days are celebrated such as Independance Day, Republic Day,Hyderabad Karanataka Liberation Day' , Kannada Rajyotsava , etc. which brings the spirit of National Integration in the college.
- Being in Hyderabad Karnataka Backward Area College offers all its services to the patients with very minimum cost. Awareness of the masses regarding oral health is done through community and school camps.
- Tobacco cell has been established to provide awareness about tobacco related effects and counselling is provided to needy patients.
- Rallies have been conducted on 'No Tobacco Day', 'Oral health day', 'World AIDS day', 'Oral cancer day' and 'Environment Day' to sensitize the general population towards the outcome of habits and timely treatment for various ailments.
- Complete dentures are provided to the Geriatric population under the Dant Bhagya scheme.
- Advanced treatment is provided including major surgeries for oral cancer, cosmetic surgeries, TMJ surgeries, trauma.
- The management provides funds towards payment of certain expenditures to reduce the financial burden.
- In this way, institution plays a vital role in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socio-economic and other diversities and has leveraged its location for the services of the community

We celebrate the following days in our college

1. Independence Day (15th august)
2. Republic Day (26th January)
3. Hyderabad Karanataka Liberation Day' (17 September)
4. No Tobacco Day (31st May)

5. Teachers Day (5th September)

1. Cons and Endo day (5th march)
2. International yoga day (21st June)
3. Prosthodontist day (22 january)
4. Iftar party
5. Ganesh chaturthi
6. National dentist day
7. International Oral & Maxillofacial Surgeons Day   (13TH   FEBRUARY)
8. World oral health day (20TH March)
9. Holi celebration
10. Environment Day (5th june)
11. Annual day

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

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

Response: A. All of the above

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

Web link of the code of conduct	[View Document](#)	
Link for additional information	[View Document](#)	

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

Response:

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

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

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

All students together celebrate Freshers Day, Farewell, Annual Day, Sports and Cultural Meets together with all enthusiasm and spirit of togetherness.

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

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

Some of the activities conducted as part of international women's day celebration of our institution include:On the occasion of International Womens Day our college had conducted Hb test camp on 8th March 2022 in our campus for all teaching , non teaching womens . If the Hb tested less than normal they are treated by medication.

Interns (House surgeons) and other undergraduates do take special interest to celebrate

Teachers day on 5th September every year. The students organize a day's programme accompanied by

group singing and group dances, some games for members of faculty followed by a memento as part of the celebration.

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

We celebrate the following days in our college

1. Independence Day (15th august)
2. Republic Day (26th January)
3. Hyderabad Liberation Day' (17 September)
4. No Tobacco Day (31st May)
5. Kannada rajyothsava
6. HYDERABAD LIBERATION DAY(17 SEPTEMBER)
7. Teachers Day (5th september)
8. Cons and Endo day (5th march)
9. International yoga day (21st June)
10. Prosthodontist day (22 january)
11. Iftar party
12. Ganesh chaturthi
13. National dentist day
14. International Oral & Maxillofacial Surgeons Day (13TH   february)
15. World oral health day (20TH March)
16. Holi celebration
17. College Fest
18. Environment Day (5th june)
19. Annual day

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:

BEST PRACTICE: 1

Title of the practice:

Institutional outreach services for comprehensive community oral health care

Objectives of the practice:

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

1.spread oral health care awareness among the public & reduce oral disease burden

2.reach voluntary oral health care services to the community

3.reach oral health care solutions to the unreached

4.infuse experiential learning among students through community dental health programmes

5.practice evidence-based dental health care promotion strategies through community involvement, empowerment and capacity building.

The context

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

The practice

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

- School and Community dental programmes have been organized by the departments of Pedodontics & Preventive Dentistry, Public Health Dentistry, Prosthodontics and Oral Medicine and Radiology.

- *A **fully equipped mobile dental van** is used for all dental camps.*

It comprises of : 2 dental chairs, 2 dismantlable dental chairs, inbuilt water tank,

compressor and audio system for facilitating oral health care talk .Working team: staff, postgraduate students, interns and attenders Oral health awareness talks are given using charts, posters, models .

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

Health talks (using Charts, models and posters) before offering treatment

Public is addressed about prevention of common oral diseases, deleterious habits and maintenance of good oral hygiene

Specific dental camps to **screen** key ailments: **cleft lip / palate** and **oral precancer & cancer; tobacco and AIDS awareness camps**

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

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

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

 satellite center (at old city Bidar) established by the institution, have sufficient provision to furnish diagnosis and treatment of oral diseases.

Evidence of success:

Reflected in the **number of camps** being **conducted** and the **beneficiaries**

Total Camps by **the institution (last 5 years) - 143**

Number of beneficiaries - 24586

Improved oral health conditions (evident by follow ups)

Problems encountered and Resources required:

Interruptions in power supply at times; overcome by Alternate source by Generator

BEST PRACTICE 2:

TITLE OF PRACTICE - PATIENT CENTRIC CARE

Objectives:

- To promote patient-centric care and imbibe the spirit of virtuousness and service amongst the students.
- As a secondary health provider for multidisciplinary and advance oral diseases.
- To make oral health services available to the community in rural areas
- To inculcate an atmosphere of professional ethics in students and faculties
- To imbibe evidence-based approach in providing oral health care
- To promote experimental and participatory learning through community-based services.

The Context

- Inspite of a vast development in the health sector, our rural and sub urban areas still remain the most unreached areas in the health care services.
- A vast majority of this population still fails to seek treatment for oro-facial diseases due to lack of awareness regarding oral health issues or lack of means to seek timely intervention.
- Timely intervention amongst the community below poverty line and affordability of dental treatment still remains a major issue in oral health care in the general population.

Practices:

- Awareness of the masses regarding oral health is done through community and school camps.

- Tobacco cell has been established to provide awareness about tobacco related effects and counselling is provided to needy patients.
- Rallies have been conducted on 'No Tobacco Day', 'oral health day', 'world AIDS day', 'oral cancer day' and 'Environment day' to sensitize the general population towards the outcome of habits and timely treatment for various ailments.
- Complete dentures are provided to the Geriatric population under the Dant Bhagya scheme.
- The management provides funds towards payment of certain expenditures to reduce the financial burden.
- Mobile dental clinic is provided for appropriate dental health care during camps.

Evidence of success

- 143 camps have been conducted with screening of 24586 patients,

following visit of these patients to the hospital for further treatment.

- Patient seeking care for prevention and management of basic and advanced

dental ailments.

- Routine dental procedures are performed with on par excellence.
- variety of special cases were treated in various specialties.
- Other surgeries undertaken include Oral submucous fibrosis, cleft lip and palate, TMJ, cysts and tumors including vascular lesions.
- Various potentially malignant disorders, ulcerative lesions, autoimmune disorders, orofacial pain conditions are all treated by innovative and evidence-based management strategies.
- Advanced periodontal regenerative procedures like root coverage, hemi section, root resection, bone grafting, GBR, and GTR procedures are undertaken
- Orthodontic treatment procedures which includes fixed functional appliances, orthopedic arch expansion, zygomatic screw placements for impaction of maxillary arch and current techniques like self-ligating, clear aligners and pitts are also practiced.
- Dental implants are being made affordable to the masses and are undertaken as a routine procedure.
- Root canal therapies are done with the state of art equipment like Endodontic surgical microscope
- Complete dentures were provided to patients under Dant Bhagya scheme on a regular basis.
- Total of 1655 patients with Advanced procedures were treated.

Problems encountered and resources required

College runs under the charitable trust and therefore cannot charge the required amount for the treatment procedures.Hence, more financial resources to be mobilized through the different government schemes for

the welfare of patients of socio- economically backward Kalyan Karnataka Region.

File Description	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:

'Undergraduate research program' represents an area of institutional distinctiveness.

Background:

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

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

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

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

Structure of the UG research Program:

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

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

principles of adult learning at every stage.

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

Quality assurance process:

Three presentations are made during the course of the project:

1.To the Institutional Review Board

2.In Public defence of synopsis

3.In Public defence of completed research project

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

Measured outcomes of the research program:

The research program has motivated the students and has improved their aptitude towards practicing evidence-based dentistry.

Success of the program is evident as:

- **Two research projects** were **selected for RGUHS grants**, 2020-21 and research projects were completed within stipulated time .

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: 70.8

8.1.1.1 Institutional mean NEET percentile score

Response: 70.8

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:

In our institute dental students are trained to acquire adequate knowledge and hand skills to carry out quality dental practice and the institute provides state of the art facilities to train UG and PG students in pre-clinical skills.

The following facilities have been provided in each preclinical and skill labs

Pre-clinical Conservative Dentistry had Phantom head tables for UG- 20 PG – 3

Pre-Clinical Prosthodontics and Dental Materials had Phantom head tables UG - 20, PG – 02

Department of Orthodontics has Model trimmers, Typhodont teeth set.

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

Pre-Clinical Conservative dentistry

I BDS

Manipulation of Zinc Oxide eugenol, Zinc Phosphate, Zinc Polycarboxylate, glass ionomer cement and

silver amalgam

II BDS

G.V Blacks Class I, II, III and V cavity preparation and Inlay wax pattern on plaster models (12 exercises) and typhodont teeth (29 exercises) and natural teeth (1 exercise).

Demonstration of anterior tooth access cavity preparation and composite build up on extracted teeth.

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

Pre-Clinical Prosthodontics

I BDS

Manipulation of POP, Dental Stone, impression compound, Impression paste, Alginate impression

Material, Demonstration of border moulding and impression taking procedures on models

 II BDS

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

Fabrication of complete and partial denture

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

Department of Preventive and Paediatric Dentistry

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

Department of Orthodontics

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

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

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

BDS FIRST AND SECOND YEAR PRE CLINICAL EXICESISES FOR UG

FIRST SIX MONTHS PRE CLINICAL EXERSICES FOR PG

⬇

FOLLOWS ALL NORMS OF DCI AND RGUHS UNIVERSITY

⬇

IMPLIMENTED IN CLINICAL PRACTICE FROM BDS THIRD YEAR TO INTERNSHIP

ALL THREE YEAR COURSE OF PG

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	[View Document](#)
Any other relevant information	[View Document](#)

8.1.3 *Institution follows infection control protocols during clinical teaching*

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

Response: A. All of the above

File Description	Document
Relevant records / documents for all 6 parameteres	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Immunization Register of preceding academic year	[View Document](#)
Disinfection register (Random Verification by DVV)	[View Document](#)
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	[View Document](#)

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

Response:

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

Orientation for fresh students

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

White Coat Ceremony

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

(community skills, infection control, biomedical waste management, professional ethics) Workshop on Patient care

- The patient safety and communication skills workshop program is conducted for the third year undergraduate students as they enter into the clinics.
- The workshop covered aspects related to ethics & professionalism, Infection control Practices and Patient Dentist Communication Skills.
- The third year UG students, first year PGs and the faculty were benefited from the two-day program, the outcome was measured through feedback from the attendees. All the students have appreciated the value addition it brought to their learning and the same has encouraged them to excel in their endeavour to become humane, compassionate and professional dentists.

The interns

attend CDEs programs and workshops which prepare them for professional Practice and give them career options in clinical, academic or research pursuits.
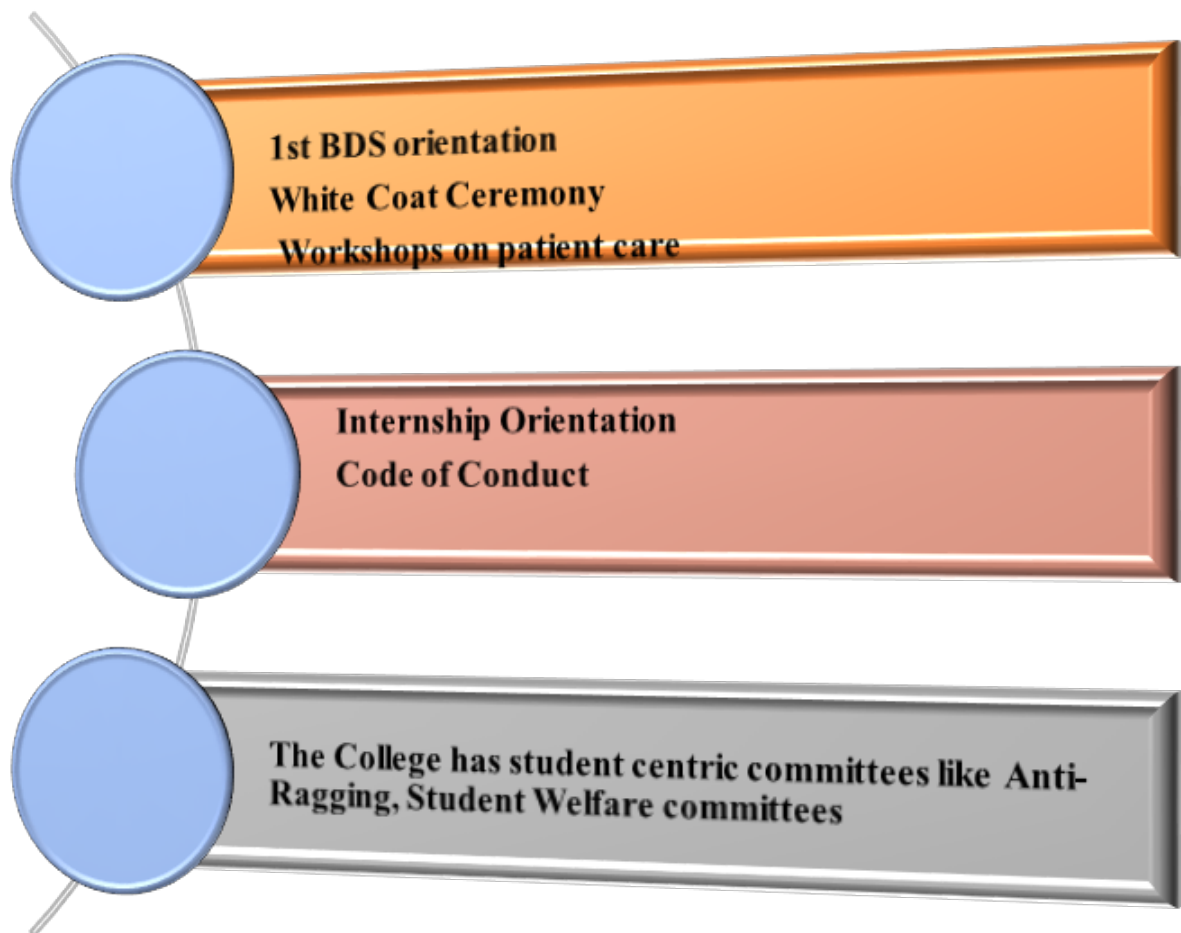
File Description	Document
Programme report	View Document
Orientation circulars	View Document

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: C. Any 3 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](#)

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: 1.62

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

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

File Description	Document
Institutional data in prescribed format	View Document
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document

---

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

Response:

The primary objective of training the students is to make them well versed with all the procedures of dentistry and be competent dentists which are in line with vision of the institution.

The aims of the clinical departments is in not only evaluating of the recall and recognition of specific facts and demonstration of technical skills, but also students' capacity to synthesize information within given context and apply it in unique situations that require critical thinking and problem solving. Each department has objective methods in the form of case histories pattern to measures clinical competencies

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

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

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

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

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

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

The UG students are made to understand the concept of community oral health education and they actively participate in the rural health care delivery programmes. Students develop attitude to maintain the right

standard of ethics and conduct and apply these in all facets of professional life.
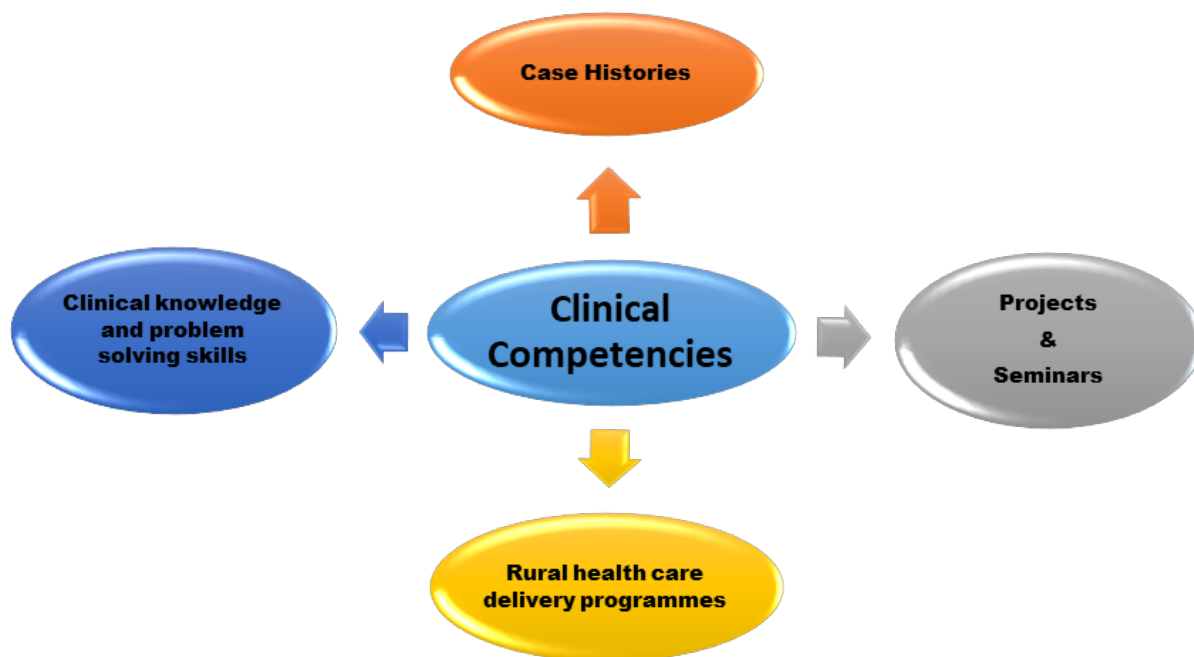
File Description	Document
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the last five years	[View Document](#)
List of competencies	[View Document](#)
Geotagged photographs of the objective methods used like OSCE/OSPE	[View Document](#)

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	39	32	36

8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	39	32	36

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:

Graduate Attributes and Measures

Process of defining the graduate attributes:

The academic excellence achieved by the students is measured based on the outcomes stated by the institution for its programs and courses. At the beginning of the session all faculty members write the Course Outcomes (CO's) and submit to IQAC after the refinement IQAC develops the Programme Outcomes (PO's) and Graduate Attributes (GA's) which are aligned with the Vision, Missions and Goals of the Institution and curriculum prescribed by RGUHS and DCI regulations. Measures to evaluate the graduate attributes: Evaluation is a continuous process, which is based upon the criteria developed by affiliating University RGUHS, Bengaluru and Dental Council of India with objective of performance assessment of learner to measure the effectiveness of the programs.

Dental graduates are trained to be

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

- Perform interceptive procedures to reduce the severity of the oral health care problems.

The Dental graduate attributes are articulated in terms of:

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

Evaluation

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

Course Outcomes (CO's)by faculty members

IQAC develops the Programme Outcomes (PO's)

Graduate Attributes (GA's) which are aligned with the Vision, Missions and Goals of the Institution and curriculum prescribed by RGUHS and DCI regulations.

File Description	Document
Dental graduate attributes as described in the website of the College.	[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: 0.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
31	35	61	36	38

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:

The faculty members of the college are provide with a lot of course of action to update themselves with the knowledge of emerging areas and latest technologies in the field of dental education. The Faculty Development Programs planned and organized by the college enrich the faculty in terms of teaching and knowledge. The DEU plays a vital role in the successful functioning of our institution. The committee was established to develop a single point contact between the institution, administration, teaching faculty, departments and the students. Its primary focus is the upliftment of the academic, practical, and clinical performance of the students of the institution. It helps the students by giving information in terms of academic related queries, guidance at times of difficulty, enabling smooth functioning of the departments.

The unit also methodizes and conducts orientation program for the students of first BDS, White Coat Ceremony for third BDS students, Career guidence programme and coaching for competative exams for interns, Postgraduate Orientation Program, Pedagogy training for postgraduates, Research methodology and training on dissertation writing and reference management for postgraduates program for constant support of postgraduate learning from first year till final year. Works hand in hand with other committees of the institution like the parent-teachers association (PTA), training and placement cell, sports and cultural committee, anti-ragging committee, student's grievance committee.

 All the academic events organized by the various committees are coordinated and synchronized by the DEU. The academic events of DEU include

1.Programs for academic, clinical and cultural enrichment of students.

 2.Faculty Development Programs for the faculty.

 3.Programs on sensitization of Anti Ragging measures and implementation.

 4.Guest lectures by eminent entrepreneurs.

 5.National and international conferences/workshops in coordination with the departments and other statutory bodies.

 6.Programs on development of related needs including soft skills development, gender sensitization,

personality development, bioethics and principles, professional ethics, and handling of non-compliant students.

Women Empowerment:

Awareness programs are routinely conducted in the institution for educating the faculties on the empowerment of women by numerous eminent invited speakers on an annual basis.

Value Added Courses: The Dental Education Unit conducts many value added courses as a part of its responsibility to enhance knowledge of faculty and students and bringing awareness on issues related to and outside of the dental curriculum.
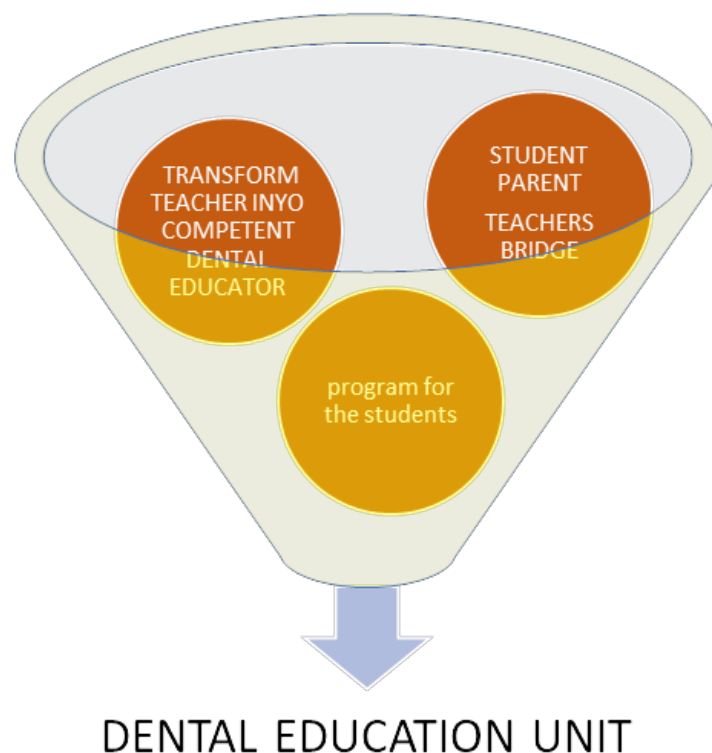
File Description	Document
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	[View Document](#)
List of teachers year-wise who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

S B Patil Institute for Dental Sciences and Research was established in 1991 through sole objective of imparting quality education and to provide dental relief to the people of Kalyana Karnataka region. It has stood the test of time and always achieved high excellence. The institute has gone through various inspections on yearly basis as mandated by the regulatory authorities and has been endorsed every single time without any complience.

The institute has established itself as a premier dental education unit in the region and has earned trust of people. The students of our institute have achieved tremendous success both within the country and abroad.In addition, faculty development with impeccable professional ethics, enriched with a sense of social responsibility, ultimately providing dental and public health practices of the highest standard.

To conclude, from a humble beginning to the present day institute has continously strived for excellence.

Concluding Remarks :

The college is heading for the Assessment and Accreditation Process of NAAC first cycle, during this preparation college has inculcated the academic quality culture through the Internal Quality Assurance Cell such as effective process of curriculum delivery, innovations in teaching learning methods, enhancement in research and development activities. On the whole, a new culture of quality, inclusiveness and equity is inculcated in the institution through the process of Institutional Quality Enhancement and Sustenance. We are herewith submitting First cycle SSR to NAAC for Institutional accreditation.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1	2	2	1	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
1	1	1	1	0	
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 105 Answer after DVV Verification: 63 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 185
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 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 Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
139	125	126	126	124 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
139	125	126	126	124	
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills.

	1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 21 Answer after DVV Verification: 8
1.3.3	Average percentage of students enrolled in the value-added courses during the last five years 1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
175	154	159	155	156 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
92	112	123	115	67	
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
1.4.2	Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website Answer After DVV Verification: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website
2.1.1	Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years 2.1.1.1. Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---

| 13 | 14 | 14 | 10 | 13 |

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	14	10	13

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	14	14	10	13

Answer After DVV Verification :

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

Remark : As per the HEI statement in the response dialog box and the data attached with the Metric in clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	39	32	36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50	32	39	32	36

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

Answer before DVV Verification:

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

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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year) 2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience) Answer before DVV Verification : 336 years Answer after DVV Verification: 344 years
2.4.4	Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years 2.4.4.1. Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years. Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>61</td><td>61</td><td>54</td><td>45</td><td>37</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>55</td><td>54</td><td>41</td><td>26</td><td>34</td></tr></table> Remark : As per the HEI statement and data provided during clarification.
2.4.5	Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years 2.4.5.1. Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations */ academies* during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>29</td><td>28</td><td>18</td><td>13</td><td>18</td></tr></table> Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	28	18	13	18

3.1.2	Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years 3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : As per the data provided during clarification.

3.2.2	Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years 3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	2	2

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
5	2	2	2	2

3.4.2	Average percentage of students participating in extension and outreach activities during the last five years 3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years Answer before DVV Verification:

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

189	100	165	158	160

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
189	100	165	158	160

3.5.1	Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years
	
	   3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years
	     Answer before DVV Verification:
	
	{TABLE1}
	
	    Answer After DVV Verification :
	
	{TABLE2}

Answer before DVV Verification (3.5.1.1):

2021-22	2020-21	2019-20	2018-19	2017-18
13	7	3	3	1

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	5	1	2	1

3.5.2	Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years
	
	   3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years
	     Answer before DVV Verification : 24
	     Answer after DVV Verification: 20

4.1.4	Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years
	
	   4.1.4.1. *Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years* (INR in lakhs)
	     Answer before DVV Verification:
	
	{TABLE3}
	
	    Answer After DVV Verification :
	
	{TABLE4}

Answer before DVV Verification (4.1.4.1):

2021-22	2020-21	2019-20	2018-19	2017-18
126.14	114.22	52.52	63.83	12.62

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
119.14	78.08	38.41	61.55	10.14

4.3.3	Does the Institution have an e-Library with membership / registration for the following:
	
	1. e – journals / e-books consortia
	
	2. E-Shodh Sindhu
	
	3. Shodhganga
	
	 4. SWAYAM
	
	5. Discipline-specific Databases
	
	      Answer before DVV Verification : C. Any three of the above
	      Answer After DVV Verification: C. Any three of the above

4.3.6	E-content resources used by teachers:
	
	1. NMEICT / NPTEL
	
	2. other MOOCs platforms
	
	3.SWAYAM
	
	4. Institutional LMS
	
	5. e-PG-Pathshala
	
	      Answer before DVV Verification : Any Three of the above
	      Answer After DVV Verification: Any Two of the above
	   Remark : As per the HEI statement in the response dialog box and the data attached with the Metric in clarification. Institutional LMS and NPTEL considered.

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)
	
	   4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities
	      Answer before DVV Verification : 11
	      Answer after DVV Verification: 11
	   4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution
	      Answer before DVV Verification : 11

4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years
	
	   4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)
	      Answer before DVV Verification:
	
	| 2021-22
		2020-21	2019-20	2018-19	2017-18 |
					|---|---|---|---|---|

219.88	213.42	172.22	154.3	88.94

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
68.26	93.39	109.74	75.47	69.77

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

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	44	39	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	23	40	38	39

Remark : As per the HEI statement in the response dialog box and the data attached with the Metric in clarification.

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any three of the above

5.2.1	Average percentage of students qualifying in state/ national/ international level examinations during

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

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

   Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	5	5	6	1

   Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9	6	5	5	1

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

   Answer before DVV Verification:

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

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

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

   Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	10	15	13	17

   Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	10	13	13	13

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

   5.2.3.1. Number of last batch of graduated students who have progressed to higher education
   Answer before DVV Verification : 2
   Answer after DVV Verification: 4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
0	11	11	6	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	11	11	6	0

Remark : HEI input has been accepted

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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

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

Answer before DVV Verification : C. Any three of the above
Answer After DVV Verification: D. Any two of the above
Remark : As per the HEI statement in the response and documents attached during clarification. Contribution by the Alumni in the form of Financial / kind Donation of books /Journals/ volumes considered.

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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above
6.3.4	Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years.. 6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years Answer before DVV Verification: {TABLE1} Answer After DVV Verification : {TABLE2} Remark : As per the HEI statement in the response dialog box and the data attached with the Metric in clarification. 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 cannot be more than the number of teachers on rolls. The HEI data contains large number of cases of multiple claims in the same AY.
6.5.2	Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years 6.5.2.1. Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years Answer before DVV Verification: {TABLE3} Answer After DVV Verification : {TABLE4}

TABLE1:

2021-22	2020-21	2019-20	2018-19	2017-18
61	61	54	45	37

TABLE2:

2021-22	2020-21	2019-20	2018-19	2017-18
17	17	25	26	31

TABLE3:

2021-22	2020-21	2019-20	2018-19	2017-18
19	21	41	34	37

TABLE4:

2021-22	2020-21	2019-20	2018-19	2017-18
19	21	41	34	37

	Remark : HEI input has been accepted
6.5.3	The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,) Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any three of the above Remark : As per the HEI statement inthe response and data attached during clarification. Following initiatives 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements and Preparation of documents for accreditation bodies accepted.
7.1.3	The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: C. Any three of the above

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

	Answer before DVV Verification : Any Four of the above Answer After DVV Verification: Any Three of the above Remark : As per the HEI statement in the response dialog box and the data attached with the Metric in clarification.
7.1.6	Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: B. Any four of the above
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
8.1.1	NEET percentile scores of students enrolled for the BDS programme for the preceding academic

year.

8.1.1.1. Institutional mean NEET percentile score
Answer before DVV Verification : 60.6
Answer after DVV Verification: 70.8

Remark : As per the HEI statement in the response dialog box and the data attached with the Metric in clarification.

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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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 Answer before DVV Verification : C. Any 3 of the above Answer After DVV Verification: C. Any 3 of the above
8.1.11	Average per capita expenditure on Dental materials and other consumables used for student training during the last five years. 8.1.11.1. Expenditure on consumables used for student clinical training in a year Answer before DVV Verification:

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	35	61	36	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	35	61	36	38

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>30</td><td>21</td><td>35</td><td>34</td><td>39</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>35</td><td>27</td><td>43</td><td>39</td><td>40</td></tr></table>
2.1	Number of full time teachers year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>61</td><td>61</td><td>54</td><td>45</td><td>37</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>55</td><td>54</td><td>41</td><td>26</td><td>34</td></tr></table>

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