



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

COORG INSTITUTE OF DENTAL SCIENCES

**COORG INSTITUTE OF DENTAL SCIENCES, K K CAMPUS, MAGGULA
VILLAGE
571218
www.cids.edu.in**

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Coorg Institute of Dental Sciences crowns the Malethirke hills with a panoramic view of the verdant fields and valleys of Virajpet Town in the Kodagu district . The 6 acre campus is in itself an acknowledgement of the forests , the rich redolent coffee and spice plantations of the Kodava heartland and the pristine silence and sounds of nature making it an ideal setting for an institution of higher learning.

The Institute was recognised for an admission of 40 students in the BDS course and subsequently opened up for MDS in all the 9 specialities and the PhD program in process. The infrastructure , the ICT enabled teaching facilities , updated clinic and the research lab, Aavishkar duly recognised and accredited by the DSIR ,Govt of India, provide a rich milieu for academic progression and learning. The addition of departments of Forensic Odontology, Dental Sleep medicine, Practice management, a vibrant Tobacco cessation program , registry for Oral cancer are all highlights of the vision of creating global leaders in oral health care and the value addition to existing curricula. International exposure to teaching /learning and clinical practice comes through a sharing of knowledge with a slew of international affiliations that provide student and faculty the opportunity to travel and interact with global institutions. A vibrant mentorship program and interactive teacher student support, ensures the potential for each student rising to their innate potential. The admission rates of BDS and MDS are 91.5 % over the last 5 years and a pass percentage of 92 % in BDS and 98% in MDS over the past 5years . The students have distinguished themselves at the university with their academic and sports/cultural achievements. The key feature is a soft skills learning program for the new students that transcends language, culture and personality issues .

At the onset of the pandemic, the Institute was the first to develop Covid specific protocols for the clinics, surveillance and teaching in virtual and real time modes

Vision

To foster and evolve leaders in oral health imbued with clinical skills, critical reasoning, a strong foundation of research and an understanding of global and national oral health needs.

Mission

World class oral health education with a focus on clinical excellence and research.

We will achieve our mission by the following:

1. Evolving a comprehensive dental and oral health education program based on a foundation of basic sciences, technology, patient centric learning in a global environment.
2. Interdisciplinary and foundational research with a focus on local bio -ecosystem and environment.
3. Public health engagement with the local, regional, national, and global communities, an immersive

community and outreach program.

4. The selection of a committed faculty and staff, a focus on development and retention and investing in an immersive alumni and student support program.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strengths :

- CIDS empowers a forested , rural/semi urban area with limited accessibility and percolation of health care with higher education, BDS, MDS and PhD. The clinical services offered provide primary to tertiary care in well-equipped and safe clinical facilities to the local population .
- The eco-friendly and developed infrastructure provides adequate opportunity for expansion for the future with value added resources such as forensic odontology , Dental Sleep medicine, practice management skills and critical thinking programs.
- The teaching is vibrant, progressive and is ICT enabled , there has been an amplification of virtual resources to provide seamless teaching and learning to the students during the Covid 19 pandemic lockdowns
- The exclusive Aavsihkar lab duly accredited and recognised by Department of Industrial and Scientific Research , Govt of India fosters research learning and has raised funding for small molecule research using the local extracts from green coffee , pepper and scorpion venom. Patents have been applied for .
- CIDS has international affiliations and MOUs for teaching/ learning with 16 prestigious international universities helping in creating a global teaching and learning experience.
- The Teacher /Student ratio and effective Mentorship and feedback mechanism helps to continually realign teaching and curriculum development .
- The use of simulators in preclinical labs enhances teaching and the same are now being used to amplify actual clinical teaching .
- A vibrant outreach and satellite program takes the issue of tobacco cessation , oral cancer surveillance and other disease to the plantation workers and the underserved population, association with NGOS helps in facilitating this program
- Holistic programs with soft skills development are integral to teaching and skills development
- Solar panels , rain water harvesting , providing fire safety in a district with limited firefighting resources are key initiatives .

Institutional Weakness

Institutional weakness :

- CIDS is an affiliated institution and the curricular flexibility is curtailed by the need to stay within the University and Dental Council of India mandates
- There is no autonomy in terms of fee structure and funding of the institution , this poses challenges to further investment and growth.
- Understanding the local population needs and then creating pointed treatment programs need development
- Setting up registries for cancer and other chronic non communicable diseases are still in process

- Enhancements of diagnostic facilities in a remote area will need enhanced investment

Institutional Opportunity

Institutional opportunity :

- To seek financial support from Governmental and other agencies to develop diagnostic and tertiary care facilities
- To develop effective disease surveillance and outreach programs for a diverse and scattered plantation worker population.
- To develop Telemedicine and remote care models for difficult and inaccessible patient groups
- To leverage research on local biosphere and plant molecules and look for commercial affiliations
- Setup inhouse funding for further research and development
- To set up international collaborative and research models for global and multicentric research
- To set up progressive value added skills development programs .

Institutional Challenge

Institutional challenges :

- Admissions and the present policies that limit the ability to exercise a choice in selection of suitable candidates for various programs
- The current fee structure and realistic reappraisal of cost and outcomes needed
- To curtail attrition rates for suitable qualified faculty
- Inadequacy of trained teachers
- Managing the environment and resources in this terrain .

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

CIDS ensures effective curriculum planning ,delivery and evaluation through a well defined process implemented by the Academic Council within the framework of the two regulatory bodies , RGUHS and The DCI. The academic council meets to define the structure of the curriculum and then provide flexibility in design based on the need for soft skills, cultural and local sensitivity , gender and ethics. The minutes of the meeting of the Council are appended . The Departments are provided the flexibility to implement the curriculum as subject to the specialities concerned giving due weightage to the central mandates .The Faculty of the institution has been participating in the BOS of RGUHS /Academic council as per the attacheddocument. The interdisciplinary and interdepartmental courses are both encouraged and supported to enhance the overall holistic learning experience of the students .The average number of students who have benefited from these courses is attached .

The institution goes beyond the prescribed mandates of the University and the DCI to integrate issues that relate to gender sensitivity , the environment , ethics and health. A special focus is given to the demographic exclusivity of the Kodagu population and the plantation workers that provide a distinct challenge .Value added courses are offered to permit an easy induction to the process of higher education and then to develop skills and thinking for induction into the workspace after graduation and acquisition of the prescribed degree. A spectrum of courses are offered to develop skills all the way through the students presence in the institution , details are appended. A vibrant outreach program for community based /public health is offered to the students. Some of it stands compromised due to the Covid 19 restrictions but efforts are in place to innovate virtually and provide a seamless experience to the students .

A feedback mechanism helps to realign the curriculum and syllabi from students , teachers , alumni and all key stake holders.

Teaching-learning and Evaluation

Equity and inclusiveness is assured to all eligible categories of students in the admission process. The allotment of seats is however governed by the directives of the state government as amended from time to time. The Average percentage of seats filled in various programs against approved intake is 94% .There is fair distribution of students from adjoining states.

One of the key distinguishing features of the institution is addressing the challenges of diversity and then providing an effective program that would address the issues of performance and achievement through the years of study. Clear criteria of identifying low performers and advanced learners , student achievement have been progressively developed and implemented. Fulltime teacher student ratio is 4:1 at the UG level and 2:1 at the PG level. The sustenance of innate talent is well furbished through a wide spectrum of clubs and societies which provide avenues to develop in sports , music, environment , culture and photography. Details of the various student bodies and clubs is attached for your ready reference and review. The institution has been winning accolades and awards in all spheres of student extramural activities.

The teaching learning methods are student centric and are anchored on participatory learning , developing critical thinking and decision making capabilities. PBL programs are in place along with Evidence based practices . The value of humanities is addressed through a process of orientation and alignment with the specific concerns of the patient population of Kodagu and adjoining Kerala. The clinical skills development have been enhanced through a virtual process during the pandemic to provide a seamless teaching experience in spite of lockdowns .An effective use of ICT enabled tools for teaching along with e-resources have sustained the teaching learning process in the past year. A vibrant mentorship program ensures attention to the student learning and also any personal issues that might impede the process. The details of the Mentor – mentee are enclosed.

Research, Innovations and Extension

CIDS has a position of primacy in an underserved district of Karnataka and is in a unique position to address research and innovation .The ethnically distinct Kodagu population in itself provides a rich substrate of public health focus and the migrant and floating plantation workers population adds to a learning from the incidence and prevalence of oral health issues. The institution has a panel of nationally and internationally recognised teachers accredited by the university. Details are enclosed as per the attached list . Collaborative participation in

both the national as well as international events is a key denominator of the CIDS faculty. The details of events participated in and support provided is enclosed.

Aavishkar , the dedicated research laboratory and facility is duly recognised and accredited by the DISR, Govt of India. Various research projects which are being funded by various agencies are detailed as per the attached data sheet Fostering research has been a prime activity at CIDS , not only are the post graduate and the Doctoral level , but also at the undergraduate level with the annual even QUEST marking an annual point for financial grants and recognition of innovative research projects by undergraduate students . The departments act as facilitators and incubators in the whole process and this in itself acts as a great stimulant for fostering research. A registry has been setup for tracking the prevalence and incidence of oral cancer and the extension activities focus on both ethnic as well as the plantation workers. An anti-Tobacco initiative has been actively pursued with a national level support. The institution also launched a forensic centre to aid the local authorities and law enforcement agencies in forensic odontology as well as creating training programs for the students. A sleep lab was established to survey and treat cases of OSA and to launch DSM as a value added program. The extension services provide support in a difficult, forested terrain and in many ways are exclusive to this district.

Infrastructure and Learning Resources

The Institution functions under the regulations of the dental council of India and thus has all equipment , materials and infrastructure necessary to establish and run a dental college. The institution also has a well equipped library with access to digital material through the helinet consortium and the NDLI which ensures digital access to the students.

The Institution has 5 classrooms and 9 seminar halls which are all ICT enabled and wifi facilities have been provided to all classrooms to ensure net connectivity during classes.

The teaching hospital has enough clinical material available for training our batch of 40 students in accordance with regulatory guidelines. Facilities for satellite centers and the tie up with the local government hospital ensures adequacy of clinical material and rural training for our graduates.

The IT Infrastructure has been continually improved with the institution having internet speeds in excess of 12 lines 100MBPS.

There are a set of SOPs and policy document which guides the procurement , maintenance and disposal of equipment and material.

Student Support and Progression

The Institution boasts of an active student cell which functions to enhance the learning experience of the students and also provides them with information and assistance for obtaining assistance from various government scholarship and freeship schemes with over a 100 of our students benefitting from such schemes in the last 5 years.

The institution also encourages students into higher education through its MOU with tutor-comp which has trained over 140 students in the past two years. There is a international student cell which facilitates inbound and outbound programs of international students.

The Institution with the help of its alumni also facilitates employment of its graduates with over 200 students placed in the last 5 years. Around 40 of our students have cleared national level examinations in the last five years

There exists a transparent and time bound mechanism for grievance redressal which is scrupulously adhered to.

A student council is selected every year and this council functions to organise sports and cultural activities in the campus every year while also participating in student welfare activities.

Governance, Leadership and Management

The Institution functions on a declared vision and mission statements, there are also strategic plans created which have become a part of the administration of the Institution.

The Institution is headed by the Dean who is the administrative head and aided by the principal who is the administrative head.

There is a decentralization process seen in the governing of the institution with the Vice Principal taking care of (Undergraduate Studies).

The Institution has also established two separate offices of the Associate Dean of international Affairs and Research which function to augment the functioning of the institution of its core areas of research and international outreach, the associate deans report directly to the Dean and the Chairman IQAC on these issues.

The Institutional management is delegated to various offices such as facilities management, procurement, Finance, attendance which have designated faculty taking care of these, all of these areas is taken care of independently with escalation only happening in cases of necessity.

There exist over 6 statutory committees which oversee the functioning of the institution in all aspects. The institution has conducted over 110 faculty development programs both for the teaching and the non teaching faculty over the past 5 years.

Financial audits are carried out regularly both internally and externally on a regular basis and several facilities and welfare measures have been put in place for faculty welfare. The details are attached

The Institution has also been ranked by the NIRF for the previous academic year and there are numerous prizes won at numerous events and ranks obtained in university examinations which reflect on the Quality assurance initiatives

Institutional Values and Best Practices

The value system of the institution is as follows

Professional and clinical excellence in an ethical manner, integrity in personal and

living standards, commitment to public and national service.

? Commitment to advance dentistry and oral health sciences through research, education, and global collaboration.

? Respect for individual and social rights, belief, and opinion in a culturally diverse, sensitive, and supportive environment.

? A culture of openness and transparency in fostering a sense of community, national and global identity.

There is an annual gender sensitization plan which focuses on gender equality and is implemented with all care.

The institution being in an ecologically sensitive area has also undertaken several initiatives to promote ecological sensitivity in areas of rain water harvesting, solar power plants wheeled to the grid and the presence of liquid waste disposal units in the campus

The institution has made provisions for ramps and disble friendly washrooms and provision for the divyagyan.

The best practices are also attached to this report

Dental Part

The training program of the institution begins with the orientation programs for both the undergraduate and post-graduate students which focusses on orienting the students towards practice in a rural environment while also introducing them to the local culture and customs

Adequate patients who are ferried by means of the college buses ensure that there is sufficient patient material available for the students, high end equipment like the CBCT machines and the simulators ensure that students are trained in managing patients before they encounter their first patient

High end equipment such as lasers for surgical and LLT , endodontic and research microscopes ensure that our students are exposed to the cutting edge of dental innovation

There exist clear policies for all students and faculty to be immunized and demonstrate sufficient antibodies against hepatitis B these and the infection control policies given out by the infection control committee ensure a safe dental teaching and learning environment

The setting up of ICE (International centre for clinical excellence) has ensured that student and faculty training is kept abreast of recent advances.

The institution has described graduate attributes and competencies which form the basis for the teaching learning and assessment process at the institution.

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2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	COORG INSTITUTE OF DENTAL SCIENCES
Address	COORG INSTITUTE OF DENTAL SCIENCES, K K CAMPUS, MAGGULA VILLAGE
City	Virajpet
State	Karnataka
Pin	571218
Website	www.cids.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	PONNAPPA K C	08274-260196	9448058391	08274-26065 2	cids_coorg@cids.edu.in
Professor	SHASHIDH ARA R	08274-256479	6363774245	08274-26065 4	shashidara_r@cids.edu.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Recognized Minority Institution Document.pdf
If Yes, Specify minority status	
Religious	
Linguistic	Yes
Any Other	

Establishment Details				
Date of establishment of the college	20-09-1999			
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	21-07-2004	240	Permanent validity for BDS MDS

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	COORG INSTITUTE OF DENTAL SCIENCES, K K CAMPUS, MAGGULA VILLAGE	Hill	5.07	17320.74

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,Undergraduate	60	PUC	English	40	28
PG	MDS,Oral Medicine And Radiology	36	BDS	English	3	3
PG	MDS,Oral And Maxillofacial Surgery	36	BDS	English	3	3
PG	MDS,Oral Pathology And Microbiology	36	BDS	English	3	0
PG	MDS,Public Health Dentistry	36	BDS	English	3	1
PG	MDS,Periodontology	36	BDS	English	6	6
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	BDS	English	6	6
PG	MDS,Conservative Dentistry And Endodontics	36	BDS	English	6	6
PG	MDS,Prosthodontics	36	BDS	English	6	6
PG	MDS,Pedodontics And Preventive Dentistry	36	BDS	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	13				33				47			
Recruited	9	4	0	13	11	3	0	14	19	19	0	38
Yet to Recruit	0				19				9			
Sanctioned by the Management/Society or Other Authorized Bodies	19				12				0			
Recruited	13	6	0	19	0	0	0	0	0	0	0	0
Yet to Recruit	0				12				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	23				0				0			
Recruited	13	10	0	23	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				93
Recruited	28	65	0	93
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				60
Recruited	30	30	0	60
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				9
Recruited	5	4	0	9
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	4	0	0	4
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	21	10	0	12	4	0	18	18	0	83
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	2	3	0	0	0	0	0	0	0	5
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	5	0	0	5
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	1	0	0	1
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	1

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	2	4	0	0	6
	Female	10	12	0	0	22
	Others	0	0	0	0	0
PG	Male	4	12	0	0	16
	Female	12	6	0	0	18
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	1	1	2
	Female	1	1	0	0
	Others	0	0	0	0
ST	Male	0	0	1	0
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	1	1	1	2
	Female	6	7	3	6
	Others	0	0	0	0
General	Male	19	20	22	14
	Female	33	40	48	44
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		62	71	76	69

General Facilities	
Campus Type: COORG INSTITUTE OF DENTAL SCIENCES, K K CAMPUS, MAGGULA VILLAGE	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	No
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	1
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	4
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	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	27
* Girls's hostel	4	136
* Overseas students hostel	0	0
* Hostel for interns	1	5
* PG Hostel	2	84

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Institution is a dental health science institution and as such focuses on a multi/interdisciplinary system of education. the Institution has gone up to the setting up of over 9 new departments which focus and train our students in a multidisciplinary method of patient management. these departments also look at performing a horizontal integration of various specialties involved.
2. Academic bank of credits (ABC):	Since the Institution functions under the guidelines of the dental council of India and the Rajiv Gandhi University of health sciences, there are no clear-cut regulatory decisions on the ABC. In the absence of regulatory mandates, the institution is unable to furnish a relevant answer.
3. Skill development:	the Institution is exploring the possibilities of setting up courses for dental lab technicians, dental chairside assistants, and dental chairside assistant courses as special skill development courses.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Since the Institution functions under the guidelines of the dental council of India and the Rajiv Gandhi University of health sciences, and the medium of instruction is English teaching in Indian languages is not yet mandated, the institution however has launched an online course on dental

	ethnopharmacology which focuses on traditional Indian medicinal knowledge.
5. Focus on Outcome based education (OBE):	The entire teaching learning and assessment system of the institution is based on defined specific learning outcomes. the assessment process integrates the learning and graduate outcomes thereby defining the graduate attributes.
6. Distance education/online education:	Being a health sciences institution distance education programs are not yet mandated by the regulatory bodies

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Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
275	276	292	292	292
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
67	68	64	71	66
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
62	71	76	69	70
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	91	92	83	86
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	103	104	108	101
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
884.01	706.85	542.49	459.99	539.39
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 Coorg institute of Dental Sciences functions under the regulations of the Dental Council of India and the Rajiv Gandhi University of health Sciences, Bengaluru.

The curriculum planning, delivery and evaluation in the institution follows the processes prescribed by the governing bodies and is under the guidance of the Academic Council of the Institution.

The Academic council which meets quarterly deliberates and decides on a yearly calendar of events which are notified for each program (BDS and MDS) at least three months before commencement of the respective programs. This calendar is a master plan which includes all activities of the institution for that particular year. Each department then submits a curriculum delivery plan to the academic council.

Implementation at the departmental level is under the guidance of the respective HODs and monthly reports are obtained from each department to verify and ensure that the plan is being adhered to. Any deviances from the plan are addressed at the next meeting and thus the delivery of the prescribed syllabus and other additional activities are completed at least one month before the tentative dates of examinations notified by the University. These are also overseen by the IQAC on a regular basis.

This calendar of events also notifies the dates for the 3 Internal assessment examinations prescribed by the governing bodies and additional assessment measures such as class tests thus ensuring that the students are informed of the assessment plan at the beginning of the academic year.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	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: 2.37

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

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

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for 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: 79.29

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

Response: 111

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

Response: 140

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: 44.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
91	276	56	143	57

File Description	Document
Institutional data in prescribed format	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:

Being a health care institute human values and right to health and professional ethics are amongst the pillars on which the entire curriculum is designed, the institution publishes a code of ethics for students and research and ensures that the code is strictly implemented.

Human Values & Health Determinants

Students from urban areas face difficulties in adapting to working in an rural environment which is the Focus of the Orientation program. Students of the institution begin their courses through a series of orientation courses which focus on Local customs, languages and the local health and social issues sensitizing them to these issues. Our students also participate in pro-bono treatment camps which offer free healthcare to the underprivileged at their doorsteps. The institution has integrated Tobacco cessation under multiple programs and students actively participate in tobacco cessation, counselling and No Tobacco Initiatives. They also participate in blood donation activities of the NSS .

Right to Health and Emerging Demographic issues

Special focus is also given to the needs of people with special health care needs such as the disabled and children born with defects as a part of our teaching program. To Ensure delivery of dental healthcare during the covid times the institution has held several training and sensitization programs to ensure that patients are treated at the institution irrespective of their serostatus. The students are sensitized as to the right way of treatment of patients with communicable and sexually transmitted diseases throughout their course. Our students have also participated in providing last-mile connectivity to the elderly of the district by the camps under the Danta Bhagya scheme delivering around 350 Dentures over the past few years. Our Students also participate in social activities such as looking into the participation of students in democracy etc

Ecological Sustainability

Being a healthcare institute in an ecologically sensitive area the institute has focused on creating an Eco-friendly environment by making the campus a plastic-free zone. The students also participate in environmental activities by means of an ECO club that focuses on creating a sustainable environment. The students are also part of the various initiatives focusing on environmental sustainability such as planting of flood-resistant saplings during the recent floods. They also under, their training program, participate in flood relief activities and activities under the Swachh Bharath initiatives

Gender Sensitization, Professional ethics

Regular seminars on gender equality, ethics jurisprudence are also organized in addition to the regular classes to bring about sensitization to these issues amongst the students. Ethics/Jurisprudence and patient data safety is an important part of the training program and a part of the Syllabus in the department of Public Health Dentistry. The Institution also integrates these into the Clinical Orientation programs for both the undergraduates and Post Graduates

File Description	Document
Link for list of courses with their descriptions	View Document

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

Response: 37

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

Response: 37

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: 73.41**

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

2020-21	2019-20	2018-19	2017-18	2016-17
275	276	277	209	181

File Description	Document
Institutional data in prescribed format	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: 24**

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

Response: 66

File Description	Document
Institutional data in prescribed format	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document

1.4 Feedback System

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: A. All of the above</p>	
File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document

<p>1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Response: B. Feedback collected, analysed and action has been taken</p>	
File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document

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: 78.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	16	18	14	15

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

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

File Description	Document
Institutional data in prescribed format	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document

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

Response: 87.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
61	71	76	69	70

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

2020-21	2019-20	2018-19	2017-18	2016-17
79	79	79	79	79

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: 67.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	41	52	57	53

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
Any other relevant 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: 2.57

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:

The institution has several initiatives to build and sustain innate talent and aptitude of individuals by

focusing on beyond classroom activities as outlined below.

Sports and cultural activities:

Provision is made in the academic calendar to accommodate a sports and cultural month every year. These activities organized by the student council include a plethora of sports and cultural events in which the students and faculty participate with equal enthusiasm as part of different teams which compose of both students and faculty.

Student clubs:

Other than the sports and cultural activities the college has various clubs in which students can be part of based on their individual interests.

1. The ECO Club: focusses on the environment and issues related to the environment, participants of this club undertake field trips/camping trips to nearby places of ecological interest under the guidance of local environmentalists and are trained in identifying local flora and fauna and the steps which can be undertaken to maintain them.
2. The Astronomy club : was set up to encourage the budding astronomers of the college and meets monthly to peek into the beyond to identify celestial objects and learn about them armed with a celestron telescope. These events happen whenever the weather permits as in a rainfall surplus areas clouds are rather common.
3. The Fitness club : Has a group of students and faculty who are into the world of fitness. Maintenance and upgradation of the college gym and organizing fitness events with celebrities and student participation are the main activities of this club
4. The animal welfare club : Looks into the humane treatment of animals which are found within the campus.
5. The OWL: Is a book club aimed at initiating an interest of reading amongst the students by means of meeting and organizing reading events.
6. The music club consist of students who are interested in learning musical instruments, right now the favorites of the students seem to be in guitars and violin, they also organize regular light musical events for the institution.

These aim to give the students an opportunity to pursue their interests which are non-academic in nature.

File Description	Document
Link for Appropriate documentary evidence	View Document

2.3 Teaching- Learning Process

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

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**

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

Response:

The Institution began its foray into curriculum enrichment by looking into various modalities for curriculum enrichment and uses the following modalities

Problem Based Learning (PBL):

The PBL in the Institution began with demonstrations of PBL in dentistry by Dr.L Samaranayake from the Hong Kong University School of Dentistry in 2014 which many of us were a part and since has been a part of the teaching modality of the Institution with various departments following this method of teaching/learning

Experiential Learning:

Being a health sciences institute the institution follows the experiential leaning in all departments. The experiential learning begins in the laboratories of the first year BDS Course and concludes on completion of the student internship. It is ensured that the student spend more time in the experiential activities as Dentistry is a mix of skill and science, the patient diagnostic and treatment procedures overseen by faculty also is part of this process

Participatory learning :

The institution favours participatory learning activities thorough methods such as Group discussions, Seminar presentations etc. all of these activities are overseen by faculty at all times

Problem Solving:

While a lot of our teaching process is loosely structured around the problem-solving realm be it Case History Discussions, Treatment planning, chairside viva-voce etc, these are not structured activities and hence we recommend that henceforth all topics being taught include a minimum 15 min problem solving activity.

Departments are also encouraged to utilize this activity in their clinics during lean clinical days.

Integrated curriculum:

The creation of interdisciplinary modules/blocks in the first two years of the course along the

lines of the McMaster model. Ex. Anatomy (Histology)-Physiology-biochemistry for blood/blood pressure has been tried out in case of the Early clinical contact program which integrates learning in clinical scenarios at basic sciences levels

A basic science refresher module also has been introduced for the Post-graduate students as part of this module

We have also launched multiple integrated departments such as forensic dentistry to ensure such topics are taught in an integrated fashion

Evidence Based Dentistry/Patient Centric learning:

Evidence based Dentistry is structured around Evidence based medicine which can be defined as “the judicious use of the best current evidence in making decisions about the care of individual patients and has been linked to reduction of medical errors, promotion of individualized care, and increased application of best practices” EBD is offered as a separate module for the undergraduate students and Evidence based decision making is a major part of the post graduate assessment

Project based learning:

Both undergraduate and post graduate students are encouraged to take up various projects such as research, creation of documentaries, creation of health education flyers, creation of small health education talks etc which give an opportunity for the students to learn better

Learning in humanities :

Various clubs such as the music and book clubs foster learning in humanities in the campus

Role Play:

The Role play model is used to get across ideas such as empathy, dealing with pain, soft skills and patient management skills regularly

File Description	Document
Link for learning environment facilities with geotagging	View Document

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

1.Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant

disciplines.

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

Response: A. All of the above

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

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

Response:

The teaching process at the Institution has largely been guided by innovations in science and technology, the institution equipped all its classrooms and seminar halls with LCD projectors and desktop computers almost a decade back to ensure that the classes are held on current platforms while not giving up the chalk and talk modalities. Over a period of time, it was found that the utilization of these resources was not optimal, and to ensure proper utilization, the institution began a training program for faculty in Basic Computers and Ms Office through M/s Debug , this increased the utilization.

With an aim of having the classes available to students at all times to ensure freedom of recall the institution began its Video and E-Content training from M/s Aksha Design Studios and established recording facilities, these classes are hosted on the college server and is available to all students through the college website. With an Aim of Integrating E-content available on the Web the institution has ensured that all classrooms have wifi facilities to enable teachers to utilize the web to enhance student learning.

The Institution is also right now experimenting with a concept called Virtual Clinics which examines the possibility of ensuring students gain diagnostic and tratment procedure skills in a virtual model by using a combination of case scenarios, practical demonstrations and live interaction especially in the COVID

times.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 6:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 45

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

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

Response:

Analytical skills :

The institution has focused on moving the learning process outside the purview of the classrooms by engaging several alternative teaching methodologies, research being a key feature of the vision of the institution, the students of the institution are trained in developing their analytical skills and reasoning.

Undergraduate students are trained to critically analyze information provided to them by means of an advanced learner program and a undergraduate research program which includes research methodology, planning and execution of research topics and implementation of research protocols .

Through this process the institution has had over 100 undergraduate research projects being carried out and completed till date in the last five years. The students are also encouraged to take their research forward in terms of industrial applicability and commercial production.

The problem solving methodologies/clinical case scenarios, problem based learning and evidence based dentistry modules also help in refining and fine tuning the analytical skills of the students. The Problem based learning and evidence based dentistry allows both our undergraduate and post graduate students hone their analytical skills through exposure to real life scenarios.

The Institution also organizes numerous competitions themed on analysis, the Dr.Sherlock is one such competition which focusses on patient data analysis to arrive at a final diagnosis and treatment plan ,

Clinical skills and simulations :

Is another cornerstone of our teaching process with the focus on ensuring that our students get exposed to clinical scenarios not directly on a patient but go through a process of training on models and simulators before being exposed to patients by which time their diagnostic and treatment stratagem are well established.

Creativity

The Institution through its student council also regularly conducts various cultural and sports activities focusing various competitions such as debates/dance/singing/painting etc which help the students enrich their innate talents, in addition this helps foster leadership and camaraderie amongst the students. Each year the council batch of students have a mandate to create and conduct one unqiues event which is the hallmark of their batch,.Competitions such as the health awareness documentary, collage also provide the students with an opportunity to unleash their creative spirits.

Creativity and Innovation

The institution during its graduate science extravaganza organizes a competition called innovative dentistry which focuses on actual original innovations done by the students under the guidance of faculty mentors. The ideas for these come up from amongst the students who are then encouraged to bring about end products or at least create working models. Through this we have had an undergraduate student who has filed for a patent of her own device created at the institution

The table clinic competitions organized yearly also focus on generating viable home grown ideas and thoughts and is theme based which also encourages the concept of creation and innovation

File Description	Document
Link for appropriate documentary evidence	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: 87.76

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

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

Response: 1.22

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

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

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

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

Response: 8.31

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

Response: 889.7

File Description	Document
Institutional data in prescribed format	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: 43.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	38	38	42	41

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

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

Response: 0.43

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

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

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

2.5 Evaluation Process and Reforms

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

Response:

The institution functions under the ambit of the Rajiv Gandhi University of Health Sciences and the Dental Council of India. The mandate from the regulating agencies is in terms of the number of classes/practical/clinicals conducted. Numbers of internal assessments conducted and weightage given to these assessments.

The academic council of the institution deliberates and notifies the yearly schedule which is shared with all stakeholders at the beginning of the academic year, and is meticulously adhered to.

There are three internal assessments scheduled for the undergraduate students which are announced and conducted according to this calendar. This is supplemented by many class tests, quizzes, mcq's and posting end tests conducted at a departmental level. All of these assessments simulate the university exams in terms of question papers/mark allocation and time and answer sheet format.

Weightage is also given to student participation in research and co-curricular activities which is also given due credit in the summative assessment decided.

The clinical/practical acumen is evaluated at the workstations and feedback on performance provided forthwith. The results are displayed on notice boards and student clarifications if any are addressed. The institution has also introduced a 3600 evaluation system for the students to ensure a free and fair assessment pattern.

The post graduates are subjected to multiple assessments including clinical competency, quality of treatment provided, seminar and JC evaluation sheets and are also made to go through a yearly examination and one mock exam completely along the lines of the final university examinations enabling a complete feedback loop to be provided.

File Description	Document
Link for dates of conduct of internal assessment examinations	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:

Internal Assessments:

The institution notifies the time table of all the three internal assessments examinations in the academic calendar notified at the beginning of every academic year and notices are also sent one month prior informing of the scheduling of the same. The answer papers/ practical exercises are evaluated and the marks are displayed on the departmental notice boards. The students are also provided feedback about their performance in each assessment.

The final internal assessment marks are also communicated with the students before dispatch to the university and signatures obtained. At any point the students are given the option of approaching the department or filing a grievance with a committee which will resolve the issue within 15 days of receipt of grievance

University examinations:

The university has a transparent mechanism of dealing with exam related grievances all answer sheets are evaluated by two(UG) or four (PG) examiners and results declared. Any deviation of greater than 15% in the marks awarded are sent to a 3rd or 5th evaluator as the case may be ensuring transparency. Grievances related to results are filed with the university liaison of the deanery who forwards the same to the university in the prescribed format. For retotaling/ answer sheet transcripts as the case may be.

Wherein the answer sheet transcripts are provided by the university, these are examined by subject experts in the institution and then the students then advised on the same. If the experts feel there is a need for reevaluation by the university the students are advised to represent the university regarding the same which is considered regarding prevalent university norms

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:

There have been several modifications and reforms introduced into the assessment process by both the university and the institution.

Examination process:

The institution has ensured that all the internal examination follow the university examination norms, thus the institution provides colour coded answer scripts designed in the university format to help students get accustomed to the university examinations.

The question paper patterns and evaluation is also performed along the lines of the university with the method of university papers being verified for mistakes or beyond syllabus questions being eliminated also being followed. The students appearing in the examinations for the first time (1 BDS and 1 MDS students from other universities) are trained in the process of completion of details and answering the RGUHS format.

Process of IT Integration:

The Rajiv Gandhi University of health sciences has been at the forefront of technology integration and the institution has also kept pace. The institution being a examination and valuation center has invested in systems and infrastructure necessary for these examinations.

Examination papers are uploaded by the university which are then downloaded and distributed to the students, the answered scripts and then scanned by the institution and uploaded onto the university digital valuation servers within 2 hours after completion of each paper. This entire process is under direct scrutiny of the university by means of 1 PTZ and 12 online cameras which are used by the university to ensure that no deviation occur.

All valuations (theory and clinical marks entry) are done in the digital valuation center of the institution through the university valuation portal ensuring a fast result.

Continuous internal assessment:

The institution conducts the mandated internal assessments (3) for the undergraduate students and also conducts mock examinations for the post graduate students. The students are also assessed by posting end tests, MCQs and assignments provided at regular intervals. For the Post-Graduates there are weekly /monthly tests conducted by individual departments and at the Institutional level mock exams (both theory and clinicals) are carried out every year at least three months before the scheduled beginning of their examinations

Competency based assessment & workplace assessment:

The students of the institution are assessed for their clinical skills and performance across various domains by a competency scale based on their technical and interpersonal skills. The assessment format which contains various parameters also traces the development of the student in terms of their acquiring the necessary skillsets to be a good professional. This is more so for the Post-graduates who undergo a stringent assessment of their seminars, journals clubs, case presentations on which there is an instant feedback provided.

The students are also assessed across various parameters such as etiquette, communication, respect for confidentiality etc, during their clinical postings forming the workplace based assessment scheme of the institution, this is a transparent process and also includes a self assessment component.

OSCE/OSPE:

The Institution mandates that at least one of the three internal assessments be in and OSCE/OSPE format to ensure equitable complexity for students being assessed.

File Description	Document
Link for Information on examination reforms	View Document

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

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

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
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

2.6 Student Performance and Learning Outcomes

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

Response:

The Learning outcomes cover three domains

1. Knowledge and understanding (Cognitive)
2. Skills (Psychomotor)
3. Attitude (Affective)

Domain

Cognitive

Knowledge and Understanding

Adequate knowledge of the scientific foundations on which dentistry is based and good understanding of relevant scientific methods, principles of biological functions and should be able to evaluate and analyse scientific various established facts and data.

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

<p>Adequate knowledge of clinical disciplines and methods, which provide a coherent picture of anomalies, lesions, diseases of the teeth, mouth and jaws and preventive, diagnostic and therapeutic aspects of dentistry.</p>	
<p>Adequate clinical experience required for general dental practice.</p>	
<p>Adequate knowledge of biological function and behaviour 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.</p>	
<p>Psychomotor Acquire skill to prevent and manage complications if encountered while carrying out various dental surgical and orthodontic procedures.</p>	
<p>Possess skill to carry out required investigative procedures and ability to interpret laboratory findings.</p>	
<p>Promote oral health and help to prevent oral diseases wherever possible.</p>	
<p>Competent in control of pain and anxiety during dental treatment.</p>	

Affective

Willing to apply current knowledge of dentistry in the best interest of the patients and the community.

Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life.

Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community.

Willingness to participate in the continuing education programmes to update knowledge and professional skills from time to time.

To help and to participate in the implementation of national health programmes

Post - Graduate Outcome

Domain

Cognitive

Knowledge:

Demonstrate understanding of basic sciences relevant to specialty.

Describe aetiology, 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.

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 analyse scientific various established facts and data.

Psychomotor

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.

Carry out research and audits

•

1. Adopt ethical principles in all aspects of practice.
2. Professional honesty and integrity are to be fostered.
3. Patient care is to be delivered irrespective of social status, caste, creed or religion of the patient.
4. Develop communication skills, in particular and skill to explain various options available in management a to obtain a true informed consent from the patient

Respect patient's rights and privileges including patient's right to information and right to seek a second opinion

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

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

Response: 94.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
66	59	61	70	63

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

2020-21	2019-20	2018-19	2017-18	2016-17
67	68	64	71	66

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Institutional data in prescribed format	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	View Document

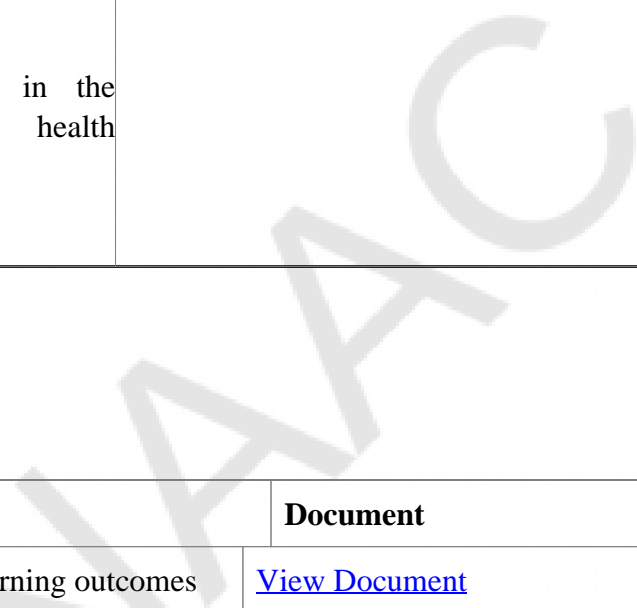
2.6.3 The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.

Response:

The Stated Learning Outcomes and the Teaching and laerning Process are in consonance with each other as specified below

Domain	Teaching learning Process	Assessment
Cognitive Knowledge and Understanding 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 analyse scientifically various established facts and data.	<ul style="list-style-type: none"> • Lecture Classes • Discussions 	Three theory Internal Examination voce help the Institution assess competence of the students.
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.	<ul style="list-style-type: none"> • Lecture Classes • Discussions • Practical exercises • Records 	Three theory and Practical Examination and viva voce Institution assessment the competence of the students.
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	<ul style="list-style-type: none"> • Problem Solving exercises • Problem Based Learning • Case History Recording 	Chairside Case Discussions & Clinical Internal Assessment E

therapeutic aspects of dentistry.		Clinical Competence Assessment	
Adequate clinical experience required for general dental practice.	<ul style="list-style-type: none"> • Minimum Patient Treatment Quotas for each department • Training on simulators 	Graded Chairside Evaluation treatment done	
Adequate knowledge of biological function and behaviour 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.	<ul style="list-style-type: none"> • Lecture Classes • Discussions 	Three theory Internal Examinations help the Institution assess the competence of the students.	
Psychomotor			
Acquire skill to prevent and manage complications if encountered while carrying out various dental surgical and other procedures.	<ul style="list-style-type: none"> • Management of Medical emergencies Module • BCLS Course 	Module end tests and Demonstrations	
Possess skill to carry out required investigative procedures and ability to interpret laboratory findings.	<ul style="list-style-type: none"> • Practical Courses in Radiology/Physiology/ Biochemistry/Pathology/ Hematology/Oral Pathology 	Practical Examinations	
Promote oral health and help to prevent oral diseases wherever possible.	<ul style="list-style-type: none"> • Postings in Oral Health Camps and peripheral Centres • Oral Health Talks 	Workplace assessment forms	
Competent in control of pain and anxiety during dental treatment.	<ul style="list-style-type: none"> • Prescription writing and pharmacological exercises 	Random Faculty checks of prescriptions	
Affective			
Willing to apply current knowledge of dentistry in the best interest of the patients and the community.	<ul style="list-style-type: none"> • BDS Orientation Programs • Clinical Orientation • Classes on Ethics and Jurisprudence • Postings in dental Camps 	Random faculty checks	
Maintain a high standard of professional		Clinical Competency	

<p>ethics and conduct and apply these in all aspects of professional life.</p> <p>Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community.</p> <p>Willingness to participate in the continuing education programmes to update knowledge and professional skills from time to time.</p> <p>To help and to participate in the implementation of national health programmes</p>	<ul style="list-style-type: none"> • Workshops on Patient rights 	forms
		
File Description	Document	
Link for programme-specific learning outcomes	View Document	

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

Response:

The Parent teacher meetings form an important part of the feedback loop of the institution. The meetings usually begin with the admission of students and the first meeting is an orientation meeting during which the parents and students are introduced to the institution, the faculty, and the graduate attributes expected from students graduating out of the institution. The Annual Parent-teacher meetings are based on the inputs of the various committees and mentor feedback. and students not meeting the set standards are compulsory attendees of this meeting with all other interested parents being invited to attend. The notices for this meeting are sent well in advance so as to allow time for out-of-station parents to plan their journey. the parents are informed about the performance of their wards and the difficulties faced by their wards in coping up with the syllabus and stay. the parents then interact with the faculty and during this time the institution gathers a lot of feedback on the individual problems of the students which are addressed. The parents are thus involved in the entire process. the issues faced by the students are then discussed and remedial measures undertaken are not limited to counseling/ modification of teaching methods/remedial classes/ extra demonstrations etc.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 2.87

NAAC

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: 4.14

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	3	8	6	2

File Description	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: 2.92

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	5	3	1

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: 4

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

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

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:

The Institution has created an ecosystem focussed on research and Innovation . The Institution is among the very few dental colleges in the country to boast of a DSIR (Department of Scientific and Industrial Research) recognised SIRO (Scientific and Industrial research Organization) on the Campus called Aavishkaar which focuses on phytochemical research leading to the filing of a patent on a toothpaste derived out of a local plant Jathropa Curcas. the instiution also has developed a herbal bonding agent derived out of local herbs which is undergoing strength testing.

These are the outcome Cids hosting an incubation centre called quest (innovative densistry) for the last five yers in sucession this has fostered the creation of new initiatives in research and creative talent related to oral health sciences by directly sponsoring and fostering research and development. The transfer of knowledge is on an unique participatory model where the entire process is conceived excecuted and deliverd by the graduates themselves, the institution provides industry and laboratory facilities to these students to bring out a marketable/patentable innovation, one of our undergraduate students has filed a patent for SKEEDAD , an appliance to correct posture amongst dentists . Our Faculty and students also have developed a unique clasp to correct dental malocclusion as a part of this initiative.

Thus the institution ensures that the process of research and innovation is continually ongoing

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

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

Response: 14

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

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

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

3.3 Research Publications and Awards

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

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

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	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:** 0.21

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

Response: 4

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

Response: 19

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

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:** 1.14

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

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGC-CARE list on the UGC website/Scopus/Web of Science/PubMed/ during the last five years**Response:** 0

File Description	Document
Institutional data in prescribed format	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: 514

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

2020-21	2019-20	2018-19	2017-18	2016-17
43	109	103	120	139

File Description	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
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: 35.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
43	109	103	120	139

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

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

Response:

The Institution has outreach and extension as one of its core areas and concentrates on organising such activities in the surrounding areas. It has thus organised more than 520 such activities in the past 5 years.

The institution has been recognised for this effort by the Indian Association of Public Health Dentistry by awarding the U Sumithra Ramanatha Bhat Award for the best outreach program 2021

The institution has also received accolades from various NGOs through whom we organise camps and even from the local red cross and blood banks for the annual blood donation camps.

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

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 the first health care institute of the district the institution has focused on inducting community activities into the regular functioning of the institution,

Being one of the districts in Karnataka plagued by a high habit associated oral cancer and pre-cancer issues the institution has Tobacco cessation under multiple programs and students actively participate in tobacco

cessation Counselling and No Tobacco Initiatives. There are numerous Oral cancer and tobacco cessation screening programs regularly held by the Institution which provide free diagnostic facilities to the people. Our students also participate under the blood donation activities of the NSS.

Our students have also participated in providing last mile connectivity to the elderly of the district by the camps under the Danta Bhagya scheme delivering around 350 Dentures over the past few years. Our Students also participate in social activities such as looking into participation of students in democracy etc

Regular Dental treatment camps are organized to ensure dental treatment on a regular basis, these camps while functioning as dental treatment camps, we also focus on the health and hygiene issues as part of the health talks delivered in these camps. patients from these camps requiring advanced care are provided with subsidized dental treatment in the college. The Institution is also part of the various initiatives focusing on environmental sustainability such as planting of flood resistant saplings during the recent floods. The Institution participates under their training program participate in flood relief activities and activities under the Swachh Bharath initiatives to ensure the surrounding villages are kept clean.

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

3.5 Collaboration

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

Response: 12.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	19	26	17	2

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

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

Response: 21

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: 21

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:

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

The Coorg Institute of Dental Sciences provides the most conducive environment for academics. Nestled amidst misty mountains of the scenic province of Coorg lies the CIDS. Utmost care has been given to provide the students a customized infrastructure most suited to achieve academic excellence. The institution has adequate facilities of audio visual rooms with facilities of computers, LCD projectors, wifi facilities, web camera, audio systems, LAN and white writing board.

Department of Conservative Dentistry and Endodontics has pre-clinical Conservative lab for undergraduates and postgraduates apart from well established clinical hospital.

Department of Oral Medicine and Radiology has its specialty facilities like clinical dental OPD, Sialography, facilities for TENS therapy, Low level laser therapy. Radiology section consists of intra-oral radiography techniques IOPA, bite wing, occlusal and extra-oral radiography equipments for orthopantomography, lateral cephalometry, skull views - conventional and digital chest radiography and TMJ views. It is also equipped with Oral radiology simulation Lab for the beginners. It is also equipped with latest CBCT equipment.

Department of Oral Pathology and Microbiology is equipped with labs and clinical facilities like clinical area with dental chairs, histopathology and cytology laboratory, microbiology laboratory, hematology/serology/biochemistry laboratory, forensic odontology laboratory, wax carving/ slide viewing laboratory and research microscopy room.

Department of Orthodontics has clinical facilities for both undergraduate and post graduate students with laboratories for preclinical works for both UGs and PGs.

Department of Pedodontics is enriched with Undergraduate and postgraduate clinics, X-ray room and sedation room. It also has laboratory for General plaster.

Department Of Periodontics and Implantology is equipped with UG and PG clinical facilities, Laser room, Implant room and simulation lab.

Department of Public Health Dentistry encompasses graduate and post graduate clinics, library, wifi, seminar hall, and sterilization room according to International Standards for both post graduate as well as under graduate training. Students are trained extensively in epidemiology, survey, Clinical Trials, Health Planning, Diet counselling, Tobacco Cessation counselling and conducting outreach programs.

Dept. of Prosthodontics has UG clinic for undergraduate students and PG clinic for postgraduate students.

It has separate pre-clinical prosthodontics lab for undergraduate students, plaster lab for PGs, acrylic lab for UGs, phantom head lab for UG and PG, casting lab for UG and PGs, casting lab for UG and PGs and ceramic lab for UGs and PGs

Dept. of Oral and Maxillofacial Surgery consists of separate clinics for undergraduate students and postgraduate students. It is also equipped with its specialty facilities like Minor OT, local anesthesia simulation lab and exodontia simulation lab.

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

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

Response:

The Institution has adequate outdoor play grounds for Cricket, Volley ball, Basket ball, Throw ball, Tennikoit, Athletics, Golf, Kabaddi, Kho kho; Indoor games facilities for Carrom, Chess, Table tennis, Snooker, Badminton and Shuttle. The month of October of every year will be considered as sports month. College is dividing students into four groups to participate in all the sports activities - target for rolling trophy. Coorg Golf Links is given opportunity to CIDS to use their golf course for students and staff against the corporate membership with them. Gym facility is available for students and staff. Yoga classes are arranged for students and staff everyday morning in auditorium. NSS is available.

February of every year is considered as cultural month. Various kinds of competitions like music, dance, drama, fashion show, mono act, rangoli, flower arrangements, vegetable carving, collage etc. are conducted. Students will grab points to target the rolling trophy. Freshers' day, college annual day, graduation day, intercollegiate cultural fest are conducted every year. Guitar classes will be taken on every Thursday for students and staff. All festivals like Diwali, Onam, Christmas, Id etc are celebrated in campus. Auditorium: Fully functional auditorium is available with latest audio-visual and lighting facility academic programs and cultural activities.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Availability and adequacy of general campus facilities and overall ambience

The campus has beautifully laid out landscaped gardens, aesthetic brick and stone buildings that blend with nature and comfortable hostel accommodation for all our students on the campus. Utmost care has been given to provide the students a customized infrastructure most suited to achieve academic excellence.

The institution has separate hostel facilities for undergraduate and postgraduate students. The undergraduate girls hostels are Kavery block, Sindhu block, Ganga block, Narmada block and dormitory. Undergraduate boys hostels have 18 double rooms and 10 single rooms. Accommodation available for post graduates: Post graduate girls hostel has 50 single rooms and post graduate boys hostel has 56 single rooms. Both of these hostels are facilitated with attached bath with cupboard, cot, mattress, geyser, fan and furniture, facilitated with filtered drinking water, solar water heater and Wifi internet facility.

Cafeteria of the campus caters for both undergraduate and postgraduate students. Both veg, non-veg, South Indian, North Indian food available in the cafeteria. Cafeteria will be open from 6.00 a.m. to 10.00 p.m. Staff working in cafeteria are provided with hand gloves, head caps, mouth masks and uniforms. Café cloud 9 caters safe soft juices & homemade eatables.

Internet kiosk is a browsing centre with sixteen computer systems are provided for students.

Separate common room facilities are provided for girls and boys. Lockers are provided to individual student. Audio visual room is available with computers, lcd projectors with wi-fi connection. Ten numbers of double bed room staff quarters are provided within the campus for teaching and non teaching staff.

Water purifying plants are installed to supply safe drinking water to whole campus. Sewage treatment plant is installed in the campus for safe drainage system.

Health care centre facility is available in the campus. Dr. Chondamma Uthaiyah appointed as faculty at health care centre. Dr. M.C. Carriappa – physician, Dr. T.S. Poonacha- surgeon, Dr. Bishan Monnappa –Orthopedic, Dr. Fathima Cariappa- Gynaecologist and doctors in all kinds speciality are available within one kilometre distance from the college campus.

The campus offers, a lush green ecology. Fresh air and greenery aplenty, located in the top nature with natural fresh water springs aplenty on the beautiful thirty-acre nature campus. The "Go Green" idea under the GREEN CIDS PROJECT is prevalent in our Institute.

A Solar Power Plant with a current capacity of 150kilo Watts of Peak power is set up as part of India's Solar Mission Programme with Self Financing by Coorg Institute of Dental Sciences. The Solar Power Plant is expected to generate around 1,80,000 Units per year. Our Initiative of this Solar Power Plant will help us contribute significantly to environmental protection.

Fire extinguishers are installed at easy-to-reach places in the campus for emergency use.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document

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

Response: 13.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.86	50.25	164.00	133.82	2.5

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

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

The Coorg Institute of Dental Sciences provides the most conducive environment for academics. Utmost care has been given to provide the students a customized infrastructure most suited to achieve academic excellence. This includes state of the art learning centres, laboratories and library. These facilities are regularly updated with vital inputs from the students, technical committee and the industry. 'Patient care with a humane touch' has been our motto and the human interface in patient treatment is backed by the latest and sophisticated dental and medical equipment.

The management has resolved to admit only 40 students at the graduate level annually so that quality education can be imparted. This also translates into optimum exposure and utilization of resources for both students and staff.

The dental clinics have been modelled to facilitate individual attention to both the student and the patient. The institute has 280 chairs which is well over the mandatory requirement. Each department has been adequately equipped with all the mandatory and the latest equipment for patient care.

Adequate infrastructure and academic standards are maintained and are evaluated by regulatory bodies i.e., Dental Council of India and Rajiv Gandhi University of Health Sciences periodically. Number of equipment, academic activities, clinical and lab facilities, library facilities, floor areas, teaching clinical hospitals and flow of patients are as per the guidelines of the regulatory bodies.

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

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

Response: 50650.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
16336	60695	58266	58872	58502

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	90	118	165	192

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: 148.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
128	129	130	127	129

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

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

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

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: D. Any one of the above

File Description	Document
Institutional prescribed format	View Document
Geotagged photos of health centres	View Document

4.3 Library as a Learning Resource

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

Response:

ILMS SOFTWARE

Library management or automation software provides centralized management and processes for different types of libraries and library activities such as acquisition, cataloguing, circulation, administration, reporting and patron records. It provides integration of self-service kiosks and online web portal access for catalogue search, content delivery or reservation requests and such others. They also track and automate notification of overdue books and fines.

Coorg institute of Dental Sciences has implemented the ILMS software in the college library. Which includes undergraduate and Postgraduate library. This specialized software was developed by “D library software”. This software is also known as “D Library Management”. This software which enables to know the date of issuing of book, date of returning the books. It also helps for sorting sub sorting the book in to

different categories. This software enables to issue the register number for each books.

File Description	Document
Link for geotagged photographs of library facilities	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:

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

The library at CIDS is situated at the top echelons of the hill overlooking the entire campus. Surrounded by tall trees and chirping birds, the library is well ventilated with an indoor garden provides a perfect backdrop for a great study time. For convenience of students and faculty the library is open from 9 AM to 9 PM on all working days.

The 9010 sq. feet library houses all major books and journals pertaining to dentistry and medicine. It has over 1400 titles and 4000 books with international and national journals for all the specialties of dentistry. Students and faculty can borrow reference books and journals for a day whereas other books can be borrowed for up to fifteen days. Internet access is available throughout the working hours along with online access to a various national and international online journals and books through Helinet consortium. The Library Committee is entrusted with the onerous task of budgeting and acquisition of newer and relevant titles on an annual basis.

The library has collection of university dissertations of all past students both in book format and e-format. The library also has collection of important e-books and back volumes of e-journals in all specialty. Total numbers of national and international journal titles in all specialties exceed eighty. Library is automated with integrated library management system software.

File Description	Document
Link for geotagged photographs of library ambiance	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: B. Any four 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: 11.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
8.58	14.62	4.33	3.42	26.03

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

4.3.5 In-person and remote access usage of library and the learner sessions/library usage

programmes organized for the teachers and students**Response:**

Coorg Institute of Dental Sciences has partnered with NATIONAL DIGITAL LIBRARY for remote accessing the library. On 16th December 2021 Dr. Unni Pypallil give the orientation programme for the PG's as well as for the UG's. It was about 100 number of participants were there for the programme.

This ILS provides a template for those teachers who want follow the learning process on realtime. The ILS contains an additional space called "Dashboard", made up by a set of tools that show:

- The online users per space
- The time spent per user and space and the average of the whole class
- The actions registered in each space and app

As any other space, the "Dashboard" may be configured, adding or removing apps according to the user needs.

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

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

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
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: 86.67

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

Response: 13

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

Response: 15

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

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

Response:

4.4.2 IT Infrastructure – Updation of IT facilities

The College provides computer facility through a internet centre along with the computers in individual departments. All the computers are provided with the latest updated software and hardware. Internet, printing and scanning facilities are also available. With the increasing demand for internet access in educational campuses due to evolving standard of education and flexibility offered by the Internet .we are keenly stepping forward to setup secured and stable wired or Wi-Fi network campus for the students. The campus provides wired and wireless internet access from class room to library to labs.

The computers are backed up by ups to provide a uninterrupted power supply. The students can use the computer facility which will help them in their academic progress through a fully networked campus with state-of-the-art IT infrastructure, & communication resources. It also offers students the facilities of e-mail, net surfing, up/down loading of web based application, besides helping them in preparing projects & seminars for which a register is maintained and monitored. It's being updated and maintained regularly for better performance and uninterrupted service and protected by k7 antivirus security software

The college website is monitored and updated from time to time by the college.

The speed was updated from 20 mbps to 50 mbps in the December 2017

From 50 mbps to 100 mbps in January 2018

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

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

Response: 50 MBPS-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: 6.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
26.63	39.83	55.57	21.03	36.10

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

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

Response:

The institution has constituted a maintenance committee for the maintenance of clinics, laboratories, classrooms, library, sports facilities, IT, hostels, general maintenance of the campus etc. the college has skilled technical staff for the maintenance of the above-mentioned infrastructure. These staff work under the supervision of the maintenance committee who ultimately reports to the dean.

The college has installed a solar power plant with a current capacity of 150kilo watts of peak power. It generates around 1,80,000 units per year. It is regularly maintained by the technical staff of the institution and the manufacturer of the solar plant. High power generators and UPS supply us uninterrupted power to clinics, laboratories, academic buildings, etc. These electrical equipments are maintained on a regular basis as per the instrument's manufacturer instructions.

Inspection of the central library conducted yearly. Once every two months inspection of department's library is done. Registers are maintained for borrowed and return of books both at the central library and in libraries of each department. Routine inspection performed on the physical quality of returned books. Binding of damaged books is done once in a year. Back volumes of journals are hard bound and made available in the library.

Maintenance of ICT facilities like computers, laptops, printers, LCD projectors, photocopiers, internet/wifi facilities, intra-net, audio-visuals, etc., are done on a regular basis by qualified persons in the institution.

The water purification plants, STP plants, solar water heaters are well maintained regularly for everyday smooth uninterrupted supply of the required water.

Adequate in-house staff is employed to meticulously maintain hygiene, cleanliness and infrastructure on the campus so as to provide a congenial learning environment. Classrooms, staffrooms, seminar halls and laboratories, etc., are cleaned and maintained regularly by non-teaching staff assigned for each department. Wash rooms and rest rooms are well maintained by cleaning thrice a day. The institution has provided separate bins to collect dry and wet waste in different parts of the campus. The green cover of the campus is well maintained by full time gardeners. The whole campus area is maintained by the house keeping supervisor. The campus maintenance is monitored through surveillance cameras.

Round the clock ATM facility is available for all in the campus by the HDFC bank. Bank officials take care of uninterrupted cash flow in the ATM.

Biomedical waste management protocols are followed in each department by placing color coded bags/bins to collect the sorted clinical waste materials. This waste material is regularly collected, treated and disposed by the external service provider (contractor) as per the regulations of Karnataka State Pollution Control Board.

Indoor and outdoor sport facilities are maintained by the sports committee of the institution.

Fire extinguishing equipments are installed at strategic locations in the campus and these are maintained by the external service provider through five-year warranty.

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

NAAC

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: 7.09

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

2020-21	2019-20	2018-19	2017-18	2016-17
27	31	18	11	13

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: D. Any one of the above

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

5.1.3 Average percentage of students provided training and guidance for competitive examinations

and career counseling offered by the Institution during the last five years**Response:** 1.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
23	00	0	0	0

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

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

The Institution Facilitates the the presence of international student cell headed by the Associate dean International affairs who coordinates the activities of the international inbound and outbound programs of the institution, our 16 MOUs with various international universities allow a vibrant exchnage program.

Students from the Tsurumi University Japan, Universiti teknologi (mara) malayasia, Hongkong university school of dentistryand Mahidol University Thailand are a few universities who have made use of the International Students cell. Students in the Inbound Program are ensured of a Free/Subsidized Stay and Food at the campus and also free transport facilities from the nearest airport, they interact with our students and participate in our curricullum .

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
Any 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: 28.78

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

2020-21	2019-20	2018-19	2017-18	2016-17
22	10	6	2	3

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

2020-21	2019-20	2018-19	2017-18	2016-17
28	27	37	38	44

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

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

Response: 52.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	33	38	46	36

File Description	Document
Institutional data in prescribed format	View Document
Annual reports of Placement Cell	View Document

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

Response: 22.39

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

Response: 15

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	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: 0

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

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

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

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

Response:

The Coorg Institute of Dental Sciences introduces and inaugurates its student council every year during the Swagath program. The members are chosen from among the third year Undergraduates, by a faculty committee, with due regards to student feedback, academic and extra-curricular aptitude. The council is led by the President and is in charge of planning and executing the Cultural and Sports months, assisting the faculty in the execution of other events such as CDE programs, College Day, Freshers Day, Graduation Day, Undergraduate symposium- QUEST, Annual Funderland Fest, etc. They also volunteer and encourage student participation in any other programs held within and in association with the Institute.

The President and General Secretary preside over formal proceedings of the Institute along with the Dean, Principal & Vice Principal. They are responsible for delivering the Welcome Address and the Vote of Thanks for the same.

President: The President is responsible for presiding over meetings of the Council. The President, with the Secretary, prepares the agenda for each meeting and, where necessary, signs the minutes once they have been agreed on by the Council. The President may also be designated to represent the Council at meetings with management.

Secretary: The Secretary, with the President, prepares the agenda for each meeting and the Secretary then circulates it to all the members of the Council either in advance of the meeting or at the start of the meeting. The Secretary also keeps a record of Council meetings and any decisions taken by the Council (the minutes).

Joint Secretary: Support and assist the secretary in all the activities of student's council and coordinate the functioning of the general council members.

Cultural secretary: He/she looks after organizing various events in the cultural domain for the student body thereby providing a platform for students to showcase their talent and also ensuring student engagement apart from the academic routine. They coordinate the activities of various clubs such as music club, dance club, etc.

Sports secretary: The Sports Secretary will be responsible for all sports activities along with the general council members. They will also coordinate the activities of the fitness club.

Council members: Each shall represent their batch and ensure that students' views on academic as well as other matters are heard. They will act as the executive members of the student council under the leadership of the president and secretaries.

OBJECTIVES OF THE STUDENT COUNCIL

- To act as a representative for the Coorg Institute of Dental Sciences Student body
- To act as role models for the student body and promote a healthy social environment
- To Assist the College in execution of academic and extra-curricular activities
- To address all grievances and complaints at the first level in order to ensure the smooth functioning
- Alignment of all activities to the norms of the campus
- To oversee students in regards to disciplinary conduct, Academic persistence and extracurriculars
- To act as a conduit between the Administration, teaching faculty and the students.
- To inspire and innovate for the growth of the institution.

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: 2.2

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

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

File Description	Document
Institutional data in prescribed format	View Document

5.4 Alumni Engagement

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

Response:

Alumni of an institute play a major influence in the growth of the institute. The Alumni Association of the Coorg Institute of Dental Sciences was officially formed in 2007 and registered with the Registrar of societies government of Karnataka in 2019, since then the alumni are actively engaged in activities pertaining to placement and higher studies. They also interact and conduct many local and international alumni meet at various times to keep themselves involved in recreation too other than activities related to academics and employability. A decade after the alumni association came into existence every effort was made to conduct an alumni event at the campus in 2017. The event was successful with many of them attending the event. They have also contributed an extensive number of textbooks to the college library where a dedicated section is opened, in addition, they have donated fictional and non-fictional books that are also made available to the students. The Institution has also offered support and encouraged their students to be connected always for the progress of the students and also the growth of the institution.

It is also very common for the alumni to visit the college unannounced in batches to interact with the faculty and more so with the non-teaching faculty, the alumni also are part of the feedback loop and present us with opportunities to place our graduates. Students of the institution are also welcome to any new initiatives that our alumni undertake. Plans for a grand alumni reunion which was scheduled for 2020 the 20-year anniversary celebrations had to be shelved because of COVID 19 pandemic situations.

File Description	Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for 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: E. Any one 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

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:

The Institution has declared its vision and mission which reflects on its academic and administrative governance

Vision:

To foster and evolve leaders in oral health imbued with clinical skills, critical reasoning, a strong foundation of research and an understanding of global and national oral health needs.

Mission:

World class oral health education with a focus on clinical excellence and research.

We will achieve our mission by the following:

1. Evolving a comprehensive dental and oral health education program based on a foundation of basic sciences, technology, patient centric learning in a global environment.
2. Interdisciplinary and foundational research with a focus on local bio -ecosystem and environment.
3. Public health engagement with the local, regional, national, and global communities, an immersive community and outreach program.
4. The selection of a committed faculty and staff, a focus on development and retention and investing in an immersive alumni and student support program.

the Institution functions under the Coorg Dental and Medical Sciences trust which meets twice a year to discuss and advise the institution on its functioning, the academic functioning of the Institution is under the ambit of the academic council which meets quarterly to plan and implement the academic plans which are further implemented at departmental levels. All of these are under the Direct purview of the Principal (postgraduate studies) and the Vice Principal (Undergraduate Studies).

The Institution has also established two separate offices of the Associate Dean of international Affairs and Research which function to augment the functioning of the institution of its core areas of research and international outreach, the associate deans report directly to the Dean and the Chairman IQAC on these

issues.

The Institutional management is delegated to various offices such a facilities management, procurement, Finance, attendance which have designated faculty taking care of these , all of these areas is taken care of independently with escalation only happening in cases of necessity.

There exists a robust system of feedbcak which is obatined from all of these personell which is included in the further functioning of the Institution.

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

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

Response:

The Institution functions as a composite of multiple offices working together to ensure smooth functioning of the Institution, this is reflected in the organogram and Decision tree documents attached

The Institution functions under the ambit of the Coorg Dental and Medical Sciences trust which oversees and advises regarding the functioning of the Institution.

The Dean is the administrative head of the institution and is aided in his functioning by the office of the deanery which covers Human Resources,finance, facility management .

the Academic head of the Institution is the principal who is aided in his responsibilities by

File Description	Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

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

Response:

Institutional Structure is described in the Organogram, The institution has list of statutory committees, which ensures functioning along the strategic plan. The following are the committees of importance.

Academic council

1. Monitor and manage the functioning of the course on a regular basis.
2. Ensure that necessary additions are made to the course to maintain and keep the curriculum contemporary.
3. To ensure that the learning outcomes defined at the beginning of the course are being achieved and suggest remedial action if learning outcomes are not being achieved.
4. To design effective strategies and policies for all aspects of teaching, learning and Evaluation Process.
5. To submit an annual evaluative report about the committee to the IQAC and implement action plans as stated.
6. Identify and share the best practices between members of staff.

Teaching Learning and Evaluation

The Teaching & Learning Committee (TLC) will support the promotion of excellence by initiating and contributing to discussions regarding teaching and learning policy, identifying and promulgating best practices in teaching and learning and promoting teaching innovation. The TLC exists to provide advice and make recommendations to the Board regarding matters of teaching and learning policy and any related proposals or initiatives approved by the Board for implementation at the University

Mentoring committee

The mentoring committee helps guide the graduate students of CIDS through the BDS course, it will also provide recommendations and advise to the mentees about ways to work within the CIDS system. The Committee will provide a constructive and candid feedback and encouragement to help cultivate success. The overall mission is to create an environment in which the student should have the opportunity to prosper and succeed.

The Institutional Research Committee

1. Monitor, Promote and Screen all research (applying for grant) projects being undertaken at CIDS.
2. Formulate Policy Guidelines on an advisory basis for research at CIDS

- 3.To develop and recommend to Academic Council, policy relating to research and ethical standards.
- 4.To advocate and facilitate the conduct of quality research and to foster high research productivity.
- 5.To promote and have oversight of ethics in research, and to monitor and maintain the ethics policies of the University.
- 6.To ensure research in the institution is guided by population needs

Committee on Infrastructure and Learning Resources

- 1.The committee of infrastructure and learning resources is responsible for assessing, procuring and maintenance of facilities required for learning and teaching.
- 2.To elicit data on the adequacy and optimal use of facilities available in the institute to maintain quality of academics and other program.

Student Support & Progression:

- 1.To inform, educate and assist students in the process of obtaining various scholarships/fellowships available from governmental and non-governmental agencies
- 2.To create and implement policies for the overall development of the students in the non-curricular areas such as humanities, arts, sports, culture etc.

To create and implement policies which inform and encourage students about further academic and professional opportunities available to them after graduation and to create support structures for further professional growth of students.

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: E. Any one 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
Institutional data in prescribed format	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 has several welfare measures which are in place for the benefit of the faculty of the Institution, these measures ensure that the faculty both teaching and non teaching have the institution backing them up in times of need the following are the welfare measures available .

PPF payments for faculty

Group Insurance schemes covering faculty for health and death

Financial assistance for presenting and participating in national conferences and exchange programs

Commuted leave

Maternity leave with full pay

Interest free loan facilities

Free Hepatitis B vaccination For the Non-teaching faculty

subsidized treatment for members of the families of faculty

provision for Free PPE kits for both teaching and non-teaching faculty

Free/Subsidized Housing (staff Quarters)in the Campus

Parking and sports facilities available to both teaching and non teaching faculty

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

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

Response: 1.55

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	4	2	0	1

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

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

Response: 7.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
9	13	5	6	3

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

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

Response: 16.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
39	8	8	14	9

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

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

Response:

The institution follows an annual performance appraisal system for faculty assessment .

The performance appraisal consists of two benchmarks which are provided first by the departmental head, This then goes to the office of the Human Resources who then add on to and verify the parameters that are filled in by the HODs, This is then added on to by the Principal, Vice principal and the associate deans to create a true assessment of the faculty

For the Non-teaching faculty the supervisors and the facility managers perform the performance appraisal which is then documented.

Faculty not performing well on the performance appraisal are then counselled onto the parameters in which their performance has not been satisfactory and advised corrective measures.

File Description	Document
Link for performance Appraisal System	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

The Institution is being self financed functions under the CDMST (Cooorg medical and Dental Sciences trust). The Primary source of Income for the Institution is from the Fee collected from the post - graduate and undergraduate students. the Fee Comes under various heads such as Tution, Hostel, Mess etc.

The trust also receives Contributions from NGOs , the secondary source of Income is from the amount collected as Treatment/ charges collected from patients for various services provided.

The Institution has also setup a private care facility called Samaadhaan which focuses on slightly more commercial treatment charges in a dental clinic setting which augments the resources generated.

The institution has also began work as a recognized Centre for clinical trials and provides high end research facilities to students for a nominal charges as a method of augmenting resources

The Annual Budgets of the Institution are thus drawn and presented to the trust which then compensates for any shortfalls

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The Institution Conducts regular Internal and External Finincail audits, the Internal aduits are conducted monthly by the finance officer of the institution using the Tally Erp system since all payments are now billed to the tally system.any deviations are then crossverified through a physical audit in case major deviations exist.

The External Audits are Conducted by the Chareted accountants M/S George Joseph and Company Mercara who are appointed by the Trust to oversee the accounts.

Any Objections Raised by the auditors are addressed by the Dean, the Principal and the Finance officer to the satisfaction of the auditors the final reports are then submitted by the Auditors to both the trust and the Institution.

Thus a transparent system is ensured.

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)

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

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

The Institution has ensured the presence of quality through a series of efforts, the academic council and the Iqac have been functioning to ensure quality control and enforcement in the institution.

As a result of these efforts the institution has had 4 research project funded by central and state government agencies in the last 5 years

The faculty have published over 500 papers in peer reviewed and Indexed journals during the same time Periods

The Institution has also conducted over 100 programs focussing on quality of health care provided and administrative competencies and teaching methodologies.

We have also 21 functional MOUs with various national and international universities and have a vibrant faculty and student exchange program with these institutions .

The process of library digitization and NDLI membership has been Initiated and successfully completed this academic year .

The Above are a few Quality assurance initiatives of the institution in the past 5 years.

File Description	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: 38.25

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	66	14	0	3

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

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

Response: A. All of the above

File Description	Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Institutional data in prescribed format	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: 2

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

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

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:

Gender equity is an important standpoint in our institution, we have established an internal cell/sexual harassment cell where the students can raise issues. The institution has taken measures like the display of placards at various places within the institution pertaining to gender equity. The institution has also promoted various gender sensitization programs to reinforce the gender equity among our students. Through the programs the students are sensitized about the importance of gender equity and the various legal aspects promoting gender equity. We have also organized health talks on various occasions to sensitize the students about the maintenance of personal health. The students are also sensitized about maintaining a good code of conduct among their colleagues at the workplace.

The institution not only teaches but also practices gender equity, there is a transparent and fair method for the selection of all students for participation in curricular, extracurricular, and co-curricular activities

The institution also places a special emphasis on the safety of women at the workplace, there are security guards posted in critical areas such as the ladies' hostels to ensure safety, all corridors in the campus are covered by a CCTV network which is constantly analysed to ensure there are no safety and security concerns.

There do exist separate common rooms for women and provision for separate washrooms has been made in multiple areas in the campus.

There is an annual gender sensitization plan which focuses on education of all stakeholders, empowerment of women in regard to gender equity, and bringing a sense of empathy towards gender equity among all students and faculty.

While focussing on women, the institution also ensures that there is no reverse discrimination and all of the aforementioned facilities are available to the boys also.

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

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

Response: C. Any three of the above

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

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

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

Response:

Waste management is a problem which is faced by almost all institutions especially in a rural area like virajpet, in the absence of central facilities for waste management th institution has taken several steps to ensure proper disposal of all waste generated in the campus.

The institution has setup an 88KLD waste treatment plant to manage domestic and other effluents at the source the water that is generated from this is utilized for non Potable uses on the campus such as gardening, washing of institutional vehicles etc.

Bio-Medical Waste is another area of concern that has been addressed by the institution by means of an MOU with M/S Ramky an authorized biomedical waste disposal company based out of Mysore. the vehicles of the company will visit the institution every day to pick up the biomedical waste which is segregated at the source to ensure proper disposal. All other wastes generated in the campus which are of a non-critical (solid) nature is incinerated within the campus, the institution also encourages segregation of waste at source in its hostels with wet and dry waste being segregated ensuring better disposal of all types of wastes.

For all other forms of waste which are critical in nature, the waste is disposed through means of companies who are specialists in the field.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Four of the above

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

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

Response: C. Any three of the above

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

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

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

Response: C. Any three of the above

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

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 has taken great initiatives in inculcating tolerance and harmony towards cultural, regional, linguistic, communal socio-economic, and other diversities among the students by organizing cultural events in which students, faculty take part in the events by the display of various cultures followed by people from various parts of the country. The rich culture from diverse socio-economic communities is portrayed. Festivals like Christmas, Id, Holi, Diwali are also celebrated on the campus with great splendor which reflects great religious harmony and tolerance. The rich and grand Kodava heritage is honored and the local Kodava folk dance is performed in most of the institutional events. The college is set in the Malathirike hills amidst lush greenery catering to the oral health care needs of the dwelling population. The institution conducts several camps and provides the best dental care by proficient doctors.

Equality, equity, and tolerance are issues that are regularly taught in the institution at multiple levels and are integrated into the ethos of the institution.

Being the First medical education institute in the district the institution has always leveraged its location to ensure community services. Being in a predominantly rural district the institution began by organizing numerous dental camps in the district and surrounding districts of the neighboring, these camps which provided free dental treatment to the beneficiaries were also used to spread health awareness among the population.

A unique feature of the district is the presence of a large number of coffee estates and thereby a captive patient population of estate workers. Other than the usual dental issues one prominent issue plaguing this population is the burden of habit-associated diseases. The Institution through its Oral Cancer screening and Tobacco Cessation camps has been working tirelessly to act as a disruptor in the issue of tobacco-associated diseases. Free tobacco cessation counseling is provided to patients attending these camps through a set of trained counselors.

The Institutions MOUs with HCG bengaluru and Cauvery Hospitals Mysuru also ensure that patients detected at these camps are given subsidized treatment at these centres.

File Description	Document
Any additional information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response: A. All of the above

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

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

Response:

Being in a district known for its contributions of several great military leaders and soldiers of modern India its but natural that the Institution celebrates national days with fervour.

The institution celebrates National days like Republic Day on 26th January every year, Independence Day on 15th of August every year. The national tricolor flag is hoisted followed by the national Anthem. The Principal/chief guest address the student and faculty gathering by remembering the patriotic sacrifices made by our freedom fighters and nevertheless the continual sacrifices laid down by the Indian Army in protecting our nation from the infiltration of terrorists. Following this there is patriotic group songs sung by the undergraduates, interns and even the post graduates. The program is concluded by distribution of sweets to the patriotic gathering.

The institution also promotes a feeling of national Integration by the communal celebration of festivals

such as Ganesha Chaturthi, Holi, Deepavali, Onam, Christmas etc. the Celebrations of all of these festivals is done by the student council who oversee plan and celebrate these events .

The Institution has also taken initiative's in organising the first of its kind military Dental Symposium which showcased professionals in the field of dentistry from the armed forces interacting with the students. The Institution also during this time adopted the families of 5 martyrs from the Indian armed forces and has promised them free dental treatment for their lifetime in recognition of their sacrifices for the country

File Description	Document
Link for additional information	View Document

Other Upload Files	
1	View Document

7.2 Best Practices

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

Response:

Best Practice 1:

1. Title of the Practice: Early Clinical Contact
2. Objectives of this practice:
 1. Integration of basic sciences curriculum with clinical experience.
 2. Appreciation of the basic knowledge being provided and its utilization in a clinical setting.
 3. Learning of patient management skills (soft skills)
 4. Clinical confidence building

1. The Context:

One of the basic problems in health education in the world has been that students are subjected to an increased cognitive load because of the separation of pre-university education and professional health education and disconnect between the basic sciences training (1 and 2 year) and the clinical training (3 and 4 year). It has been an observation at CIDS that students in the basic sciences training do not have an appreciation of the skills that they are being trained in because of a lack of clinical exposure, in addition it was also perceived that the retention of basic skills in clinical students was also inadequate. Hence this program was initiated with the aforementioned objectives.

1. The Practice:

The practice of a formal early clinical contact program is still in its infancy world – wide. This particular concept is followed only by a handful of medical and dental schools in India probably because of the lack of appreciation of the benefits or the lack of inclusion of such a program in the curriculum by the governing bodies, hence in the universal context this should be considered a unique initiative.

The early clinical contact program is integrated into the curriculum at CIDS and is held in two cycles for a period of 9 weeks each. During this program students of first and second year BDS are posted in all the clinical departments. During these postings they are exposed to case discussions, treatment planning various treatment modalities possible etc.

The First BDS students are accompanied by their basic science teachers who bring about a practical understanding of the theoretical knowledge provided. Understanding of basic anatomical structures and landmarks, physiological processes and appreciation of the complexity of the oral microenvironment is given paramount importance.

The second BDS students are taught about the operations of a clinical department with emphasis on armamentarium, sterilization, disinfection and barrier protocols, the proper use and dosages of commonly encountered drugs etc. towards the latter part of their postings they are encouraged to record case histories of patients, this enhances their communication and patient management skills and gives them confidence while interacting with patients.

Though we would like this program to be provide with more time, however the tightly packed prescribed curriculum as prescribed by the governing bodies is a major constrain in terms of the time available for conduct of these programs.

1.Evidence of success:

The early clinical contact program has been on at CIDS for the last two academic years and has shown success in the following.

- 1.Better academic results at university exams
- 2.Decreased clinical orientation time at the beginning of their clinical postings
- 3.Decreased patient turnover time

1.Problems encountered and resources required

The most valuable resource required for such a program is enough time in the curriculum.

Space to accommodate a sudden increase in the number of students in the clinical areas is another constraint which we overcame with staggered postings

Dedicated faculty for this program meant that the faculty availability for other activities such as research decreased

Such a program also requires a huge change and acceptance in the minds of both faculty and students who are more comfortable with the traditional methods of the curriculum

Best Practice 2:

1. Title of the Practice: Undergraduate research policy
2. Objectives of this practice:
 1. Integration of research into the curriculum
 2. Appreciation of the skillsets of critical thinking and data interpretation
 3. Learning of designing and conducting research projects
 4. Public speaking skillset

1. The Context:

Research in dentistry has largely remained a domain of the postgraduates with faculty research also being a minor contributor. The Undergraduate curriculum largely focuses on skillsets needed to practice dentistry and pass examinations. Thus the spirit of enquiry is non-existent in the undergraduate curriculum and the undergraduates have a wide schism to cover when they become post graduates.

Thus the institution has implemented a undergraduate research policy which ensures every student graduating out of the institution has at least one research project .

1. The Practice:

There is a formal Undergraduate research policy document generated by the Institution and to give an opportunity for undergraduate students to present their research the institution began an exclusive graduate symposium called quest.

All students of the institution are encouraged to design and present one research paper every year these can be under the categories of original research, Technical Note, Review these are done under the guidance of faculty from any department which the student chooses. There is also an innovative dentistry competition which encourages the young dentists to innovate in the field of dentistry. There is a faculty designated for each project to help the students carry out research. The research Idea is essentially generated by the students themselves and faculty only act as facilitators. Prizes are given to the best papers in each category .

The institution also facilitates the publication of such research in peer reviewed indexed journals

1. Evidence of success:

The Undergraduate research symposium has achieved success along the following lines.

1. Quest from being a internal event initially has now become a pan-global events
2. Undergraduate research projects of our students have consistently won prizes at the event
3. One of our Undergraduate students has filed for patent arising out of her research project

1. Problems encountered and resources required

The Major problem encountered is resistance both at the student and faculty level to do something which is not part of the syllabus.

Finding enough resources to fund the undergraduate research is another issue faced

These types of programs which are a paradigm shift have to face resistance at multiple levels, however the fact that the program has been running successfully for the past 5 years is encouraging to say the least

Such a program also requires a huge change and acceptance in the minds of both faculty and students who are more comfortable with the traditional methods of the curriculum

File Description	Document
Link for best practices page in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

This Institution is distinct in its environmental consciousness, the entire campus is in the ecologically sensitive zone of the western ghats and managing a health education institution in these ecologically sensitive zone has been a challenge which the institution has face since its inception.

The Institution has been constructed using locally available construction materials and efforts have been made to ensure that the slope of the hill on which the campus is situated is not cut to accommodate the buildings thus we are the only dental college on a hill.

The first challenge faced was in providing water facilities to the residents of the institution, the institution purchased wetlands in the valley below and instituted three tanks which have focused both on rain water retaining and wetland water rejuvenation techniques and these have been supplying the institutional water supply, thus we haven't burdened the municipal water supply sources and are self-sufficient. The Drinking water is generated from this by a reverse osmosis and filtration process and the non drinking water goes through the RO process only.

The institution has also invested in solar energy by establishing a 150 kw solar plant which is wheeled to the grid, thus the institution gives back to the grid energy generated from conventional energy sources. The solar power generated has also been financially beneficial to us reducing our electricity consumption costs by almost 50%. The Solar panels now also provide shaded areas for out parking lots.

The solar water heaters provided to the hostels also go a long way in reducing the carbon footprint of the institution.

The institution participates in local ecological initiatives and has been part of the initiative to stabilize the hill slopes of the district which were collapsing during the flash floods by plantation of vetiver a local herb known to stabilize hillsides.

Disposal of liquid wastes in a rural area brings its own challenges especially in a large institution such as ours, hence the institution set up a 88KLD sewage treatment plant in the campus providing for the facilities of sewage treatment at source. The water derived from this plant is fully utilized for maintaining the gardens in our green campus. The Landscaped gardens and green areas also provide a unique environment

Incinerators for disposal of noncritical solid wastes and MOU based biomedical waste management ensures that the institution doesn't interfere with the ecologically sensitive areas. The Institution has also banned the use of single use plastics on campus with the aim of reducing the plastic usage by its students and faculty and thereby the community at large.

These are all a part of the institutions initiatives to achieve a carbon neutral campus in the long run

File Description	Document
Link for appropriate web page in the institutional website	View Document

8.Dental Part

8.1 Dental Indicator

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

Response: 65.04

8.1.1.1 Institutional mean NEET percentile score

Response: 65.044

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:

There are multiple pre clinical laboratories available in the institution for improving the knowledge and pre clinical expertise of the students . This knowledge will help these students excel in their clinical practice . These pre clinical laboratories will help students have a simulated environment which help them improve their competency skill.

The institution has pre clinical laboratories such as Carving Skills Laboratory, pre clinical prosthodontics laboratory , pre clinical conservative laboratory , Acrylic lab, forensic odontology lab , haematology lab, oral pathology lab,histopathology lab, wire bending lab, casting lab,local anaesthesia skills lab, scaling and root planing lab, crown cutting lab, oral radiology pre clinical lab, crown and bridge fabrication lab,Dental materials lab, Anatomy laboratory , biochemistry laboratory , microbiology laboratory , pathology laboratory , physiology laboratory and pharmacology laboratory. These labs help in improving the pre clinical skills of the students. The students are equipped with sufficient knowledge after their training in pre clinical labs, to work on patients.

All the labs are equipped with all the required armamentarium. The labs also have adequate student

working areas along with the instruments and materials required for their pre clinical works. The microbiology lab, physiology lab, anatomy lab, oral pathology lab, dental anatomy and dental histology lab, consists of all the required materials such as study models and histological slides for education, stains, microscopes and materials for preparation of slides as well as natural samples. They also have the cadaver lab and cadaver tables along with required dissection instruments as well as the materials required for surface marking and radiological examination. The microbiology, pharmacology lab and the biochemistry lab also consists of the various chemicals and materials for mixing and preparation for various lab related activities. The dental materials lab, the pre clinical operatory labs, the manikin areas, crown cutting labs and the pre clinical prosthodontics labs contains manikin heads, dental materials, compressors with operating areas to connect hand pieces, three way syringes, Bunsen burners with LPG connections, dental materials and materials for mixing are available along with working areas for students. The crown cutting lab, the pre clinical operatory lab, the Local anaesthesia skill lab, the scaling and root planing lab, the oral radiology skills lab all contains manikin heads with typhodont attachment areas along with all the materials required for the working of the labs. The haematology lab consists of all chemicals, microscopes, cell counters and biochemical analyser which is needed for haematological analysis. The area is used for clinical and preclinical activities especially by postgraduate students. The acrylic lab and the casting lab also consists of all the required armamentarium for the procedures and is used for the activities required. These labs are used more by post graduate students for their pre clinical and clinical works. The wire bending lab also has glass slabs, glass marking pencils, metal scales, etc. Required for wire bending.

Beyond all these, the students, both undergraduate and post graduate students also carry their own set of instruments required for manipulation of Materials as well as to work on the pre clinical models.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	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: B. Any 4 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

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

Response:

The Coorg institute of dental sciences has a set of designed programmes to help students ease into their clinical training as well as for post graduate students. The training provided during these induction ceremony not only introduces to the stringent policies followed by the institute , but also sheds light on the recommendations and guidelines put forward internationally. The students are also introduced to the local demographics and the region of Kodagu.

The undergraduate students undergo a clinical welcome to the clinics of the institution in the beginning of the third year. The students are introduced to various clinical departments and the work that is done in each of them. The students are introduced into the curriculum of clinical dentistry in a series of talks conducted over a period of 5 days. The students are introduced by the faculty of the institution, to various concepts such as:

1. Maintenance of case records
2. Ethics and jurisprudence
3. CDC Guidelines and OSHA regulations
4. Radiography and Radiation protection
5. Instrument Sterilisation
6. Immunisation programme
7. Personal protective equipment and hand hygiene
8. Clinical etiquette
9. Biomedical waste management

10. Sharps injuries and post exposure prophylaxis
11. Ergonomics
12. Infection control in the Dental Lab
13. Management of Medical Emergencies
14. Evidence based dentistry

This isn usually followed by a short multiple choice examination which is conducted to evaluate the understanding of the students regarding these topics they have been introduced to. This is followed by a white coat ceremony .

The White coat ceremony marks the day when the students are officially inducted to the clinical training years. They are presented with their clinical lab coats. The undergraduate students working in the pre clinical years of the first and second years use a lab coat which has a v neck pattern while the clinical students are presented with a lab coat having a round neck and complete upper torso covering up to the knee level. The students are each presented with a custom fit set of clinical lab coats during the event. The chief guest along with the presence of the principal presents the clinical lab coats to the class representatives.

A separate induction programme is also held for the post graduate students. In this programme the students are addressed by the chief guest. They are also provided with a one hour course on evidence based dentistry. Multiple talks are held over a span of 3 or 4 days. The students are introduced by the faculty of the institution, to various concepts such as:

1. Maintenance of case records
2. Radiography records
3. Biosafety
4. Ergonomics
5. Ethics, jurisprudence ,equality and values
6. Library and information centre
7. Institutional review board
8. Lab and research facilities

9.clinical etiquette and patient management

10.management of medical emergencies

11. Evidence based dentistry

12.local culture

Since the year 2020, additional classes and training are also being conducted for the precautions and recommendations due to the COVID 19 pandemic.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

Response: A. Any 5 of the above

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

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

such as:

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

Response: A. Any 5 of the above

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

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: 3.69

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

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

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

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

Dental Council of India

Response:

The Coorg Institute of Dental Sciences has outlined the following competencies

The committee has defined the following graduate attributes and the assessment process for the institute.

1. Knowledge : The students must demonstrate current and evolving epidemiological , pathogenic , clinical, biochemical and therapeutic knowledge as well as application of this knowledge in patient care .
2. Communication : The students must demonstrate acceptable / evolving levels of interpersonal communication skills both verbal and written leading to effective exchange of information with patients , peers and healthcare professionals
3. Procedural skills : The students must demonstrate the selection and safe conduct of appropriate diagnostic and treatment procedures in a compassionate manner ensuring delivery of quality healthcare and promotion of patient health
4. Professionalism : The students must also demonstrate a commitment to ethical behaviour with patients and display a strong firm social responsibility and maintain high professional standards
5. Critical thinking , practice based learning and improvement : The students must demonstrate abilities to continuously assimilate and analyse available knowledge and scientific evidence to understand and self evaluate in a real time context to improve and provide enhanced patient care.

The institution measures the competencies and Program specific outcomes through the following processes,

- 1.Lecture classes
- 2.Discussions
- 3.Practical exercises
- 4.Record work
- 5.Problem solving exercises
- 6.Problem based learning
- 7.Case history recording
- 8.workshops

9. Presentations

The institution also has focused on evaluation methods such as OSCE and OCPE which have been introduced into the syllabus at all levels. There is also a focus on the skills of communication and responsibility through the 360 degree evaluation program.

The learning outcomes generally covers three basic domains

1. Knowledge and understanding

Adequate knowledge of the scientific foundations on which dentistry is based and a good understanding of the various relevant scientific methods , principles of biological functions and should be able to evaluate and analyse scientifically, various established facts and data

2. Skills

Acquired skill to prevent and manage complications while carrying out a dental treatment , skills to carry out required investigative procedures , Take proper case history ,promote oral health and be competent in control of pain and anxiety during dental treatment.

3. Attitude

Willing to apply current knowledge of dentistry , adopt ethical principles , professional honesty , fair patient care delivery , protecting confidential information.

The Evaluation methods for the mentioned competencies include

1. Examinations : Internal examination, class tests, improvement exams and university exams
2. Practical examination :Internal and university examinations
3. Chair side discussions
4. Clinical interpretations
5. Usage of clinical evaluation forms

6. Random checks by trained faculty

7. Viva Voce

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: 47.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
34	36	33	27	36

8.1.9.2 Number of first year Students admitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
62	71	76	69	70

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:

Domain	Teaching learning Process	Assessment
<p>Cognitive</p> <p>Knowledge and Understanding</p> <p>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 analyse scientifically various established facts and data.</p>	<ul style="list-style-type: none"> • Lecture Classes • Discussions 	<p>Three theory Internal Examination voce help the Institution assess the competence of the students.</p>
<p>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.</p>	<ul style="list-style-type: none"> • Lecture Classes • Discussions • Practical exercises • Records 	<p>Three theory and Practical Examination and viva voce Institution assessment the competence of the students.</p>
<p>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.</p>	<ul style="list-style-type: none"> • Problem Solving exercises • Problem Based Learning • Case History Recording 	<p>Chairside Case Discussions & Clinical Internal Assessment Examination</p>

Adequate clinical experience required for general dental practice.	<ul style="list-style-type: none"> • Minimum Patient Treatment Quotas for each department • Training on simulators 	Clinical Competence Assessment Graded Chairside Evaluation treatment done	
Adequate knowledge of biological function and behaviour 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.	<ul style="list-style-type: none"> • Lecture Classes • Discussions 	Clinical Competence Assessment Three theory Internal Examinations help the Institution assess the competence of the students.	
Psychomotor Acquire skill to prevent and manage complications if encountered while carrying out various dental surgical and other procedures.	<ul style="list-style-type: none"> • Management of Medical emergencies Module • BCLS Course 	Module end tests and Demonstrations	
Possess skill to carry out required investigative procedures and ability to interpret laboratory findings.	<ul style="list-style-type: none"> • Practical Courses in Radiology/Physiology/Biochemistry/Pathology/Hematology/Oral Pathology 	Practical Examinations	
Promote oral health and help to prevent oral diseases wherever possible.	<ul style="list-style-type: none"> • Postings in Oral Health Camps and peripheral Centres • Oral Health Talks 	Workplace assessment forms	
Competent in control of pain and anxiety during dental treatment.	<ul style="list-style-type: none"> • Prescription writing and pharmacological exercises 	Random Faculty checks of prescriptions	
Affective Willing to apply current knowledge of dentistry in the best interest of the patients and the community. Maintain a high standard of professional ethics and conduct and apply these in all aspects of professional life.	<ul style="list-style-type: none"> • BDS Orientation Programs • Clinical Orientation • Classes on Ethics and Jurisprudence • Postings in dental Camps • Workshops on Patient rights 	Random faculty checks Clinical Competency forms	

Seek to improve awareness and provide possible solutions for oral health problems and needs throughout the community.

Willingness to participate in the continuing education programmes to update knowledge and professional skills from time to time.

To help and to participate in the implementation of national health programmes

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: 9038.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
2207247	1379456	3279293	2776568	3336749

File Description

Document

Institutional data in prescribed format

[View Document](#)

Audited statements of accounts.

[View Document](#)

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

Response:

The college has introduced multiple training programme for staff for improving and building on their

dental as well as medical skills.

Through the years multiple programmes have been held for the same with active participation by the staff members. Multiple departments have organised programmes for the same.

Programme	Department
Microsurgery	Periodontics
Samhita 1	Oral Medicine
Samhita 2	Oral Medicine
NAM	Orthodontics
Functional and esthetic restorations	Conservative Dentistry
Laser Workshops	Periodontics
Histopathological impressions	Oral pathology
Samhita 3	Oral medicine
Demystifying lingual orthodontics	Orthodontics
Research Methodology	Pedodontics
Samhita 4	Oral Medicine
Dental Sleep medicine	Oral Pathology
Gender Equality Training	Centralised by college
Eyelid Reconstruction	Oral surgery
Samhita 5	Oral Medicine
Restolase	Conservative dentistry
Integrated dental photography	Conservative dentistry
Master class	Oral Pathology
Faculty Development Programme	Pedodontics
Leadership and Military Symposium	Centralised by college
Sedation Practices 1	Pedodontics
Oral Cancer workshop	Oral pathology
Covid 19 recommendations	Centralised by college
Faculty Development programme	Pedodontics
Pre and Post natal growth	Orthodontics
ULI agenesis	Orthodontics
White spot lesions	Orthodontics
Basic Life Support	Centralised by college
Serenity smiles	Conservative dentistry
Demystifying the world	Periodontics
Sedation practices in dentistry	Pedodontics
Teacher Training programme	Centralised by college
Covid 19 revised guidelines	Centralised by college
Recent trends and advisory in Covid 19	Centralised by college
Covid 19 precautions in orthodontics	Orthodontics
CBCT Interpretatons and reporting	Oral medicine

Gender Equality 2	Centralised by college
NDLI Orientation	Centralised by college

NAAC

NAAC

The college has encouraged all the faculty to participate in all such events. The department specific programmes are conducted to broaden the mind with specific details for professional skill development. Each of these programmes also has updates and current trend knowledge on the emerging dental and medical technologies associated with them. This allows the staff to be familiar with advancements in their fields and knowledge on the same. It also provides a stepping stone for new research ideas.

The programmes that are conducted by the college in a centralised manner are for overall development of the faculty. The programme on leadership helped in personal skill growth while the course on basic life support helps to manage medical emergencies and understand their recent trends . With the emergence of the covid 19 pandemic , it is also seen that there is an increasing need for revising infection protocols . The staff were introduced with the guidelines during the beginning of the pandemic and also continues events were held to update the faculty on the changing trends. Our programmes also included those relevant to gender equality and soft skills to provide an environment for wholesome faculty development .

Dental Education Unit named as International Center for Clinical Excellence (ICE) was set up in 2018.

5. CONCLUSION

Additional Information :

The institution has gained new insights while going through the NAAC preparation especially in the fields of documentation and maintenance of requisite material .

While the institution has been functioning under the ambit of the regulatory bodies the process has encouraged us to look beyond and mould our deliverables in a better fashion

Concluding Remarks :

The Coorg Institute of Dental Sceinces is a unique dental institution with focus on bringing out quality dental graduates and post - grduates and as a reflection of this commitment it has kept its student strength to a minmal of 40.

The Institution is committed to fulfilling its institutions mission and vision documents fully and thus has embarked on several quality assurance initiatives with the NAAC accreditation being a prime one.

The NIRF ranking attained by the institution was a reflection of the initiatives of the institution in being a quality eucational institution .

The Achievements of the Institution be it in over 50 ranks in the university examinations,

The gaining of 4 funded research projects through government agancies.

The recognition of the research laboratory by the DSIR as a SIRO

The filing of patents epescially by the undergraduate students

More than 20 functional MOUs with international universities facilitating student and faculty exchange

The Vibrant Reserch program of the institution especially at the undergraduate level are a few of the achievements whihc are distinct for this Institution

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>276</td> <td>57</td> <td>143</td> <td>57</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>91</td> <td>276</td> <td>56</td> <td>143</td> <td>57</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	91	276	57	143	57	2020-21	2019-20	2018-19	2017-18	2016-17	91	276	56	143	57
2020-21	2019-20	2018-19	2017-18	2016-17																	
91	276	57	143	57																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
91	276	56	143	57																	
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings</p> <p>Answer before DVV Verification : 275</p> <p>Answer after DVV Verification: 66</p> <p>Remark : Only final year students considered</p>																				
2.4.3	<p>Average teaching experience of fulltime teachers in number of years (preceding academic year)</p> <p>2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience)</p> <p>Answer before DVV Verification : 894.5 years</p> <p>Answer after DVV Verification: 889.7 years</p> <p>Remark : Faculty having more than one year experience are considered</p>																				
2.4.5	<p>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</p> <p>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</p>																				

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : BOS /Academic council member can not be considered as award. One award document is not visible so not considered

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:

2020-21	2019-20	2018-19	2017-18	2016-17
164	130	292	292	292

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
43	109	103	120	139

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:

2020-21	2019-20	2018-19	2017-18	2016-17
245.73	399.53	94.97	93.60	181.45

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
12.86	50.25	164.00	133.82	2.5

Remark : In infrastructure developmet only construction of building/playground/hostel builing/road work/elctrification /tank construction are considered

4.3.4	<p>Average annual expenditure for the purchase of books and journals including e-journals during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>858334</td> <td>1164735</td> <td>0</td> <td>0</td> <td>1938195</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>8.58</td> <td>14.62</td> <td>4.33</td> <td>3.42</td> <td>26.03</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	858334	1164735	0	0	1938195	2020-21	2019-20	2018-19	2017-18	2016-17	8.58	14.62	4.33	3.42	26.03
2020-21	2019-20	2018-19	2017-18	2016-17																	
858334	1164735	0	0	1938195																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
8.58	14.62	4.33	3.42	26.03																	
4.3.6	<p>E-content resources used by teachers:</p> <ol style="list-style-type: none"> 1. NMEICT / NPTEL 2. other MOOCs platforms 3. SWAYAM 4. Institutional LMS 5. e-PG-Pathshala <p>Answer before DVV Verification : Any Three of the above Answer After DVV Verification: Any Two of the above Remark : Only first two points are considered</p>																				
4.5.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1653 1046 1787"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>26.15</td> <td>53.33</td> <td>48.37</td> <td>39.46</td> <td>36.10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1865 1046 2000"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>26.63</td> <td>39.83</td> <td>55.57</td> <td>21.03</td> <td>36.10</td> </tr> </tbody> </table> <p>Remark : Edited as per statment provided</p>	2020-21	2019-20	2018-19	2017-18	2016-17	26.15	53.33	48.37	39.46	36.10	2020-21	2019-20	2018-19	2017-18	2016-17	26.63	39.83	55.57	21.03	36.10
2020-21	2019-20	2018-19	2017-18	2016-17																	
26.15	53.33	48.37	39.46	36.10																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
26.63	39.83	55.57	21.03	36.10																	

5.1.3	<p>Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years</p> <p>5.1.3.1. Number of students benefitted by guidance for competitive examinations and career counseling offered by the Institution in a year</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>72</td> <td>70</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>23</td> <td>00</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Edited as per data provided . Student list for 2021-22 not considered</p>	2020-21	2019-20	2018-19	2017-18	2016-17	72	70	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	23	00	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
72	70	0	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
23	00	0	0	0																	
5.3.1	<p>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.</p> <p>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 .</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>3</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : Supporting documents are from same institute/trust</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1	3	0	0	0	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	0	0	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
1	3	0	0	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	0	0	0																	
6.3.3	<p>Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years</p> <p>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1995 1046 2085"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

17	7	4	5	5
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
9	13	5	6	3

Remark : Edited as per data provided

6.5.3	<p>The Institution adopts several Quality Assurance initiatives</p> <p>The Institution has implemented the following QA initiatives :</p> <ol style="list-style-type: none"> 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..) <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above Remark : Edited as per clarification</p>
8.1.5	<p>The students are trained for using High End Equipment for Diagnostic and therapeutic purposes in the Institution.</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 of the above Answer After DVV Verification: A. Any 5 of the above Remark : Any five considered</p>
8.1.11	<p>Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.</p>

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
3023113	6892235	6941288	5692538	7979408

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2207247	1379456	3279293	2776568	3336749

Remark : Converted in lakhs

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>66</td> <td>60</td> <td>61</td> <td>72</td> <td>75</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>67</td> <td>68</td> <td>64</td> <td>71</td> <td>66</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	66	60	61	72	75	2020-21	2019-20	2018-19	2017-18	2016-17	67	68	64	71	66
2020-21	2019-20	2018-19	2017-18	2016-17																	
66	60	61	72	75																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
67	68	64	71	66																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>107</td> <td>103</td> <td>104</td> <td>108</td> <td>101</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>107</td> <td>91</td> <td>92</td> <td>83</td> <td>86</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	107	103	104	108	101	2020-21	2019-20	2018-19	2017-18	2016-17	107	91	92	83	86
2020-21	2019-20	2018-19	2017-18	2016-17																	
107	103	104	108	101																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
107	91	92	83	86																	
3.1	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>421.4</td> <td>715.14</td> <td>455.15</td> <td>413.88</td> <td>551.23</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p>	2020-21	2019-20	2018-19	2017-18	2016-17	421.4	715.14	455.15	413.88	551.23										
2020-21	2019-20	2018-19	2017-18	2016-17																	
421.4	715.14	455.15	413.88	551.23																	

2020-21	2019-20	2018-19	2017-18	2016-17
884.01	706.85	542.49	459.99	539.39

NAAC