



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

VYDEHI INSTITUTE OF DENTAL SCIENCES AND RESEARCH CENTRE

VYDEHI INSTITUTE OF DENTAL SCIENCES AND RESEARCH CENTRE 82, EPIP
AREA, NALLURAHALLI, WHITEFIELD, BANGALORE- 560066 KARNATAKA
560066

<http://www.vids.ac.in/>

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vydehi Institute of Dental Sciences & Research Centre considered a top-notch, highly reputed dental college in Karnataka was established in the year 2003. It is recognized by Dental Council of India, Government of India and is affiliated to Rajiv Gandhi University of Health Sciences, Bengaluru. Located in the pristine, scenic 65-acres main Vydehi Campus, the Institute offers quality education in Bachelor of Dental Surgery (BDS) and Master of Dental Surgery (MDS). The 4-year BDS course and 3 year MDS course focuses on not only delivering high quality education and training but in mentoring and nurturing students, imbining them with professionalism ethics and discipline. The state of the art infrastructure, highly dedicated teaching faculty, extensive hands on training, periodic workshops, CDE's and Conferences, cutting edge research facilities suitably equip students with knowledge, clinical skills, confidence & critical reasoning to excel in their professional and academic careers. VIDS & RC belongs to the Vydehi Group of Institutions which includes the Medical, Dental, Nursing, Paramedical sciences and the Vydehi school of Excellence which was established by Founder Chairman Dr Shri DK Audikesavulu.

The Vision of the Institute is “To provide a world class integrated healthcare system, with a focus on compassionate patient care to the underprivileged people, by leveraging state-of-the-art technology led by a team of committed professionals equipped with the best medical skills and competencies.”

While, “Our mission is to bring healthcare of International standards within the reach of every individual. We are committed to the achievement and maintenance of excellence in education, research and healthcare for the benefit of humanity.”

The annual intake of is 60 student’s in the undergraduate program. The postgraduate program was started from 2009 for the subjects of Oral Medicine & Radiology, Orthodontics, Conservative Dentistry & Oral Pathology; 2010 for the subjects of Prosthodontics & Periodontics; 2011, for the subject of Oral Maxillofacial Surgery; 2012 for the subject of Public Health Dentistry and 2014, for the subject of Pediatric and Preventive Dentistry. The undergraduate and post graduate courses are affiliated to Rajiv Gandhi University of Health Sciences, Bengaluru and recognized by the Dental council of India.

Vision

VISION

- To provide an integrated healthcare system, with a focus on compassionate patient care to the underprivileged people, by leveraging state-of-the-art technology led by a team of committed professionals equipped with excellent medical skills and competencies.
- To conduct high quality dental education program at undergraduate, post graduate and post doctor level.

- To help acquire knowledge in basic behavioral and clinical sciences so as to prepare the graduates to enter the general practice of dentistry, dental specialties, research and teaching.
- To foster research in areas of fundamental oral biology, dental medicine, and disseminate this knowledge through discovery-oriented methodologies.
- To provide extensive primary and specialized oral health care to people of all socioeconomic cultural groups and inform the public about the prevention and treatment of oral diseases.
- As part of the university, we will train a dynamic oral health workforce, establish community collaborations, and encourage advances in research to help curb the pressing oral health needs of our state and country.
- In order to accomplish our vision, we uphold diversity in thinking and human resources, sponsor creative breakthroughs, endorse ethical and responsible leadership in patient care, dental education and research.

Mission

MISSION

“Our mission is to bring healthcare of International standards within the reach of every individual. We are committed to the achievement and maintenance of excellence in education, research and healthcare for the benefit of humanity.”

Vydehi Institute of Dental Sciences & Research Centre is equipped with state-of-the-art equipment and well-trained experienced doctors to match the international standards. The Institute shares Vydehi’s overall mission to generate, disseminate, and preserve knowledge, and to serve the community at large. The dental hospital is an integral part of the Health Sciences and Research Center, and is an oral health care center of excellence serving the people not just of Bangalore but also Pan India.

Vydehi Institute of Dental Sciences & Research Centre has an experienced panel of dentists and consultants who deliver high class treatment and excellent undergraduate and postgraduate dental education. Enhancement of knowledge and proficiency in latest techniques and technologies is done by conducting conferences, workshops, certificate courses and continuing dental education programmes. Dental X-rays, Cosmetic dentistry,

Implants, Smile designing, Orthodontics, Root canal treatment ,maxillo facial prosthodontics and full mouth rehabilitation are some of the major services offered by the Institute.

The Institute stresses on the importance of building personal rapport between the patient and the operator. This makes the treatment truly holistic and contributes towards delivery of quality dental care and greater patient satisfaction. Highest priority is given to hygiene and sterilization of all dental equipment used in the clinic. Diversity in patients and students are equally embraced and ethical practices are given utmost importance. Occupational health of the healthcare providers and staff are ensured by routine mandatory health checks in the Institute itself.

They not only address the immediate problem but also the possible problems that could occur from the diagnosis during the course of the treatment and helps to avoid future complications and unnecessary expense.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The institution under the aegis of Srinivasa Trust, has been providing compassionate patient care and service to the underprivileged people by leveraging state-of-the-art technology since 2003 and is striving to make international-standard healthcare accessible to everyone. It is also affiliated to one of the most reputed Universities in India
2. Dental college and hospital situated in the center of the IT hub, hence is accessible, well connected and is the biggest tertiary care hospital in the area
3. 25-acre well-spaced out green campus, provides an eco-friendly environment with no-smoking, no plastic zone, restricted vehicle entry creating a pollution free campus
4. State of the art infrastructure, modern equipment boosts learning opportunities and a substantial patient inflow guarantees trainees have adequate exposure while providing superior oral health services
5. ICT-enabled digital classrooms aid in the delivery of high-quality education and training
6. The students receive training in the use of high-tech equipment like Cone Beam Computed Tomography (CBCT), Microscopic Endodontics, Dental Laser and Dental implants
7. A well-established Medical College in the same campus helps to train students in basic medical science, and the 1500-bed hospital aids in continuous patient flow and also research activities
8. Well structured, well planned academic activities, monitored and executed by well qualified, experienced, competent faculty members
9. Student-friendly environment that appreciates, acknowledges and encourages all students to excel academically
10. Excellent mentor – mentee system, remedial measures for slow learners, programs for advanced learners
11. Community-based learning and service is promoted via satellite rural health centre, and fully equipped Mobile Dental Van facilities
12. Institution has organized several noteworthy extension and outreach activities catering to the needs of neighbourhood community which in turn sensitizes students towards social responsibility
13. Institution regularly organizes free dental awareness and treatment camps
14. Impressive academic ambience and discipline in the campus
15. Ragging free campus
16. Computerized academic, administrative functions.
17. Institution caters to the needs of a variety of students through inclusion of minority students
18. Good number of Memorandum of Understandings which help in research and project work of students

Institutional Weakness

1. Limitations associated with affiliated college like lack of autonomy in curriculum formulation and revision
2. Student instruction and patient treatment take up the majority of working time. Value added and add-on courses are given a limited time schedule because working hours are largely spent covering the curriculum
3. Recognition of greater number of full time teachers as Ph.D guides is needed
4. Greater number of students should be enrolled and trained in industry visits and internships. Interactions with industry and other research bodies are needed to increase the research quality of faculty and students
5. Limited government grants and funding agencies for research
6. Internal scholarships and freeships should be improved
7. Faculty development programs need to be increased
8. Number of MOUs and collaborations needs to be enhanced
9. The institution's research activities must be improved in order to obtain more grants. Faculties need to be motivated to apply for extramural research grants and fellowship programs
10. Although our research output and publications are fairly good, there is certainly room for improvement
11. Student Alumni body needs to be more active
12. Extracurricular activities need to be enhanced
13. Sports and games to be encouraged and facilities improved

Institutional Opportunity

1. Campus has all the facilities including medical college equipped with the latest technologies, recently developed simulation lab, dental college with excellent infrastructure and other associated paramedical colleges. This helps the students to explore a wide variety of domains and interests thus increasing the standards of education
2. Attached Medical College offers openings for improvement of interdisciplinary practice and training
3. Incorporate more subject-related Diploma/Fellowship/Add-On courses as offered by the affiliating University to give students a better chance to succeed in the employment market
4. To initiate certified courses like Implant courses, Micro-endodontics, Esthetic dentistry etc thus giving chance to students to upgrade their skills in precision dentistry
5. More MOUs with private schools and corporates might augment the exposure of students to a variety of population
6. Opportunities can be created by undertaking collaborative works involving well equipped central lab, genetic lab, pharmacology lab etc
7. Showcasing their aptitudes in presentation and teaching skills through various interdepartmental programs and Continuing Dental Education (CDE) programs offers opportunities for the advancement of interdisciplinary practice and training
8. Faculty development particularly in academic activities, research, training and accreditation activities etc can improve the overall quality of education imparted
9. Possibility for extending dental health services to remote villages
10. Deputing faculty and students under various exchange programs with other universities
11. Obtaining additional financial assistance for advanced research projects
12. Formation of student clubs

13. Upgrading the existing Infrastructure

Institutional Challenge

1. Since the Dental Council of India and the affiliating university set the curriculum, there is limited scope for interdisciplinary /interdepartmental courses
2. Curriculum review required as it does not adequately incorporate topics like soft skills, ergonomics, financial planning and recent advances. Summative assessment of students through university examination could incorporate OSCE and OSPE to objectively test the clinical and practical knowledge and skills acquired during the dental curriculum
3. More of project based learning to be included in the curriculum with faculty encouraged for training programmes at various levels. Addition of more value added courses and add on courses with increased time allotment during working hours
4. Motivating students and faculties in utilizing the varied facilities available in this multidisciplinary setup
5. Working towards achieving National and International Collaborative activities for research purposes
6. Changing academic and employment scenario
7. Research grants from external agencies like ICMR/ Industries etc for faculty and students research works to be enhanced
8. International student exchange program
9. Creating awareness and meeting treatment needs in remote areas

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum of Vydehi Institute of Dental Sciences and Research Center has been designed to provide students with complete theoretical, clinically oriented, and advanced technical elements, as per the Rajiv Gandhi University of Health Sciences (RGUHS) guidelines and the Dental Council of India. This is accomplished by the adoption of a well-planned curriculum that comprises an annual academic calendar, time tables for undergraduate and postgraduate students, lesson planning, and lecture scheduling. The curriculum committee meets twice a year to review and update timetables and academic activities in order to provide the greatest possible experience for pupils. In addition to the curriculum prescribed by university, various add on courses are being conducted that covers latest technological aspects of dentistry. Some examples include Cone beam computed tomography courses, implant courses, laser dentistry and many more. Interdepartmental meets are held monthly to improve the knowledge and interactions among the various departments. Various value-added courses, such as NEET training, Basic life support training, photography, and others, are held on a regular basis to better equip students to meet the rising expectations of the society. The value-added courses also increase students' interests and help them to develop right aptitude. Students are also taken for various field trips and industrial visits to give them benefits of real-world experience. Lectures on gender equality and women empowerments are frequently conducted to uplift the morale of the students. All faculties, from senior lecturer to professors, are required to undergo RGUHS Academic and Administrative training Institute teacher training programme to maintain their teaching methods up to date. Well-structured feedback forms are regularly collected from students, teachers, staffs and parents regarding curriculum planning, implementation and evaluation.

Teaching-learning and Evaluation

The Institution is committed to sustaining excellence in education, research, and healthcare for the benefit of humanity. The institute is committed to providing high-quality, comprehensive, and integrated education to its students, who are the most important stakeholders. To manage the various aspects of dental education, the institution has formed an IQAC, which has an Academic committee, which is further divided into ten subcommittees.

The college follows a transparent admission policy and complies with the regulatory bodies namely DCI and RGUHS. By reserving seats in accordance with the regulations of the Karnataka Education Act, the college ensures equity of access and gender equity.

The academic process caters to a wide range of students. The institution has Mentor system for student support and mentoring of academic and social performance. Every subject/course has course outcomes that students must achieve at the end of the course. Throughout the professional degree programme, student learning assessments are measured systematically and progressively utilising a range of trustworthy direct assessment methodologies. The result analysis is carried out and remedial measures are adopted. Remedial coaching is in place for academically weaker students.

Student learning focusses on developing learner autonomy and independence through a student centric learning approach. Teachers are trained to recognize the differences in the abilities, learning style, pace of learning and interest between students and to adapt the delivery of the curriculum accordingly. Student assessment is both formative and summative and is designed to support learning and motivation. Simulations and mannequins are employed to instruct students during pre-clinical work. Prior to delivery of care to patients and live demos, all dental procedures are taught through simulations and on study models/ mannequins/ Phantom jaws/ Phantom heads. ICT based teaching is the primary mode of teaching. The faculty is trained to plan and deliver the curriculum using a student centric approach in ICT enabled classrooms. The Institution envisions cultivating a healthy working relationship among all the stakeholders i.e Parents, Faculty and students. Parent Teacher meetings are organized annually to encourage parent teacher interaction.

Research, Innovations and Extension

Research activity reflects in its mission of commitment to promoting, achieving and maintaining excellence in research. The institute is equipped with state of art equipments in the entire dental department with excellent facilities and infrastructure.

Institute has an Institutional Review Board to promote research among the students & faculty and to protect the rights and welfare of human research subjects recruited to participate in research activities through its 2 committees,

1. Institutional Research Committee (IRC) - under the guidance of Principal, Vydehi Dental College and Research Centre
2. Vydehi Institute of Dental sciences-Institutional Ethics Committee (VIDS-IEC) registered under Directorate of Health Research with Preliminary registration number.

The outcome of this is reflected in ethical research work carried on and completed with publications in both

national and international journals. The various department of institute have published articles around 39 in national and international indexed journals. The two undergraduate students have bagged Rajiv Gandhi University of health sciences grant for the period 2018-19.

The Institution has organized around 308 outreach and extension activities in the neighborhood community in the last five years from 2016-2021. Of which 7500 people from all ages from children till elderly, corporate employees, urban slums, rural masses and schoolchildren were benefited from these activities. Around 1206 students had taken part in the outreach and extension activities in the last five years. The field visits undertaken by the undergraduate students and post graduates sensitizes towards community needs. Appreciation letters from Lions club, SEA Primary & Higher secondary school and Vydehi School of Excellence were received for extension activities. The organization has ten collaborative activities with regards to research which will be promoting and strengthening research skills among the students. Institution has Memorandum of Understandings (MoU) which helps in research and project work of students. The MoU made between Ministry of Health & Family Welfare, Government of Karnataka and Vydehi Institute of Dental Sciences and Research Centre provides free Prosthesis (Complete Denture & Partial denture) under Danta Bhagya Yojana Scheme for citizens in the State who are below poverty line with age limit 40-60 years enabling improved Quality of Life.

Infrastructure and Learning Resources

The institution has well equipped infrastructure facilities for clinical teaching and patient care as per the regulations and standards directed by RGUHS and DCI. Passionate by the eagerness to make world class institutions, Vydehi Institute of Dental Sciences was established in the year 2003 by our beloved late chairman Audikesavulu Naidu. The infrastructure form the body of the institution and staff form the soul of it.

The institution binds itself in the realms of a pleasant and peaceful atmosphere of campus greenery that is enclosed within the boundaries of sector of Information Technology. The institution has transport facility for students and faculty to commute from different parts of the city. The college has state of the art infrastructure, clinical equipments and well-furnished labs as per the norms of DCI & RGUHS for teaching, learning and for patient care. Class rooms are well furnished, ventilated and are provided with all necessary teaching aids - LCD Projector, OHP, Computer along with full AV setup etc., in order to ensure overall development of students. All the lecture halls are wifi enabled. Peripheral Satellite Centre of the institute is also actively functioning to help the nearby community.

The college also has a well-equipped, spacious, computerized library section and sufficient textbooks and journals. Separate area for Books, Journals references, separate reading room, Librarian room, AV room, photocopy section with a photocopier machine, scanner and printer. Library also has Digital Library sections with high-speed uninterrupted internet connection which provides access to major journals and e-books. The students are provided with all the adequate facilities and infrastructure like playground, amphitheatre and auditorium for sports and cultural activities. A cafeteria is also available inside the college campus. Recreational facilities, Staff quarters and hostels forming a congenial self-contained unit are a sector of this campus. Also, the college campus has made more provisions for the expansion. All the infrastructure facilities, equipments, library resources and physical facilities are well maintained as and when required by the respective maintenance departments.

Student Support and Progression

Students of the institute are benefited from scholarships and fee waivers by the government as well as non-governmental agencies. Institute also helps in student progress by employing soft skill development programs, language and communication skill development, yoga and wellness programs, analytical skill development, human value development, and employability skill development. The institute also provides training and guidance for competitive examinations and also offers career counselling. With the aim of imparting education on par with global standards, the institute has an international student cell that helps students belonging to the NRI/CIWGC/foreign national (FN) categories, with top-notch academic and extra-curricular facilities, as well as comfortable accommodation. The institute also has a transparent mechanism for timely redressal of student grievances and prevention of sexual harassment and prevention of ragging which is addressed by a student grievance committee and anti-ragging committee.

Institute also has a good number of students qualifying in the state, national as well as international level examinations conducted during the academic years. The institute also has a record of outgoing students who got placed in various esteemed clinical practice and hospitals and also of those who are self-employed. The institute also has a record of the batch of graduated students who have progressed to various higher education.

Students of this institute have participated in various sports and cultural activities conducted by the institute, state, and at the national level throughout the academic year and also has a record of the awards and medals won by the students.

The institute also aims at encouraging and motivating aspiring students to be actively involved in outreach programs for the betterment of society. Students are given many opportunities to practically implement what they learn and aspire to be through the Council.

Alumni association of the college has a President, Secretary, Treasurer, and Executive members. The association is very active and regularly meets at least once a year. Various topics on improving the college activities and career development programs are suggested by the association members. Their suggestions and valuable inputs are being put into action and are implemented for the welfare of the college.

Governance, Leadership and Management

With a Vision to provide an integrated healthcare system, with a focus on compassionate patient care to the underprivileged people, by leveraging state-of-the-art technology led by a team of committed professionals equipped with excellent dental skills and competencies the institute strives forward growing exponentially and making a mark on the global map.

As part of effective governance, Institution practices Decentralization and Participative management. To achieve decentralization, the faculty and students are encouraged to participate in decision-making by actively engaging in various committees formed. All committees are encouraged to plan for the respective areas of activity

Institution has a well-defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. The main committees working diligently under the institutional quality assurance cell (IQAC) are academic committee, administration committee, human resources committee and examination committees and each has many sub committees.

E-governance is in place in terms of planning by maintaining transparency in admissions, academic planning

and development, administration, finance and accounts and examinations by sharing information to the stake holders

The institute has a staff welfare committee which works for the benefit and welfare of the teaching and non-teaching staff by building a healthy working environment to foster good relationships and overall development in terms of physical, mental, social, psychological and spiritual wellbeing.

The institute constantly conducts and encourages the faculty to undergo various faculty development programs such as orientation / induction programs, refresher courses, short term courses, workshops, seminars for quality improvement professionally and otherwise.

Institution monitors the effective and efficient use of financial resources through the system of internal audit. It has appointed a Chartered Accountant, who on regular basis conducts the internal audit of all the transactions. Annual Budget is prepared for the purpose of implementing infrastructural development and teaching learning processes. Regular monitoring is done in order to know the deviations and to take corrective amendments. All income and expenditures of the college are effectively monitored in co- ordination with the chief finance officer and reported to the chairperson by conducting regular internal and external audits.

Institutional Values and Best Practices

The institute delves into the various institutional values, best practices and social responsibilities which are aimed by the institute. This includes gender equality, environmental consciousness and sustainability, differently-abled (Divyangjan) friendliness, inclusion and situatedness, human values and professional ethics. It also describes the various 'best practices' followed by the institute and its institutional distinctiveness.

A number of gender equality sensitization programs are organized every year, with specific measures being initiated by the institute for the promotion of gender equity which includes safety and security, common rooms, and day care centers for young children.

It also showcases the facilities implemented for alternate sources of energy and energy conservation devices being used such as Solar energy, use of LED lamps and sensor-based energy conservation devices. The institution also has facilities, following WHO guidelines for the management of degradable and non-degradable waste which includes solid, liquid waste management and also biomedical waste management and E-waste management, recycling system and hazardous chemicals and radioactive waste management. It also has water conservation practices such as rain water harvesting and waste water management. The institute also has undertaken Green campus initiatives which include battery-powered vehicles and promoting ban on plastic.

The institute also strives for complete inclusivity. For this, a disabled-friendly, barrier-free environment has been created which includes ramps and lifts for easy access, tactile path signage, disabled-friendly washroom. It also puts emphasis in providing an environment which is tolerant and is harmonious towards cultural, regional, linguistic, communal and socio-economic diversities. There also is a code of conduct handbook for students, staff and academic and administrative staff.

The institute also commemorates various national and international days, events and festivals throughout the year.

The institute also aims to pursue various practices which help not only in educating the students and the smooth

functioning of the institute but also helps the population. The practices include the digitalization of the hospital for efficient hospital management and better student education, various camps and policies implemented to provide affordable dental health-care to the population.

Dental Part

Institution is committed to sustaining excellence in education, research, and healthcare for the benefit of humanity. Institute is committed to providing high-quality, comprehensive, and integrated education to its students, who are the most important stakeholders. College follows a transparent admission policy and complies with the regulatory bodies namely DCI and RGUHS. By reserving seats in accordance with the regulations of the Karnataka Education Act, the college ensures equity of access and gender equity. For upgraded teaching, learning and patient care the institution has procured high end equipments. The institution also ensures adequate training for students in preclinical skills. The institution has dedicated infection control committee and provides Personal Protective Equipment. The institution also ensures all the students and staff are immunization

CBCT machine can be used exclusively for 3D imaging of maxilla and mandible, similar to that of computed tomography (CT). The dental implantology clinic at VIDS & RC consists of a spacious set up with state of the art equipments for rendering top quality treatment for a variety of patient needy.

Laser dentistry can be a precise and effective way to perform many dental procedures. The Department of Periodontics has a well-functioning soft tissue Diode laser -ARC FOX Diode Laser for patient management as well as research purposes. It offers virtually pain free treatments and ensure bloodless experience to the patient, making it more acceptable mode of treatment by the patient. Research microscope is available for research purpose.

Anti-Tobacco Cell established in the Institution primarily focuses on Planning, monitoring and implementation. Students visit the anti- tobacco cell to understand its purpose, functions, on-going programs and future plans to curb systemic as well as oral diseases. Special Dental health care is provided in the department of Oral and Maxillofacial Surgery. Comprehensive clinic, Geriatric clinic, and Aesthetic Clinic is also available in the institute.

The institution trains Interns in various competency programs and skills. The institution also regularly conducts Orientation programs for the fresh BDS and MDS students every year. Importance of white Coat is thought to all students

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	VYDEHI INSTITUTE OF DENTAL SCIENCES AND RESEARCH CENTRE
Address	Vydehi Institute of Dental Sciences and Research Centre 82, EPIP Area, Nallurahalli, Whitefield, Bangalore- 560066 Karnataka
City	BANGALORE
State	Karnataka
Pin	560066
Website	http://www.vids.ac.in/

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mohan Thomas Nainan	080-49069000	9845255763	080-28412956	vidsnaac2022@gmail.com
IQAC / CIQA coordinator	Suresh Menon	080-28410871	9900601478	080-28416199	psurmenon@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate compressed.pdf
If Yes, Specify minority status	
Religious	Hindu
Linguistic	Telugu
Any Other	NA

Establishment Details				
Date of establishment of the college	15-11-2002			
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	20-06-2008	60	DCI Recognition is Permanent

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	Vydehi Institute of Dental Sciences and Research Centre 82, EPIP Area, Nallurahalli, Whitefield, Bangalore- 560066 Karnataka	Urban	25	11572.52

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,Bachelor Of Dental Surgery	60	PUC	English	60	60
PG	MDS,Oral Medicine And Radiology	36	BDS	English	2	2
PG	MDS,Oral Pathology And Microbiology	36	BDS	English	2	0
PG	MDS,Conservative Dentistry	36	BDS	English	2	2
PG	MDS,Orthodontics	36	BDS	English	2	2
PG	MDS,Prosthodontics	36	BDS	English	2	2
PG	MDS,Paedodontics	36	BDS	English	2	2
PG	MDS,Periodontics	36	BDS	English	3	3
PG	MDS,Oral And Maxillofacial Surgery	36	BDS	English	3	3
PG	MDS,Public Health Dentistry	36	BDS	English	3	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	12				0				16			
Recruited	7	5	0	12	0	0	0	0	6	10	0	16
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	12				0				16			
Recruited	7	5	0	12	0	0	0	0	6	10	0	16
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	19				1				0			
Recruited	7	12	0	19	1	0	0	1	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	19				1				0			
Recruited	7	12	0	19	1	0	0	1	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				14
Recruited	12	2	0	14
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				14
Recruited	12	2	0	14
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				4
Recruited	3	1	0	4
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	1	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	7	4	0	0	0	0	6	10	0	27
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	7	12	0	1	0	0	0	0	0	20

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	7	13	0	0	20
	Female	28	12	0	0	40
	Others	0	0	0	0	0
PG	Male	0	4	0	0	4
	Female	7	4	0	0	11
	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	0
	Female	3	2	2	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	1	1	1	1
	Others	0	0	0	0
OBC	Male	4	9	7	6
	Female	15	18	13	7
	Others	0	0	0	0
General	Male	18	11	12	15
	Female	32	33	43	44
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		75	75	79	75

General Facilities	
Campus Type: Vydehi Institute of Dental Sciences and Research Centre 82, EPIP Area, Nallurahalli, Whitefield, Bangalore- 560066 Karnataka	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	2
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	2
* 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	Yes
• 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	Attached Medical College with hospital . A Dental OPD is present in Medical Hospital

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	6
* Girls's hostel	1	38
* Overseas students hostel	1	0
* Hostel for interns	1	8
* PG Hostel	1	5

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Higher education makes a substantial contribution to the nation's long-term economic and social growth. Education with multidisciplinary and interdisciplinary approaches produces good, intellectual, well-rounded, and innovative people. Our institute encourages interdisciplinary teaching through academic and pedagogical approaches. The well-established Medical College in the same campus supports our institution in training the students in basic Medical Sciences by subject experts in the field. The institute encourages interdisciplinary interaction among various dental specialties through teaching, interdepartmental presentations, seminars, discussions, research and community engagements thus helping cross-disciplinary academic practice and exchange of perspectives. Since we are an affiliated college, we closely follow the norms and regulations of the affiliating university. Thus, we have limited autonomy in the development or revamping of the curriculum, however, the institution is working towards incorporating additional University-offered subject-related Diploma /Fellowship /Add-On courses to improve student capabilities and provide them with more opportunities to cope with the employment market. The institute is also working</p>
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	<p>towards soft skill development by conducting related programs. Also, in line with NEP 2020 the institute is working on providing more holistic and multidisciplinary education through research thus improving their employability.</p>
2. Academic bank of credits (ABC):	<p>As per the University Grants Commission Notification, the Academic Bank of Credits (ABC) needs to be set up along the lines of the National Academic Depository for the purposes of the award of degree/diploma/certificates etc. by an awarding institution. The institution's preparedness in the implementation of the ABC depends on the guidelines of the affiliating university. However, ABC has great power in enabling students to seek knowledge in various domains as it is a student-centric credit-based and extremely flexible facility. The institution is planning and working towards going paperless and thus will be digitally storing the academic credits earned by the students and is trying to acquire technical support for the same. The database once created will digitally store the Academic Credits earned by students in various courses. Once this is achieved it will help in providing all details of Academic Credits earned by students, for the use of all stakeholders of higher education and will also enable us to forward the same when required.</p>
3. Skill development:	<p>The institution is working step by step towards holistic development of the students by providing them with knowledge, skills, and competences thus preparing them for life and improving their employability. The institution is already conducting skill courses as specified by the affiliating university. The institution provides ICT enabled classrooms, well-equipped labs and libraries that enable better learning experiences for the students. The preclinical labs facilitate in improving the basic knowledge and analytical skills. The attachment to Medical College in the same campus helps our students in gaining practical knowledge and training in basic Medical Science subjects. The students are engaged in active learning activities like pedagogy, presentations, debates, group discussion, demonstrations etc along with passive learning like lectures. They are also trained in problem solving methodology Eg: case studies by students to develop analytical and critical thinking skills. Students are allowed to do minor</p>

	<p>check-ups on the patients from third year onwards, record health history, interns are trained in treating the patients in hospitals and PG students are allowed to handle complicated treatments thus promoting experiential learning. Students are also given Research projects, clinical projects under the guidance of faculty thus stimulating academic and research inquiry. The dental students are expected to treat the human beings and hence are taught human values like empathy, caring, honesty, integrity etc. The students are trained in soft skills like communication, discussion and debate etc. The students are also trained in community engagement and service by visits to villages, free dental health check-ups and treatment camps etc. The students visit the orphanages and offer clothes and food to the needy. The students are also made environment conscious by involving them activities like cleaning, planting saplings etc. The library has an internet browsing center, enabling students and faculty to utilize the e- learning resources in the Library. The institution is working to collaborate with industries for internship to expose the students to the work environment and also get hands-on experience.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>NEP 2020 envisages incorporation of Indian languages, arts and cultural knowledge heritage of India into the curriculum. This approach calls for a paradigm shift in our educational system. Within the limitations of an affiliated institute efforts are being made in this direction. The institution mainly focuses on academics at the same time facilitates sustenance of innate talent and aptitude of the students by encouraging them to participate in various activities which are conducted as part of festivals and national days. The institute promotes religious tolerance and celebrates rich traditions and vibrancy of Indian culture by celebrating of all festivals, ethnic days etc. The institute provides language classes i.e kannada and english to help students with different regional backgrounds. The institution is working towards incorporation of topics on the cultural and ethnic values of India.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The course delivery and assessment are aligned with the stated course outcomes, program outcomes and graduate attributes. These are aligned with the vision and mission of the Institution. The outcomes are clearly defined in the syllabus provided. The faculties</p>

	<p>are aware of the learning objectives and are provided the opportunities to attend TOT programs at periodic intervals. The student performance is assessed at multiple levels through a continuous evaluation process comprising of formative and summative assessments.</p>
<p>6. Distance education/online education:</p>	<p>Rapid developments in technology have made online education easy and made the teaching-learning process more student-centered, innovative and flexible. Due to the challenges faced during the COVID-19 pandemic situation, the institution has already initiated and was conducting classes online for the students so that academic activities of the students remained unaffected. We at Vydehi Institute of Dental Sciences and Research Centre encourage online learning among the students and faculties by organizing online continuing dental education programs, providing online classes to the students during the pandemic, encourage the faculties to register in various e-learning platforms like SWAYAM, edX, National digital library of India and Karnataka digital library etc.</p>

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
378	380	388	386	416
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
80	78	70	70	89
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
75	75	79	75	78
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
49	46	49	55	66
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
49	46	49	55	66
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
44.21	78.50	87.68	87.84	74.81
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:

CURRICULUM PLANNING AND DELIVERY:

Curriculum planning and delivery in the institution has aimed to deliver extensive variety of courses and assumed in all round development of students. Along with curriculum as prescribed by RGUHS and DCI, numerous techniques are commenced in the institution to maintain discipline, moral values and humanity among students. At the beginning of each academic year a Curriculum Committee is constituted as per the guidelines offered by the Head of the Institution.

OBJECTIVES:

- To train graduates to obtain sufficient knowledge, required skills to perform certain investigative procedures and proficient in working independently
- To ensure a high standard of professional ethics and conduct and implement these in all aspects of professional life.
- To stress on significance of infection and cross- infection control in dental practice
- To recognize the concept of community health education and capable to contribute in rural health programmes

ACADEMIC CALENDAR:

This is prepared by the Curriculum Committee. In academic calendar all working days, holidays, quality initiative programmes, tentative internal exam and university exam dates are marked.

CURRICULUM DELIVERY:

ALLOTMENT OF FACULTIES:

The curriculum committee in consultation with head of the departments allots the faculties for each course. Faculties from other disciplines like medical are invited for teaching interdisciplinary courses. Once each course is assigned to concerned faculties each faculty prepares the course plan.

PREPARATION OF TIME TABLE:

The curriculum committee is also responsible for preparing the time table. The time table is marked with lecture classes, lab hours, clinical postings etc. As per the **TIME TABLE** each faculty prepares the **COURSE PLAN**. The syllabus of each course is divided into many components. Each component of a particular course is taught as per the planned session. This ensures the delivery of each subject lectures in a

sequential and structured way.

PREPARATION OF COURSE FILES:

Each faculty prepares a **Course file**. Syllabus copy and course plan is maintained in course file. A Time table copy is given to the faculty and the same will be kept in the course file. The faculties prepare the lecture notes and they deliver the lectures based on the lecture notes. All the sample university questions, internal test questions and sample answer sheets are kept in the course file. The faculty will follow the course plan and teaches accordingly so as to complete the lecture in the prescribed time in an efficient manner.

EVALUATION

Evaluation of student's learning outcomes is done based on "Must know and Desirable to know" as formulated by RGUHS. For both BDS and MDS course formative evaluation is performed over sequence of tests and examinations conducted periodically by the institution. Summative evaluation is performed by RGUHS by conducting examination at the end of the specified course. Internal exam evaluation is done in a transparent manner. Once the answer scripts are corrected the students are allowed to go through it. The faculties explain how the marks were awarded to the students so that the students can improve their performance.

e.

File Description	Document
Any additional information	View Document
Link for any other relevant information	View 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: 0

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
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response: 79.41</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 27</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 34</p>	
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
Link for Additional Information	View Document

<p>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</p> <p>Response: 81.32</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>	

2020-21	2019-20	2018-19	2017-18	2016-17
304	309	320	303	349

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document
Any additional information	View Document
Link for additional information	View Document

1.3 Curriculum Enrichment

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

Response:

CURRICULUM AND CROSS CUTTING ISSUES INTEGRATION

Apart from teaching, learning and patient care the Institute also focuses on core values in human life and integrates all cross cutting issues into the curriculum.

GENDER ISSUES

Irrespective of the gender the institution aims to provide equal rights and safety measures to all the students in learning and development. General medicine and Surgery training will offer an organized method of history taking and clinical examination on male and female patients. Oral Medicine and Radiology, Oral and maxillofacial Pathology, Orthodontics, Prosthodontics, Public Health Dentistry, Periodontics, Conservative Dentistry and Endodontics, Paedodontics and Oral Pathology train the students to interact and respect both genders equally and also to maintain patient's confidentiality.

ENVIRONMENT AND SUSTAINABILITY

The large assignment is to encourage supportable environmental and social situations that carry lasting and

reasonable health advances. Sustainability' is eventually about enhancing human awareness, especially comfort, fitness and existence. Oral Medicine and Radiology, Oral and maxillofacial Surgery, Orthodontics, Prosthodontics, Public Health Dentistry, Periodontics, Conservative Dentistry and Endodontics, Paedodontics and Oral Pathology teach the students of their responsibility to conserve the dental materials and not jeopardize the capability of junior students to meet their requirements.

HUMAN VALUES

The students are also inculcated with morals, integrity, respecting teachers as well patients, humanity, co-operation, and commitment in all clinical subjects of dentistry. Public Health Dentistry teaches values and concerns to create relationship and direct patient care. Dental Checkup camps and Blood donation camps are conducted in order to express how mankind is important.

HEALTH DETERMINANTS

Anatomy, Physiology, Biochemistry, Pharmacology, Pathology, Microbiology, General medicine and General surgery teaches students to be conscious of the communal and emotional aspects of patient care. Paedodontics inspire a positive approach and behaviour in children towards oral health and recognize the values of prevention from birth to adolescence. Orthodontics, Periodontics, Prosthodontics, Prosthodontics, Oral and Maxillofacial Surgery and conservative and endodontics helps to motivate and make patients understand necessity of treatment.

RIGHT TO HEALTH AND EMERGING DEMOGRAPHIC ISSUES

The objectives of RGUHS curriculum aims that every student who practices dentistry be able to identify the expectations and the right of the community to obtain the greatest probable organization offered anywhere likely. All departments provide instructions in dental jurisprudence, legal and ethical obligations of dental practitioners and the constitution and functions of Dental Council of India. Curriculum is designed in such a way that the students are made aware of their professional accountability for safety of patients and made aware of hazards of radiation, dental materials adverse effects, cross infections etc.

PROFESSIONAL ETHICS

Dental ethics practice is an important element of profession and is required for positive human behaviour. Dental ethics often recognize honest responsibilities, assist independence and self-determination, safeguard the susceptible and encourage the well-being and equality of human beings. A balanced curriculum is established so that all the subjects of dentistry follow professional ethics in order to maintain right and dignity of patients and also importance of dental records with relation to law.

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

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

Response: 31

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

Response: 31

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

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

Response: 76.92

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
377	360	358	374	401

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

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

Response: 90.48

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

Response: 342

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

1.4 Feedback System

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

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

Response: A. All of the above

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

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:

Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

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

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: 62.44

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
25	31	24	16	32

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
41	41	41	41	41

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

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

Response: 94.32

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
75	75	79	75	78

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
81	81	81	81	81

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
Any other relevant information	View Document

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

Response: 42.41

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
33	24	31	38	36

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

2.2 Catering to Student Diversity

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

1. Follows measurable criteria to identify slow performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for slow performers

4. Follows protocol to measure student achievement**Response:** A. All of the above

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

2.2.2 Student - Full- time teacher ratio (data of preceding academic year)**Response:** 8:1

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

Other Upload Files

1

[View Document](#)**2.2.3 Institution facilitates building and sustenance of innate talent /aptitude of individual students (extramural activities/beyond the classroom activities such as student clubs, cultural societies, etc)****Response:****EXTRAMURAL ACTIVITIES / BEYOND THE CLASSROOM ACTIVITIES**

The institution mainly focuses on academics at the same time facilitates sustenance of innate talent and aptitude of the students by encouraging them to participate in various activities which are conducted as part of festivals and national days.

POSTER PRESENTATION:

The students are motivated to participate in poster presentations as part of CDEs programmes organized within and outside the institution and appropriately rewarded.

MAGAZINE:

The college newsletter “Danta Saukhyam” showcases the creativity and excellence of our students in various fields thereby reflecting our goal of all-round personality development. Students can contribute articles from dental, medical, literature etc. Students are identified and rewarded for their best contributions. This creates innovative minds.

CULTURAL EVENTS:

During the celebration of various days of national importance cultural events are conducted. Singing, Dancing, Mimicry, Drama are the few of them. These events help the students to overcome their inhibitions and stage fear so that they can acquire leadership qualities. Dancing teaches them the importance of team work.

CULTURAL SOCIETY:

In order to increase the student participation in cultural activities the Cultural Society has been formed. Students who have passion for singing, dancing are identified and nominated as members of the cultural society. These students are responsible for organising cultural activities.

SPORTS EVENTS:

Sports events are conducted on special days like annual day, sports day, other days of national importance, etc. Two types of sports activities are conducted. They are indoor games and outdoor games. Indoor games such as table tennis, chess, carom are played. Facilities for playing these indoor games are available. The college has a basketball ground and playgrounds for playing football, volley ball, badminton and cricket

SPORTS CLUB:

To promote sports activities a sports club has been formed. Sports club identifies the talented students. The students who have passion for various indoor and outdoor games are given training. These students participate in various games and nurture their skills in multiple games. Sports improve the personality of the students. Students learn how to work in a team. This helps them in improving their leadership qualities. Sports also aid the students to acquire a healthy body and mind. Also the sports club identifies the necessary sports equipments required for various sports.

SOCIAL SERVICE CLUB:

The students visit the villages and educate them about hygiene and health. They offer free dental health check-ups and treatment. The students visit the orphanages and offer clothes and food to the needy. The students also involve them in cleaning activities. In order to improve the environment tree saplings are planted.

QUIZ CLUB:

The students involve in conducting various quiz programs in the college. Both subject related and general awareness questions will be administered to the participants and the winners are awarded with appreciation certificates.

FINE ARTS:

In order to expose the skills of the students in Fine Arts competitions such as Soap carving, Vegetable carving and Wire bending competitions are conducted.

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

2.3 Teaching- Learning Process**2.3.1 Student-centric methods are used for enhancing learning experiences by:**

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

Response:**EXPERIENTIAL LEARNING:**

Action Learning: As per the undergraduate curriculum, UG Students attend pre-clinical labs during first year and second year; students are allotted patients in the 3rdYear, 4th Year and internship. Postgraduates in all specialties receive extensive hands-on clinical training.

Cooperative Learning: Classroom activities are allotted group tasks, such as group projects [Charts, Models etc.], which help in the development of structured positive interdependence, individual and group accountability, interpersonal skills and self-esteem.

INTEGRATED/INTERDISCIPLINARY LEARNING:

In this learning process students are exposed to other Disciplines. This gives them a different approach to understand the subjects or their own discipline. This type of learning enhances the critical thinking of the students. Students receive training in subjects like Anatomy and Physiology, which belong to medical discipline. Students participate in CDE programs and interdepartmental clinical meets [Interdisciplinary, Triple O and Implantology] that are conducted on a regular basis to highlight the importance of multidisciplinary collaboration in the delivery of patient care.

PARTICIPATORY LEARNING

In this process the students are engaged in some activities like Presentation, Debates, Group discussion etc. The students actively engage with the course material, placing great degree of responsibility on the learner than with passive approaches like lectures.

PROBLEM SOLVING METHODOLOGY

In this method students learn by working on the problems. A case study is given to the students. Students are asked to identify the problems in that case and analyse it. Then the students have to synthesise their observations and come to the solution of the problems. Plenty of case studies are given so that the students can develop their analytical and critical thinking skills.

SELF DIRECTED LEARNING

The students are instructed to go to the library and refer the books, journals, digital library and the internet. Students understand the concepts with their own effort and interest.

PATIENT-CENTRIC AND EVIDENCE BASED LEARNING

In this type of learning the students are allowed to do minor check-ups on the patients. The students talk to the patients and enquire about their health conditions. Then they record the various health issues and submit the history for further investigations. The interns spend one academic year in treating the patients in hospitals. This type of learning starts from third year onwards. PG students are allowed to execute complicated treatments.

LEARNING IN HUMANITIES

Students participate in community service to sensitize the students to societal needs. Training in patient

screening, patient counselling and delivery of oral health awareness talks is given to the students. Students are also posted in the Institutes' satellite clinic to help cultivate social responsibility.

PROJECT BASED LEARNING

Students are given Research projects, clinical projects etc. Students may carry out their research projects under the guidance of faculties or they may utilise external facilities.

ROLE PLAY

Workshops, awareness programs, rallies, role plays and field trips are routinely conducted and student participation is encouraged.

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

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

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

Response: A. All of the above

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

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

Response:

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

The following ICT enabled tools are used for effective teaching and learning process.

1. LEARNING MANAGEMENT SYSTEM:

The LEARNING MANAGEMENT SYSTEM is a web based application. We are using the LMS named as **CAMPUS MEDICINE**. It acts as a platform between the four stakeholders. They are the management, faculty, students and parents. It streamlines the whole academic process. Video lectures are stored in the learning management system. Every student can access it at their own convenience from any place.

2. ICT ENABLED CLASS ROOMS:.

The ICT enabled classrooms are equipped with teaching aids like multimedia projectors, OHP projectors, Internet enabled Personal computers, white boards. The faculty has been trained in a certified Computer Essentials Program and the use of internet and computers by the staff and students is encouraged.

3. MULTIMEDIA PROJECTORS:

Faculties prepare power point slides. Power point presentations are done through the projectors with the help of Personal computers or Laptops.

4. INTERNET ENABLED COMPUTERS:

All Departments have been provided with computer with internet connection. The Department Libraries have the latest books along with a database of CD's of Dissertations, Seminars, and scientific presentations of all postgraduates.

5. DIGITAL LIBRARY

HELINET - Health Science Library & Information Network conceived by the RGUHS since 2002 provides access to 600+ core international e-journals, 2000+ e-books, 1500+ videos and databases this institute has a Static IP Address 61.12.65.238, which is linked with RGUHS. All the faculty and students (both UG and PG) can gain access to this. The library has an internet browsing centre, enabling students and faculty to utilize the e- learning resources in the Library that include the latest and recommended textbooks and journals. The Institute has also subscribed to the Helinet consortium that provides unlimited access to scientific E- journals and E-books.

Remote access is provided in this institute. As this institute has a Static IP Address which is linked with RGUHS, all the faculty and students can gain access to this anywhere in this institute with computer linked to the Static IP. Remote access is available for the same anywhere in this institute through computer linked to above Static IP. Through HELINET, access can also be gained to ProQuest, Wiley, Jaypee publications fully which have lot of e book and journals.

Link for access:

1. https://www.wileyindia.com/Wiley_Online_Resources/HELINET/RGUHS-HELINET%20Consortium.html
2. <https://www.clinicalkey.com/#/>
3. <https://www.rguhs.ac.in/digitallibrary/RGUHS%20Digital%20Library.htm>
4. <https://www.rguhs.ac.in/digitallibrary/open%20access%20resources.htm>
5. <https://www.rguhs.ac.in/digitallibrary/Helinet%20about%20us.html>

Due to Covid-19 pandemic Institute started with online theory classes. Online classes were conducted using Zoom platform.

There are three dedicated rooms for handling online classes. Each room is equipped with two computer systems, complete AV setup and UPS. Out of three, two rooms are used for taking lectures and one is used for monitoring purpose.

Zoom Online Class details: Two Dedicated Zoom ID's:

1. dental1@vimsmail.com
2. dental2@vimsmail.com

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 8:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 48

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

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

Response:

INNOVATIVE TEACHING METHODOLOGY:

- Striving in the path of success, the institution incorporates and encourages the faculty to follow various innovative methods of teaching to enhance the knowledge of students so that their creativity and analytical skills are improved.
- Small group learning is an effective and innovative learning method where larger groups of students are divided into small groups which allow the teachers to assess and analyse the students and incorporate teaching methods like discussions, demonstrations more effectively.

- Experiential Learning where the students learn by their experience or by doing themselves is given a greater importance to enhance the creativity of the students.
- An interdisciplinary learning method has been incorporated which will allow the students to deal with a problem with a multidisciplinary approach which is the need of the current world.
- Participatory approach of learning is an interesting and self-learning approach where the students are made to participate in various poster/ paper presentations in conferences and different forums, college making and quiz competitions etc.
- Application of project-based learning inspires the students to showcase their creativity and kindles the teacher's innovative efficiency.

ICT ENABLED CLASSROOM TEACHING:

ICT-enabled class rooms give the opportunity for the students to learn the concepts and latest advancements in the field of dentistry. The teachers can access digital library, journals, databases and e-books from the class room itself and deliver the lectures in an effective way. To carry out the above mentioned teaching process LMS (Learning Management System) is used. MS is web based application software. The institute has purchased a LMS named CAMPUS MEDICINE which is used in both medical and dental college.

PRECLINICAL LABS:

- The preclinical labs are having facilities for improving the basic knowledge and analytical skills. The students practice wax carving. This they do with a physical model called phantom head. This paves way for the students to enter clinical practice and treat the patients in a confident and effective way.
- The first and second year students are trained in preclinical labs.

INTER DISCIPLINARY COURSES AND LABS:

It has been observed that interdisciplinary approach in teaching enhances the creative and analytical skills of the students. Due to this reason Inter disciplinary courses and labs are included in the curriculum by the university. The courses like Anatomy, physiology are taught by medical faculty. The institute provides a well maintained anatomy lab. The students get familiar with human bodies. During dissection they acquire the analytical skills.

VALUE ADDED CLINICAL TRAINING:

The institute has established integratory clinic, aesthetic clinic, Geriatric clinic etc. in order to improve the creativity and analytical skills of the students.

COLLEGE MAGAZINE- DANTSAUKHYAM:

Students are encouraged to showcase their talent and creativity by conduction of various extracurricular activities and the College Magazine Dantasaukhyam – provides a platform for the same.

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

2.4 Teacher Profile and Quality

2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years

Response: 100

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

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

Response: 98.08

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
48	45	48	54	65

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
Any additional information	View Document
Link for additional information	View Document

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

Response: 9.42

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

Response: 461.67

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

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

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
49	46	49	55	66

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

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: 11.91

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
07	11	06	05	04

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

2.5 Evaluation Process and Reforms

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

Response:

1. LEARNING MANAGEMENT SYSTEM:

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Link for access:

1. https://www.wileyindia.com/Wiley_Online_Resources/HELINET/RGUHS-HELINET%20Consortium.html
2. <https://www.clinicalkey.com/#/>
3. <https://www.rguhs.ac.in/digitallibrary/RGUHS%20Digital%20Library.htm>
4. <https://www.rguhs.ac.in/digitallibrary/open%20access%20resources.htm>

5. <https://www.rguhs.ac.in/digitallibrary/Helinet%20about%20us.html>

ONLINE CLASS

Due to Covid-19 pandemic Institute started with online theory classes. Online classes were conducted using Zoom platform.

There are three dedicated rooms for handling online classes. Each room is equipped with two computer systems, complete AV setup and UPS. Out of three, two rooms are used for taking lectures and one is used for monitoring purpose.

Zoom Online Class details: Two Dedicated Zoom ID's:

1. dental1@vimsmail.com

2. dental2@vimsmail.com

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

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

Response:

1. Grievances related to Internal Examinations

1. Formative evaluation of students is done through a series of tests and examinations conducted periodically by the institution. For Undergraduate students, internal assessments are held three times in a particular year. For Post graduate students, internal assessments are carried out every 6 months by the respective departments.
2. The question paper for internal assessments are set aiming to evaluate students of different standards ranging from average to excellent.
3. The internal assessment schedules are prepared and communicated to the students well in advance.
4. Two invigilators are assigned to the examination hall who will ensure smooth conduct of the

- examination without any malpractice.
5. The evaluation of the answer scripts will be finished within a week. The corrected answer scripts at random are verified by HOD to ensure the standard evaluation process.
 6. The corrected answer papers are shown to the students for verification and self-assessment.
 7. The answer for each question is discussed in classroom by the subject faculty and if they come across any doubts, clarification is given which enables them to fare better in future.
 8. The marks obtained by the students in internal assessment tests are displayed on the department notice board.
 9. Clinical internal assessments comprising of patient treatment and chair side viva are conducted at the end of each posting and marks are documented in their record book and the department register.
 10. The final internal assessment – theory and clinicals- are calculated as per the University guidelines and signatures are taken from students before submitting to the university.
 11. In case of any grievances regarding internal assessment exams, the student is free to interact with the teacher and get it resolved.

1. Grievances related to University Examinations

1. All grievances related to undergraduate and post graduate examinations are forwarded to the University through the Examination Grievance Cell.
2. Examination halls are equipped with closed circuit TV to avoid any malpractice during exams.
3. Any grievance related to the university question paper like out-of-syllabus, repeated questions, improper split of marks, marks missed, wrong question number during semester exams are addressed immediately by the Examination grievance cell and is reported to the Head of the Institution which in turn is escalated to the University.
4. Concerned department faculties review the question papers to find out how tough the question papers are and the feedback is given to the department Head which will be communicated to the Head of the Institution through the Examination Grievance cell.
5. University decision after resolving the grievances is intimated immediately to the concerned departments once it is obtained through the Principal.
6. Any grievance by the student related to the evaluation of the university answer scripts can be conveyed to the Examination Grievance cell which will be passed on to the concerned authorities. Students can apply for photo copy of their answer script from University. Students can apply for revaluation and challenged evaluation through college by paying necessary processing fee to university if they are not satisfied with the university evaluation.

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

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

Response:

EXAMINATION PROCEDURE:

The examination committee organizes 3 internal assessments for under graduates every year and average of which will be submitted to the University. Similarly, mock examinations will be conducted for post-graduate students.

PROCESS INTEGRATING IT:

The university examination will be conducted in a separate designated CCTV enabled section, a non-subject faculty allotted for every 20 students for continuous invigilation along with an observer squad allotted by University for Supervision. The scanned theory papers are uploaded to University without revealing the student's identity.

CONTINUOUS INTERNAL ASSESSMENT SYSTEM:

- **UG INTERNAL EXAM:**

The internal assessments conducted include both theory and pre-clinical/ clinical examination organized at regular intervals for undergraduate students. The dates of the same will be intimated to the students and displayed on the notice board before 30 days. The theory papers are distributed among the faculty for valuation which will be finally evaluated by the heads of the departments. Apart from these regular assignments and clinical posting end evaluations are conducted by all departments for assessing the students. The weightage for the internal assessment marks will be based on the overall performance of the students.

- **PG INTERNAL EXAM:**

Two centralized mock examinations are conducted for post graduate students. Continuous evaluation of post graduate students is done department wise through regular monthly assessments and seminars and clinical evaluation.

COMPETENCY-BASED ASSESSMENT:

Apart from assessing the theory knowledge the students are subjected to clinical module for assessment which includes problem solving, diagnosis and treatment planning and communication skills of the students.

WORK PLACE-BASED ASSESSMENT:

In this case assessment is done by the hospitals where clinical postings are offered to the students.

SELF-ASSESSMENT:

The students are encouraged to analyze themselves by evaluating their results and understanding their shortcoming and strengths. The students are provided with the support required for their improvement by mentorship program. Feedback is taken from patients and parents to assess the treatment rendered.

OSCE/OSPE:

The examination committee along with the Heads of all the departments will conduct a meeting to formulate the exam pattern based on the OSCE/OSPE protocol. The exams are then formulated with different workstations depending on the requirement of each department, which were broadly divided into three to four sections, like – **Spotters, Case scenarios, preclinical work/ clinical work, and viva- voce.**

SPOTTERS:

A model or materials or instruments are placed along with an objective type question.

Case scenario – different diseases related to the department are presented to the students through PowerPoint presentation to assess their skills in identifying their knowledge to identify and treat different types of cases.

PRE-CLINICAL/CLINICAL WORK:

Pre-Clinical work is based on each department where the students are assigned certain work to complete in a given stipulated time. Based on these each department formulates their guidelines and pattern for conducting the University examination for both undergraduates and postgraduate students. The students are explained about the pattern of examination and guidelines and also trained in the similar way for the smooth conduct of the examination and to reduce anxiety among students.

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

Other Upload Files	
1	View Document
2	View Document

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

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

Response: A. All of the above

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

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:

LEARNING OUTCOMES

Learning outcome refers to the ability of the student towards rendering the services to the society. There are two types of Learning or program outcome. They are generic and program specific. These are provided by university through the syllabus.

LEARNING OUTCOMES / PROGRAM OUTCOME (GENERIC) FOR BDS

- Displaying of professionalism with patients and staffs
- Develop communication and interpersonal skills to allow effective delivery of dental treatment to the patients
- Knowledge acquisition, information handling & critical thinking
- Clinical information gathering and maintenance of records

PROGRAM SPECIFIC OUTCOME FOR BDS

- Diagnosis and treatment planning of various orofacial diseases and conditions
- Establishment and maintenance of oral health by providing a comprehensive approach to oral care through evidence-based treatment approaches
- Ability to apply the principles of health promotion and disease prevention
- Participation in community-based preventive measures

LEARNING OUTCOMES FOR MDS PROGRAM

- Exercise empathy and a caring attitude and maintain high ethical standards.
- Continue to evince keen interest in professional education in the speciality and allied specialities whether in teaching or practice;
- Share the knowledge and skills with any learner, junior or a colleague

PROGRAM SPECIFIC OUTCOME FOR MDS

- Develop the faculty for critical analysis and evaluation of various concepts and views and to adopt the most rational approach in treatment.
- Render a highly specialised and competent service in teaching, research and speciality practice.

METHODS UNDERTAKEN TO ASSESS THE LEARNING OUTCOMES OF THE COURSES CONDUCTED

The most important part of all successful competency-based curriculums is continuous assessment of the students. Internal assessments are held following the pattern prescribed by the regulatory bodies – Dental council of India and RGUHS.

1.ASSESSMENT OF LEARNING OUTCOME OF THE COURSES CONDUCTED-BDS

For undergraduates, every year three internal exam are held (Theory & Practical) which are informed well in advance for assessment of academic, diagnostic, comprehensive treatment planning and clinical skills.

1.ASSESSMENT OF LEARNING OUTCOME OF THE COURSES CONDUCTED-MDS

For postgraduates, theory and clinical internal assessments are held every six months by the respective specialities. Also, the institution conducts a common theory mock exam before the university exams which will be valuated centrally. The entire programmes, special lecturers and discussions in the classroom teaching are centred on these objectives and so there is continuous evaluation of the program outcomes, program specific outcomes and course outcomes.

1.MENTORING SYSTEM:

The institution has a mentor-mentee system, where the mentors evaluate the students based on their performance in internal exams, university exams and overall performance in the classrooms, pre-clinical laboratories and clinics. This implies that mentors assess the learning outcome of the students. If the learning outcome is not up to the expectation mentors guide the students towards achieving the targeted outcome.

The learning outcomes are disclosed to the students in multiple ways. It is posted in website. It is

mentioned in the posters placed in various locations in the campus. It is displayed in the class rooms and laboratories. The Mentors disclose the learning outcomes expected from their mentees.

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

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

Response: 99.3

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
78	77	70	71	88

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
79	78	70	71	89

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

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

Response:

Every subject/course has course outcomes/learning outcomes that students must achieve at the end of the course. Throughout the professional degree programme, student learning outcomes are measured systematically and progressively utilising a range of trustworthy assessment methodologies, as described below.

Students' performance in formative and summative examinations, seminars, and assignments is represented via direct assessment. The achievement of learning outcomes/course outcomes can be measured using these tools.

DIRECT ASSESSMENT:

Therefore direct assessment consists of internal assessment, external assessment (university exam), attendance, viva voce and co-curricular activities like seminars, paper presentation, assignments. In summary formative assessment and summative assessment constitutes Direct assessment.

FORMATIVE ASSESSMENT:

Continuous assessment is used by the teachers during the duration of the study to measure and improve student learning. The methodologies used provide crucial information for tracking an individual's knowledge and skill gain, as well as assessing analytical thinking, decision-making, and problem-solving abilities. Its primary goal is to detect inadequacies so that appropriate learning interventions may be implemented to help pupils grasp the necessary skills and information. Measures employed include:

- **Internal Assessment:** The purpose of internal assessment is to evaluate a student's academic achievement on a regular basis.
- **Seminars:** The seminar presentations help to evaluate students' interactions with their peers and teachers on specified themes. The topic, preparation, presentation, and communication abilities of the participants are evaluated.
- **Attendance and Practical Record maintenance**
- **Chairside discussions and Viva-voce:** During practical lessons, the teacher engages with the students on a frequent basis to assess their level of knowledge and critical thinking abilities. This also helps in evaluating the patient management skills of the students.
- **Assignment:** Assignments are routinely given to the students during their theory classes, pre-clinical and clinical postings. With respect to the learning outcomes, the assignment is aimed to measure students' understanding of the assigned topic, ability to obtain information, comprehension, innovation/ideas, analytical/critical thinking, interpretation abilities, and written communication abilities.

SUMMATIVE ASSESSMENT:

At the end of the academic year, a comprehensive evaluation of learning outcomes is conducted in the form of University examinations, which are held at the end of the academic year and include the entire course in both theory and practical. Annual examination results aid in determining students' academic success at the end of the course, as well as the scope of outcomes achievement.

INDIRECT ASSESSMENT:

This assessment is carried out by taking surveys from Outgoing Students, Alumni, Parents and Employers. The feedback questions will be based on curriculum improvement, improvement in teaching learning process, infrastructure requirement

LEARNING OUTCOME OF THE PROGRAM:

This is calculated by summing up the direct assessment and indirect assessment in assigned proportion. More weightage is given to direct assessment.

Less weightage is given to indirect assessment. For example (70%) weightage is given to direct assessment and (30%) weightage is given to indirect assessment. Adding these two will yield the learning outcome of the program.

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

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

outcome analysis

Response:

PARENT TEACHER MEETINGS:

Parent-Teacher meetings at VIDS & RC are organized regularly to encourage parent teacher interaction. These meetings focus primarily on student's academic and behavioral issues. The meetings are conducted in Principal's Chamber at regular intervals witnessing the presence of HOD's, mentors, concerned teaching staffs, student welfare officer and administrator. During the meeting, a detailed presentation is given to the parents on:

- 1.The scope of dentistry: The scope, future employment prospects and career options are outlined.
- 2.Course and Program Details: Year wise curriculum is discussed.
- 3.Institutes disciplinary rules and regulations: The disciplinary rules and regulations that students have to abide with when on campus and off it are provided.
- 4.Infrastructure Details: The Infrastructure available in the Institute is showcased.
- 5.Student Support: A detailed overview of the mentorship program is shared with the parents. Parents are encouraged to interact with the faculty and are requested to obtain regular updates regarding their wards attendance and academic performance and overall development.
- 6.Anti-Ragging Regulations: The strict regulation adopted by the Institute to prevent and deter ragging on campus and to provide a safe learning environment to the students is discussed with the parents.
- 7.Parent Grievance Cell: Information pertaining to the grievance redressal is shared with the parents.

Based on the above mentioned aspects, feedback and suggestions are regularly requested and are informed about the additional support like special classes and action plans to help students requiring support to improve their academic performance. Availability of various measures including study materials, question banks and library hours are discussed with parents.

PARENT GRIEVANCE CELL:

The PARENT GRIEVANCE CELL has been constituted to facilitate structured interactions between the parents and staff. The responsibility of the PARENT GRIEVANCE CELL is to arrange parent teacher meeting.The PARENT GRIEVANCE CELL obtains the feedback from the parents and submits it to the competent authorities for further action.

MENTORING:

As part of mentoring the Mentors are instructed to involve the parents, keeping them informed about the overall academic progress made by the student.

LEARNING MANAGEMENT SYSTEM:

The LMS is a web based software application that provides regular updates to the parents regarding the attendance and performance of the students during the formative and summative assessments.

OUTCOME OF PARENT-TEACHER MEETINGS:

1. Ragging is prohibited. During the PARENT-TEACHER MEETING the parents of senior students are informed about the law and disciplinary action which would be taken on their ward if he/she involves in ragging. The parents advise their students not to involve in ragging. Due to parental pressure the students avoid ragging.

2. The academic performance of the student increases. The parents are informed about the academic performance of their wards. This helps the parents to monitor the academic performance.

3. The follow up reports, action taken and outcome analysis are done at regular intervals during the HOD and staff meeting with Principal.

File Description	Document
Link for any other relevant information	View 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:

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: 40.75

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
24	21	23	19	21

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

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

Response: 0.74

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	1	0	0	1

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

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years**Response:** 8

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
5	3	0	0	0

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

The incubation centre follows the aim to motivate, build and promote innovation. To achieve this, it provides facilities in terms of space and infrastructure, access to Medical and Dental services, mentoring and training programmes to enhance the skill of students and faculties. The incubation centre of the institute is located at the Department of Oral Pathology with its well established facilities in terms of infrastructure, equipment, human resources and expertise. The Department is recognized for postgraduate course under Rajiv Gandhi University of health sciences. The incubation centre provides an enabling environment by creating an ecosystem for nurturing innovative ideas and entrepreneurship abilities for both student and faculty of various dental and medical departments.

AREA OF RESEARCH FOCUS:

The centre is primarily involved in research activities in areas of oral potentially malignant disorder, oral cancer, odontogenic lesions and forensic odontology.

LABORATORIES:

The centre provides various services like diagnostic pathology, cytology, clinical haematology, biochemical and urine analysis through its well-developed histopathology, immunohistochemistry, microbiology and haematology laboratory. The immunohistochemistry laboratory is taking care of advanced studies apart from the routine diagnostic pathology. The microbiology setup with its facilities is catering to the research activities of the undergraduate and postgraduate students.

ADVANCED RESEARCH EQUIPMENTS:

The centre is equipped with high end Olympus BX35 Research Microscope. It consists of phase contrast, polarizer, fluorescent attachment and CC TV with camera along with image analyser software which facilitates research activities for post graduates, Ph.D. students and also faculties of both dental and medical college. There are adequate Compound Binocular microscopes for the research activities of post graduate and faculties. The Olympus stereomicroscope facilitates in-vitro research work involving the preparation of tooth specimen and evaluation of restorative works of post graduate students from clinical departments. The laboratories have sophisticated equipments such as arrays of microscopes, Semiautomatic Leica microtome, Steam sterilizer, Autoclave, Centrifuge, ERBA Semiautomatic analyser, Eppendorf Pipettes and Anaerobic culture chamber.

All the departments possess state of art facilities and have latest equipments like surgical operating microscope (Seiller Germany), Micro vascular microscope, ARC FOX Diode laser, and advanced imaging modalities like cone beam computed tomography apart from conventional intraoral and extra oral digital modalities, implant clinic and conscious sedation unit.

INNOVATIVE TECHNIQUES:

The special stains techniques innovations have been performed to highlight the epithelial pathology of oral tissues and have been awarded as the best paper at a national conference. Similarly the oral pathology department has introduced an innovative technique of modifying in tooth decalcifying agents which was presented as a paper and has secured a prize.

COLLOBARATIVE ACTIVITIES:

The institute fosters an environment for multi-disciplinary collaborative programs with its sister institutes like medical, pharmacy and nursing colleges. Maxillofacial rehabilitation centre is one such example involving team work from oral maxillofacial surgery, Oncology, Plastic Surgery and Prosthodontic departments. Central Genetic Laboratory with its high end equipment's like real time Polymerase Chain Reaction station, Karyotype Machine, Gene Expert Machine is a recent addition as an extension centre.

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:** 20

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
5	4	4	4	3

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

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

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

Response: 1.65

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: 81

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

Response: 49

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
Link for any additional information	View Document

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

Response: 0

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

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

Response: 0

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

3.4 Extension Activities

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

Response: 308

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
7	45	87	90	79

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
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: 61.75

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
125	263	272	274	272

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

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

Response:

AWARDS RECEIVED FOR EXTENSION ACTIVITIES:

Department of Public Health Dentistry, Vydehi Institute of Dental Sciences and Research Centre and Lions Club jointly Organized Dental Health Screening Camps in a School, KR Puram benefiting around 480 children. School Management and Lions Club appreciated team of doctors and supporting staff for the services provided.

ORAL HEALTH SCREENING AND TREATMENT CAMPS:

Oral Health Screening and Treatment Camps were conducted in Vydehi School of Excellence and shihumandir schools in each year The school management was impressed with the dental screening activities and the treatments offered. They issued appreciation letters for the best services offered by the institute. Both PG and UG students were involved in the dental screening camps along with the teaching faculties.

AWARENESS PROGRAM ON DENTAL HYGIENE & ILLEFFECTS OF TOBACCO.

Health education on Tobacco ill effects on oral as well as general health was offered at K.R. PURAM in collaboration with LIONS CLUB of Sanjay Nagar, Bangalore-560094. Oral Health Screening and treatments for minor dental issues were conducted. Indeed they thanked and appreciated with letters for the services provided by the best team of dental doctors from the organization. For improving oral health in the elderly aged population free dental health check-up were organized in the community and are provided with referral services. Indeed a large number of under privileged people were benefited. Free medical aid provided to senior citizens which is of great help was well appreciated.

S.No	Year	Names of the activities	Awarding agency
1	2015	workshop on the topic "No More Toothache"	Vydehi School of Excellence
2	2015	Dental Screening & Treatment Camp	GHPS Seetharampalya
3	2015	Dental Screening & Treatment Camp	NGO – Samrudhi Trust
4	2015	Dental Screening & Treatment Camp	NGO- Shishumandir School
5	2016	Dental Screening & Treatment Camp	Vydehi School of Excellence
6	2016	Dental Screening & Treatment Camp	GHPS Seetharampalya
7	2016	Dental Screening & Treatment Camp	NGO – Samrudhi Trust
8	2016	Dental Screening & Treatment Camp	NGO- Shishumandir School
9	2017	Oral Hygiene Awareness	Vydehi School of Excellence
10	2017	Dental Screening	Lions Club
11	2017	Dental Screening & Treatment Camp	GHPS Seetharampalya
12	2017	Dental Screening & Treatment Camp	NGO – Samrudhi Trust
13	2017	Dental Screening & Treatment Camp	NGO- Shishumandir School
14	2018	Dental Screening & Treatment Camp	Vydehi School of Excellence
15	2018	Dental Screening & Treatment Camp	GHPS Seetharampalya
16	2018	Dental Screening & Treatment Camp	NGO – Samrudhi Trust
17	2018	Dental Screening & Treatment Camp	NGO- Shishumandir School
18	2019	Dental Screening & Treatment Camp	Vydehi School of Excellence
19	2019	Dental Screening & Treatment Camp	GHPS Seetharampalya
20	2019	Dental Screening & Treatment Camp	NGO – Samrudhi Trust
21	2019	Dental Screening & Treatment Camp	NGO- Shishumandir School

File Description	Document
Link for any other relevant information	View 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:

INTRODUCTION:

The institute is conscious of its responsibilities for shaping students into responsible citizens of the country

by making them aware of social issues. The college organizes a number of extension activities to promote institute-neighbourhood community association, to sensitize the students towards community needs and to bring communal transformation in the surrounding sub-urban, urban slums and rural communities.

OUTREACH PROGRAMS:

The Institution runs several noteworthy activities like Outreach programs and awareness camps using mobile dental unit for all the ages from children till elderly, School oral health programs on weekly basis to cater the needs of children on incremental basis which improves understanding of students in various social issues.

DANTA BHAGYA YOJANA:

In the Organization Danta Bhagya Yojana, a government scheme provides free dentures for elderly in collaboration with department of Prosthodontics with the aim of improving individual's Quality of Life.

FIELD VISITS:

Field visits are undertaken by the undergraduate and postgraduate students to collect information on its purpose, working method for better understanding of the pertaining topic. The college has also organized several social activities like Blood Donation Camps, Tobacco awareness rally, Slum & Orphanage visits, World Environment Day and World AIDS Day rally.

BLOOD DONATION CAMP:

Donating blood being a lifesaving action, blood donation camp was organized by the Institute which motivates and signifies its importance to the students and public to donate blood.

SLUM SURVEY:

In many poor countries slums exhibit high rates of disease due to unsanitary conditions, malnutrition, and lack of basic health care. During slum survey students visit slums, collect information about their demographic details, living conditions, factors which influence their health as well as oral health in order to educate and motivate people towards health and healthy practices. The slum visit sensitize today's youth and to experience humanity at practical grounds.

PUBLIC HEALTH INSTITUTE:

In Bangalore Public Health Institute serve as a critical component of global disease prevention and response systems. It was mainly involved in health systems research and is committed to improve service delivery in the government health services. Students visit Public Health Institute to understand its structure and function.

PRIMARY HEALTH CENTRE:

The Primary Health Centre (PHC) is the basic structural and functional unit of the public health services in developing countries. Students visit the PHC to understand its purpose, staffing pattern, its function,

programs in progress, facilities available as it is the first level of contact of people with the national health system.

ANTI-TOBACCO CELL:

The Anti-Tobacco Cell established in the Institution primarily focuses on Planning, monitoring, implementation, IEC activities in the light of COTPA (Cigarette and Other Tobacco Product Act-2003) and FCTC (Framework Convention on Tobacco Control) provisions. Students visit the anti- tobacco cell to understand its purpose, functions, ongoing programs and future plans to curb systemic as well as oral diseases. These activities helped the students to understand real-life problems, the dignity of labour, developing team spirit and self-confidence.

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

3.5 Collaboration

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

Response: 2.2

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
10	0	1	0	0

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

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

Response: 19

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: 19

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

FACILITIES FOR TEACHING- LEARNING

DEPARTMENT FACILITIES

The institute has adequate facilities to aid teaching and learning as per the norms and standards prescribed by RGUHS and DCI. All the departments have separate clinics and working area for both the postgraduates and undergraduates. Departments such Orthodontics, Paedodontics, Periodontics, Conservative and Endodontics, Oral Pathology and Prosthodontics have well equipped laboratory. All departments have separate seminar halls with a seating capacity of fifteen with LCD projectors and White boards.

Every department possesses computer system with internet facility for usage by students. Telephone and intercom facilities are available in all the departments for better administration, networking, accessibility, communication and coordination.

For Radiology separate rooms are available for IOPA, A/C CBCT ROOM and OPG. A Well-equipped Implant Clinic and Minor OT are also present in the institute. Conservative and Endodontics has a separate treatment area with IOPA and RVG facility. Paedodontics department is provided with a Children Play Area. A well-furnished Mobile Dental Clinic for conducting Dental camps is also available. Four preclinical demo rooms are provided with enough working tables, Chairs, Phantom heads, Bunsen Burners etc.

CLASSROOMS:

There are four class rooms. Each has a seating capacity for one hundred students. Two class rooms are equipped with LCD projectors, white boards, black boards etc.

MUSEUM FOR SELF-LEARNING

Anatomy Museum provides adequate infrastructure and equipment to accommodate 250 medical and 60 dental students

Digital Vydehi Museum in VIDA consists of curated specimens, information and visuals.

Oral pathology Museum comprises of various specimen including Oral pathology and histology specimens, Dental Anatomy specimens, Charts and Microbiology specimens.

Community Dentistry Museum has preventive measures charts, educational charts and various specimens.

LIBRARY FOR TEACHING AND LEARNING

Library has adequate space and separate sections for Staff, undergraduates and Postgraduates with uninterrupted internet connectivity. The Institute has membership to Health Science Library and Information Network (HELINET) consortium of RGUHS having access to huge current full-text electronic resources. In addition, the links to PubMed and other medical databases freely available online are also provided under HELINET consortium at <http://www.rguhs.ac.in> for accessing in our college.

GENERAL FACILITIES

The Institute also has Staff quarters and separate Boys and Girls Hostel. In each floor toilet facility is made available for both male and female faculty members and students and patients. Existing RO plant supplies drinking water for faculty, students and patients. ATM is also situated in the premises for easy access.

The campus has sufficient parking space for vehicles and has a huge greenery space covered with lawn and trees which gives a dulcet environment for students and faculty. Canteen facility is available for food and refreshments to entire college and patients. Power generator is also present in the institute to provide backup electricity.

SAFETY MEASURE FACILITIES AVAILABLE

The Institute is safeguarded with huge number of security personnel to ensure safety and discipline in the campus. CCTV cameras are placed at all necessary and crucial places. Fire extinguishers are placed at important places as precautionary measure to fight against if accidental fire occurs.

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

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

for cultural activities**Response:****FACILITIES TO SUPPORT PHYSICAL AND RECREATIONAL REQUIREMENTS IN THE INSTITUTE**

a) Auditorium: The auditorium possesses a centralized air conditioning unit and seating capacity of 1500. It has been used to promote the conduct of cultural events and few other official events. The auditorium is well-furnished, ventilated and equipped with modern amenities and audio systems and podium and dias with a green room too along with a mezzanine floor. The mentioned dias is broad, able to facilitate a crowd of at least five hundred in number. It allows easy installation and removal of props, serving in all purposes.

The auditorium features fixed traditional theatre style seating, raised stage, adjustable lighting, sound system, large screen for video and computer presentations, and vaulted ceiling. The seating is placed with steps, rising in height towards the back. This ensures a proper view for the audience in the back. It comes with a podium at which the speaker can present at with ease. The auditorium is designed in such a way that they ensure a perfect view of the main stage irrespective of the seating location of the audience. For those looking for a view, there is a facility of balcony seats that give the audience a view that is well lit and visually aesthetic.

b) Amphitheatre: It is available with a seating capacity of 250 students. The amphitheater is usually employed for concerts, staged performances, programs like flash mobs and street acts. The seating is curved around the arranged stage, rising in height, allowing best seats everywhere. It is spacious and is usually used by students and employees as a recreational place. The open air seating allows a rather theatrical performance of the conducted program. In cases of after dark performances, it allows the facilitation of customized lighting.

c) Gymnasium - Gymnasium Available – There are two Gymnasiums with Multi-gymnastic machines, Treadmill, Weights Abdominals, Gazelles, Hydrotherapy Pool, Ayurveda with certain therapies. It is furnished with a wooden floor, well-lit and a wall of mirrors. This only further motivates the trainer in correcting their form, and allowing them to focus. The gym facility is available to all the employees and students of the institute, which aids in maintaining the physical health of an individual.

d) Playground - A play ground is available for games like Basketball, Badminton, Volleyball, Lawn, Tennis, football and cricket within the college campus. Its sprawls over a huge area- covered in lush lawns. It aids in catering to the employees and students of the institute. Indoor sports facilities are provided as well, in boys and girls hostels as well as in college campus which comprises of Carom, Chess and Table tennis. These are open for national and state level sports competition.

Students are encouraged maximum in the field of sports and are facilitated with all required equipment, asked to bring enthusiasm, to play the games of:

- Hockey
- Football
- Tennis
- Volleyball
- Basketball

List of Sports Equipment		
1.	Cricket Bats	4 nos
1.	Cricket Pads	3 sets
1.	Cricket Gloves	3 sets
1.	Cricket Ball	2 nos
1.	Cricket stumps	6 nos
1.	Cricket mat	1 nos
1.		
1.	Volley ball net	1 nos
1.	Volley ball	1 nos
1.	Basket ball	1 nos
1.	Throw ball	1 nos

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

GENERAL CAMPUS FACILITIES AND OVERALL AMBIENCE

4.1.3- General campus facilities and overall ambience

4.1.3A HOSTEL At Vydehi, there are separate accommodations for boys and girls, which vary from single occupancy to three in a room, these hostels have independent library in their respective buildings.

The entire hostel complexes at Vydehi are ensured with 24-hour security, maintenance, engineering,

power, water supply and pest control. The hostel provides a cot, a mattress, a study table, a chair and a cupboard for each student.

Every hostel has solar heated water facility, water cooler, common telephone, common TV room, common reading room etc.

Adequate dining facilities are available for all students.

Hostels have gymnasium and indoor games facilities.

Mess caters variety of food to suit all tastes. NRI/Foreign student will be provided with single room.

Hostel Intake capacity

- a) Boys/Girls - 961
- b) Residents including PG - 458
- c) Nurses - 466
- d) Interns - 254

4.1.3B CAFETERIA: It is situated in the basement of the administrative building.

Catering is done in hygienic conditions and food is cooked in steam facilities. The attached kitchen is well kept.

The built up area is about 2,500 Sq. ft. It helps in catering to the administrative staff and students.

4.1.3C TRANSPORT:

The Institute provides transport services regularly between campus and the city.

Institute buses are available to the students and faculty members for commuting from various points in the city to the Institute. The appointed drivers ensure travelling punctually.

Central Library

The library follows open Access System to everyone, The ID cards are issued to the students and faculty. They are allowed to retain the books for 15 days. Borrower is responsible for damage/loss of book. Entry is done for every book used. The user has to enter the requisite information such as; name, mobile number, borrower's card number, in and out time, signature in the visitor's register kept at the entrance gate of the Library before using the library facilities. Separate reading rooms are provided for undergraduates,

postgraduates and faculty members. Carrying the bags inside the library is prohibited and property counters are created outside the library. There is a new arrival display rack and all the new arrivals and folders are displayed at a prominent place in the library. Library has seating capacity of more than 175 are available, Digital libraries provide access to large number of most cited journals. A video section of the library has CD/DVDs. Also it has a separate **Reprographic Unit** with a photocopier machine, printer, CD writer facilities for providing photocopies of documents, taking printouts.

Library has been linked with e-resources under the HELINET consortium of Rajiv Gandhi University of Health Sciences, Bangalore, Karnataka, which provide access to various online journals. Through Helinet access can also be gained to ProQuest, Wiley, Jaypee publications fully which have lot of e book and journals. There are about 200 online journals in addition to 52 International and 10 Indian subscribed journals, E books which provide students and faculty members the immense help in research work.

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

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

Response: 3.66

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
0	1.97	1.30	12.58	0

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:

INFRASTRUCTURE AND EQUIPMENTS AT VYDEHI INSTITUTE OF DENTAL SCIENCES AND RESEARCH CENTER

The institution has well equipped infrastructure facilities for clinical teaching and patient care as per the regulations and standards directed by RGUHS and DCI. Passionate by the eagerness to make world class institutions, Vydehi Institute of Dental Sciences was established in the year 2003 by our beloved late chairman Audikesavulu Naidu. The infrastructure form the body of the institution and staff form the soul of it.

TEACHING HOSPITAL

A 1600 bedded multi-specialty hospital is situated in the same campus that renders 24-hour superior medical services. Departments such as emergency department, critical care unit, blood bank, and diagnostic Lab and ambulance services functions round the clock to meet the demands of growing requirements of patients. All specialty and super specialty doctors are available throughout the day to render comprehensive care for the patients including complex surgeries to authentic ayurvedic experience at Vydehi Ayurveda.

CLINICS:

Clinics are fully equipped to deliver high quality dental care in high class facilities including dental radiology with in the hospital to provide advanced dental treatment as per the international standards. The college has sufficient dental chairs with great number of Outpatients reporting. There is a comprehensive dental clinic that works on holidays to attend dental emergencies. In addition to these facilities the dental surgeons and faculty also attend to emergencies related to maxillofacial surgery and trauma in Emergency Medical Department of Vydehi Institute of Medical Sciences & Research Center.

PERIPHERAL CLINICS:

The institution has an additional peripheral clinic with state of art equipment located in Kannamangala Satellite centre, Kadugudi under the purview of department of community health and these centers cater to the dental needs of the local population. The institution also renders services to transport patients from the peripheral clinics to the Parent institute if the requirement arises. Dental health camps are frequently done in these peripheral centers to educate the community about dental, oral health and its implication.

CLASS ROOMS:

Classrooms act as a vital tool in quality teaching learning process. Specific *classrooms* are sanctioned with technologically advanced LCD projectors and wifi. The classrooms are well illuminated, well

ventilated, Black boards and also have provision for use of projectors both OHP and LCD with adequate seating capacity.

AUDITORIUM:

A well-equipped A/C Auditorium with latest facilities for conducting all Institutional Programmes, Conferences, Seminars and PG convention workshops with a seating capacity of more than 1500 persons is present. The Auditorium has excellent acoustics that forms part of the learning process and other major events of the college.

LABORATORIES:

The Institution claims one of the premium lab services to instruct generous clinically oriented teaching on par with the finest. The students are accomplished in the sophisticated phantom head labs, built with adequate dental workstations for preclinical exercise simulating dental treatment. The institution is also equipped with ceramic lab for crown and bridge fabrication to achieve practical skills in dentistry.

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

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

Response: 97445.4

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
27921	116412	111878	115368	114960

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
120	186	151	114	117

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
Link to hospital records / Hospital Management Information System	View Document
Link for additional information	View Document

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

Response: 372.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
295	322	324	321	349

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
45	49	51	51	57

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
Any additional information	View Document
Link for additional information	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

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

Response:

Institute has a well-equipped, spacious and computerized library section. We, at VIDS&RC insist the students to inculcate the practice of utilize library facilities and develop the habit of upgrading themselves

to newer trends in dentistry. A calm and peaceful study environment is ensured for all the students.

Area & Seating Capacity: Total area of the library is 3350sqmts. Total seating capacity is 175 plus, Reference Section–50, Journal section 50, Reading section – 60, Digital Valuation room–10, Digital Section– 6. Library has huge study materials consisting of 1210 textbook titles and 3795 copies of text books, 6 Titles and 10 Books of Dictionary and 97 Journals in which 74 are International Journals, 23 are Indian Journals and adequate Back dated journals.

Duration: Library will be open through Monday to Saturday from 09.00 am to 8.00 pm, and it will be closed on Sundays and National Holidays.

Facilities: The library has adequate sign boards, notice board and fire extinguishers. Separate Reference section for text books, Journal Section for Journals, separate area for reading own books, Senior Librarian room, and librarian section for issuing books with a desktop and HP Deskjet 2645 printer, scanning and copying. There are 15 user Computers, 1 printer, 1 TV and 1 Photocopying machine- Canon Image runner.

Separate section where LD and Thesis of PGs and around 109 dissertations are available. Previous year's question papers of UGs and PGs are placed in separate section.

Newspaper section is also available. Library also has CD/DVDs of text books and educational videos 308 CD's. Apart from main library, we also have library in each department, total of 553 books.

Access: Library follows open Access System to everyone. Every user who enters the library has to enter their Name, Year and Time every time they enter and exit library in the register kept at entrance. Luggage counter provided at the entrance.

Digital Section

Digital Library and Digital Valuation sections have high speed uninterrupted internet connection. Institutional Library is linked with e-resources under the HELINET consortium of Rajiv Gandhi University of Health Sciences, Bangalore, Karnataka, which provide access to various online journals and e books. Institute has Static IP, which is linked with RGUHS and Remote access is available for the same anywhere in this institute through computer linked to above Static IP. Through HELINET, access can also be gained to ProQuest, Wiley, Jaypee publications fully which has numerous e-books and journals.

All the faculty and students (both UG and PG) have access to this.

Library has access to 2150 e books and 119 e journals through from different databases by using webportal of RGUHS Helinet Section. In which 2123 e books are accessed through Jaypee section, 27 e-books through Clinical Key section, 18 e-journals Clinical Key and 26 e-journals through Wiley section, 38 e-journals through proquest and 37 e-journals.

Link for access:

1. <http://www.rguhs.ac.in/digitallibrary/RGUHS%20Digital%20Library.htm>
2. List of subscribed books and journals:
<http://www.rguhs.ac.in/digitallibrary/faculty%20of%20Journals.htm>
3. <http://www.sciencedirect.com/>

4. <http://onlinelibrary.wiley.com/>
5. <http://oxfordjournals.org/>
6. List of journals: https://www.wileyindia.com/Wiley_Online_Resources/HELINET/RGUHS-HELINET%20Consortium.html
7. <https://www.clinicalkey.com/#/>

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

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

Response:

Library in this institute has total of 1210 textbook titles and 3795 copies of text books, 6 Titles and 10 Books of Dictionary, 97 Journals in which 74 are International Journals, 23 are Indian Journals and adequate Back dated journals. Library has access to e books and e Journals through from different databases by using webportal of RGUHS Helinet Section. We have access to 2150 e books and 119 e journals, in which 2123 e books are accessed through Jaypee section, 27 e books through Clinical Key section, 18 e journals Clinical Key and 26 e journals through Wiley section, 38 e journals through proquest and 37 e journals have open access. Library also has 308 CD's, 109 dissertations of PGs of our college. In the library we have 13 user Computers, 1 printer, 1 TV and 1 Photocopying machine.

News Paper- daily news papers are available in the library to know the day-to-day update.

Apart from main library, we also have library in each department, total of 553 books, which is very much helpful to students for quick references.

Main library

Types	Total Numbers		
Text books	1210 Titles and 3795 Books		5935
E books	2140		
Dictionaries	06 Titles and 10 Books		
Journals International	74	97	216
Journals Indian	23		
e Journals	82	119	

Open Access e Journals	37			
CDs	308			
Dissertations	109			
Users Computers	15			
Printer	1			
Photocopy Machine	1			
TV	1			

Department libraries detail

SI NO	Departments	Books	LD	Thesis	CD's
1.	Oral Medicine	42	16	15	0
1.	Oral Surgery	57	29	44	0
1.	Orthodontics	56	20	20	20
1.	Prosthodontics	84	16	17	-----
1.	PHD	30	12	14	24
1.	Periodontics	64	30	25	2
1.	Pedodontics	28	10	10	35
1.	Endodontics	61	15	17	0
1.	Oral Pathology	131	12	12	-----
	Total	553	160	174	81

Department of Periodontics has Journal: Periodontology 2000 - 1-77 volumes in there department

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

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

Response: A. All 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
Any additional information	View Document
Link for additional information	View Document

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

Response: 3.13

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
0	3.73	2.20	0.16	9.55

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

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

Response:

CENTRAL LIBRARY:

A calm and peaceful study environment is created in the library along with proper light and ventilation so that the students face no difficulties in accessing the reading material. There is also a separate Journal section is available in the library. UG, PG students and staff are permitted to Books section and reading section.

The library follows open Access System to all undergraduate and post graduate students. Borrower is responsible for damage/loss of book. The user has to enter the requisite information such as; name, mobile number, borrower's card number, in and out time, signature in the visitor's register kept at the entrance gate of the Library before using the library facilities. Separate reading rooms are provided for undergraduates, postgraduates and faculty members. Carrying the bags inside the library is prohibited and property counters are created outside the library. There is a new arrival display rack and all the new arrivals and folders are displayed at a prominent place in the library. Library has seating capacity of more than 175 are available, Digital libraries provide access to large number of most cited journals. A video section of the library has CD/DVDs. Also it has a separate **Reprographic Unit** with a photocopier machine, printer, CD writer facilities for providing photocopies of documents, taking printouts.

DIGITAL LIBRARY

It has been linked with e-resources under the HELINET consortium of Rajiv Gandhi University of Health Sciences, Bangalore, Karnataka, which provide access to various online journals. Through Helinet access can also be gained to ProQuest, Wiley, Jaypee publications fully which have lot of e book and journals. There are about 200 online journals in addition to 52 International and 10 Indian subscribed journals, E books which provide students and faculty members the immense help in research work. PG students and staff are permitted to journal section and Digital Library. UG students are allowed to use it only after getting permission from convener of the library committee or librarian based on the requirement. Digital libraries provide access to large number of journals and e books.

REMOTE ACCESS:

Remote access is available in the college campus for e-journals and e books from Helinet of RGUHS through different portals. As this institute has a Static IP Address which is linked with RGUHS, all the faculty and students can gain access to this anywhere in this institute with computer linked to Static IP.

LEARNER SESSION/LIBRARY USAGE PROGRAMS:

A Library committee has been formed containing faculty members from each department and library staff. The committee organizes the library usage program once in a year. All the faculties and students are invited for the library usage program. The librarian explains the rules and regulations to be followed by the library users. Then the users are taken for a tour inside the library where hard copies are available. Afterwards they are taken for a tour to the digital library. The library assistants explain how to access the digital library effectively and reap the benefits.

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

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

Response: Any Four of the above

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

4.4 IT Infrastructure

<p>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)</p> <p>Response: 100</p>	
<p>4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities</p> <p>Response: 17</p>	
<p>4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution</p> <p>Response: 17</p>	
File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution	View Document
Links to additional information	View Document

<p>4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi</p> <p>Response:</p> <p>Computer availability</p> <p>Each department of VIDS&RC is equipped with various IT facilities. The list of computers and other IT facilities of the departments are given below.</p>	
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Location	Computers	Printers	Scanners	All in one scan & print	LCD/ TV	LAN	
MRD	3	3	0	0	-	1	
Office	3	3	2	1	-	1	
Principal chamber	1	0	1	-	-	1	
Library	10	0	0	1	0	1	
OMR	5	2	0	0	0	Intranet	
OMFS	1	0	0	0	1	1	
Ortho	1	1	2	1	0	1	
Prosthodontics	1	0	0	0	0	1	
PHD	2	-	-	-	0	1	
Perio	1	0	0	0	1	1	
Pedo	2	1	1	1	0	1	
Endo	3	-	1	-	1	1	
Oral Pathology	2	1	-	-	0	1	
NAAC room	4	4	-	-	-	1	

Digital library and digital valuation

VDS&RC has a well-equipped, spacious digital library and digital valuation rooms with high speed uninterrupted internet connection. Digital library provides access to large number of journals and e books.

Institutional Library has been linked with e-resources under the HELINET consortium of Rajiv Gandhi University of Health Sciences, Bangalore, which provides access to various online journals and e books. Remote access is provided in this institute.

Digital valuation room is equipped with seven computer systems which are dedicated for university paper valuations.

G health software

VDS&RC has a G health software which aids in placing free pharmacy and store indent for all the

departments. Each department has its own ID and passcode to login into the application for indenting the required materials. Same software is used for paperless drug prescription to the patients.

IPACS software

VIDS&RC has VINCARE IPACS software which aids in filmless accessing of radiographs thus eliminating the need of physical radiographs for diagnosis and treatment planning.

Online classes

Due to Covid-19 pandemic Institute started with online theory classes. Online classes were conducted using Zoom platform. We have three dedicated rooms for handling online classes. Each room is equipped with two computer systems, complete AV setup and UPS.

Auditorium

Vydehi institute has an A/C auditorium with well equipped latest facilities for conducting all institutional programmes, Conferences and PG convention workshops with a seating capacity of more than 1500 persons. It has a complete AV setup.

Digital Vydehi Museum

We also have Digital Vydehi Museum. The Medical Museum in VIDA is First of its kind of the most comprehensive medical museums in India, with carefully curated specimens, information and visuals, in its various departments - Anatomy, Pathology, Pharmacology, Microbiology, Radiology, Forensics and Community Medicine, bringing alive the experience of learning with over 3432 specimens and samples on display.

The Digital Vydehi museum consists of the following features,

- Transparent LED box
- Virtual X-ray
- Departments Screen
- Scheduled Video Manager
- Digital Catalogue

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

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

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Any other relevant information	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: 11.7

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
8.55	3.17	8.98	12.83	7.69

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:

MAINTENANCE COMMITTEE:

A maintenance committee is constituted in the college for the maintenance

work. It is responsible for carrying out the duties of maintenance of buildings, clinics, class rooms, laboratories, seminar halls, Auditorium, library, sports facilities, hostels, utilities, etc. Housekeeping, Landscaping, gardening, painting, signboard writing and various displays are supervised by the maintenance department. For maintenance of department equipments stock / maintenance registers are issued to each department including library, which aides the institute to rectify the issue as early as possible for the smooth functioning of the departments.

MAINTENANCE OF CLINICAL LEARNING FACILITIES AND PATIENT CARE

The institute provides an outstanding infrastucture for clinical learning facilities and patient care. Preclinical laboratories are also available in the institution for all basic subjects. The institute has well illuminated, spacious and well equipped with provision for overhead projectors, LCD projectors, all these facilities are always under check for functioning with assistance by the electricians, engineers and mechanics.

The new materials are always kept for continous patient care and teaching and learning. In house dental technicians are available for maintaining and functioning of dental chairs. The lightings, pressure, motor speed, water outlets are all monitered carefully. All other equipments such as x-ray unit, erba machine, RVG, centrifuge, ceramic and casting unit ate are routinely checked by the staff and informed to the in house biomedical engineers for the smooth functioning and maintainence. For regular annual maintenance of X-ray,Opg,Cbct machines we have contract with Carestream Dental India Pvt .Ltd for further requirements.

Clinical instruments are sterilized using an autoclave by the respective department. The autoclaves are thoroughly checked every week for its efficient function. Any issue with Handpiece and burs are rectified by the in house technicians. For all equipments in the institution if repair is not possible by the in house technicians, the concerned company technicians will be called for further rectification. All stocks will be regularly checked for its shelf life and will be removed if it has reached expiry date and the purchase department will be informed regarding the same. For condemnation of equipments the Biomedical engineers would be called for their opinion and later the condemned equipment will be replaced.

All computer systems including hardware and software are routinely assessed by the Information Systems Department (ISD) of the institution for maintainance of hardware and software upgradation. Any computer system related issues or internet issues will be raised by the concerned HODS to the ISD for the needful.

MAINTENANCE OF LIBRARY FACILITY

A well resourceful and organised library is available with numerous required textbooks, internet accessibilty, journals, e-journals and helinet. Record of the books, journals and adequate stationery items are kept and made available whenever required. The facilities such as tables, chairs and all electrical gadgets are routinely checked and made sure of thorough functioning. All the lecture halls, departments, office and library are made to clean on a daily basis by the house keeping staff of the institute.

File Description	Document
Link for log book or other records regarding maintenance works	View Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for any other relevant information	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: 4.96

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
14	25	25	20	12

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

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

Response: B. Any five 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
Link for additional information	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: 12.16

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
91	35	37	37	35

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:

INTRODUCTION:

This institution has an active international student cell which caters to the needs of foreign students from various countries. The institution has constantly endured in receiving aspiring students for

world class education which we trust is our strength. Evolving in higher education, we have customized the admission procedure, fee structure and all allied services for foreign students. This invites foreign students who take up the advantage of a range of programs across nine disciplines to select from. Students from foreign nations are usually admitted at the commencement of the academic session.

COMPOSITION OF INTERNATIONAL STUDENT CELL:

At the commencement of the academic year the Head of the institution constitutes the international student cell. It consists of a president and members to assist him. The members are nominated from faculties and international students. At the commencement of the academic year the president of the international student cell invites the members for the meeting. They discuss about the arrangements to be made for the international students.

OBJECTIVES OF INTERNATIONAL STUDENT CELL:

- The International Student Cell is constituted with a purpose to take utmost care of International students during their stay, from the time of their admission to completion of their study.
- To promote cordial student-student and student-teacher relationship.
- The committee would work to ensure support and integrate international students in various events of the institution.
- Our aim is to motivate students from all over the world to join us in their specialized academic journey and become specialists in their individual areas.
- Through this drive, we give assurance to the international students that we value their principles and societies and integrate them with our nation's ironic customs and culture.

FACILITIES OFFERED BY THE INTERNATIONAL STUDENT CELL:

- Conducting orientation programs to familiarize enrolled students regarding the programs offered, fee structure, eligibility criteria, legalities and policies of the University.
- Monitoring the academic performances of the students by coordinating with mentors and to communicate with guardians/parents regarding progress of the student at the end of a semester or once in every six months.
- Monitoring the payment of fees for the academic program and other services.
- Support and assistance for visas and related immigration process, if necessary.
- Conducting orientation and events to encourage social and cultural adjustment
- Counseling on social issues and special tutorials to facilitate understanding of local language.
- The students get to interact with each other, and the varied situation assists as a chance to widen the prospects for the interchange of various ideas.
- We are attentive on all-round growth of the student by including them in cultural activities, sports, fine arts, entrepreneurship etc. which encourages them to anticipate beyond academics.

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

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 96.67

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
5	10	9	5	1

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	12	9	5	1

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

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

Response: 9.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	7	4	5

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

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

Response: 22.5

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

Response: 18

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

5.3 Student Participation and Activities

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

Response: 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
Link for Additional Information	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:

INTRODUCTION:

Student council is an organization conducted by the students for the benefits and overall development of the students. A student council is a group of elected and volunteer students working together with an adult advisor within the frame work of the rules and regulations of the institute. The student council exists to enhance the overall graduate experience by promoting the general welfare and concerns of the student body creating new programs and initiatives to provide opportunities for growth and interaction. It communicates with the administration and faculty on behalf of the students.

VISION:

To build the leadership skills of the students.

MISSION:

To facilitate the academic, professional and personal development of the students in order to achieve the leadership skills.

OBJECTIVES:

- To bridge the communication gap between the students and the management including the principal and faculty.
- To address all sorts of complaints and grievances
- To improve the quality of campus experience by ensuring proper maintenance of infrastructure and facilities.
- To assist in all public relation activities in order to achieve the vision.
- To carry out all activities within the stipulated norms of the institute.

FUNCTIONS OF THE STUDENT COUNCIL:

- The student council monitors and advises all the clubs and committees in the campus and ensures their smooth functioning. It acts as a link between the students and management.

- To endorse the welfare of students among the staff and parents.
- To update students about any subject that concerns them.
- To recognize and assist in resolving issues faced by the students in the Institute.
- To check students on any problem of significance and identify their view.
- To establish learning and entertaining events for students.
- To obtain feedback from the students regarding teaching process.
- To contribute in evolving the Institute's instructive developments after obtaining feedback from the students
- To inspire and authorize students in their individual growth
- To give suggestions to the Institute governance that would help in improving the quality of experience in the Institute.
- To keep cordial relations with the Institute staff (the Director, teaching and non-teaching faculty) and parents.

COMPOSITION:

The student council consists of representative of students chosen from all the years of UG/PG programs. The body of the council also contains members from sports club and cultural club. The student council is led by a president. The president is nominated by the student members. The president nominates the vice president.

ORIENTATION&TRAINING:

At the beginning of each academic year all the newly elected members are given orientation and training for a period of two days. Attendance for the orientation program is compulsory for the members. If any member is absent during orientation program the president has the right to impose termination of the membership.

FREQUENCY OF THE MEETING:

As per the needs the meetings are conducted multiple times in an academic year.

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

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

Response: 10.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	16	18	20

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

5.4 Alumni Engagement

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

Response:

INTRODUCTION:

The Alumni association provides the opportunity to meet all the members, the students and the teachers. Teachers get the feedback from the alumni regarding the effectiveness of curriculum and the necessary action to be taken in order to enrich the curriculum. The participation of alumni in assisting and rendering contributions willingly to the institution is significant in preserving and increasing the institution's growth. The Alumni association facilitates closer relationship between the alumni, students and the institution. It can provide benefits in enriching the students experience while being at the institution. Each alumni has practiced being a student to becoming a sole and diverse graduate, hence there is possibility for all alumni to contribute to the institution in different ways.

ROLE MODEL AND INSPIRATION:

The alumni's support to the institution will fetch them integrity and justification as part of an efficacious institution. Experiences that are shared by the alumni with students in time management, financial management, development of self-discipline and character, or in career management can be more easily accepted as guidance and inspiration by the students. Thus, the alumni can help in establishing self-confidence, develop inspiration and instill the right culture in line with what the institution proposes to express the students.

CAREER MENTOR:

Competition in entering the work force/further studies is becoming more intensive as a result of a higher number of graduates compared with a limited number of job opportunities/seats. This is the accurate period for alumni to provide the students by mentoring them on their professional openings.

PROVIDING EXPERTISE:

The alumni can contribute by rendering their expertise in their profession in emerging latest educational programs in the institution. Success in knowledge transfer will further improve the capacity and the reputation of the institution.

IMPROVE STUDENT RECRUITMENT EFFORTS:

Alumni can encourage students especially their family and friends to consider their institution for higher education. Experiences in the institution and the success of the alumni in their work can be of significant factors for students in choosing an institution.

INCREASE EFFORTS IN COLLECTING FUNDS:

Alumni especially the more senior ones that are more stable economically can reduce the financial burden of underprivileged students/patients in the institution. An active alumni association can encourage greater collection of funds enabling the establishment of scholarships, supporting students' activities, cultural programs, help patients in need and more innovative improvements at the university.

SUPPORT THE INSTITUTION'S REPUTATION:

Views and positive statements that alumni present in relation to their institution through media or other physical or social means provides support for the institution's reputation. It can influence the community because of public perception that the alumni is more understanding of the challenges faced at the institution. Alumni that have helped positively in various segments, either nationally or internationally, have authenticated the superiority and efficiency of the education program, research and the institution's community. The more influential the position of the alumni in their work is the higher the recognition that society will place on the particular institution.

File Description	Document
Link for frequency of meetings of Alumni Association with minutes	View Document
Link for details of Alumni Association activities	View Document
Lin for quantum of financial contribution	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for Additional Information	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: A. All of the above

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

NVAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION:

- To provide an integrated healthcare system with a focus on compassionate patient care to the underprivileged people.

MISSION:

- To establish a comprehensive clinic and encourage research activities by providing required equipments and man power.

PERSPECTIVE PLAN:

Perspective plan is also known as strategic planning. It is about designing a set of actions to be carried out (mission) in order to achieve the vision. The perspective planning is done for five years. The following actions are required to carry out the mission.

- To foster research in areas of fundamental oral biology and dental medicine.
- To procure necessary Equipments to carry out research in oral biology and dental medicine.
- To recruit man power having research experience in oral biology and dental medicine.
- To conduct workshops, conferences, certificate courses and continuing dental education programs related to research in oral biology and dental medicine.
- To plan for the improvement of facilities in the institution so that research activities can be carried out without any hindrance. Equipped with the knowledge obtained through research, quality care can be afforded to the society by the institution as well as by the students.
- To plan for obtaining more research grants.
- To plan for collaborative activities with industries and research centers.
- To schedule the value added programs and CDE programs.
- To plan for the procurement of state of the art equipments for conducting research.
- To plan for upgrade and purchase of advanced ICT tools required for improvement in teaching and learning process.
- To plan for installing ERP in order to achieve e-governance.
- To plan for collaboration with leading research labs and academic institutions.
- To plan for Integrated Library Management System.
- To plan for more MOUs with other Organizations, Academic Institution, Industries, Research Centers etc.

GOVERNANCE:

GOVERNING COUNCIL:

The institute follows the participative management. The governing council includes HOD from all departments and other stake holders. The Governing council approves the final decision regarding various activities which led to institutional excellence. The governing council conducts regular meetings and reviews the progress of various activities.

RESEARCH COMMITTEE:

The research committee consists of coordinator and members. The major role of research committee is to identify new research area, the required infrastructure and facilities including the latest equipments for conducting the research. Many faculties and students have got research grants from Indian Council of Medical Research and other reputed government agencies. This shows the achievement in academic excellence. The Research committee conducts regular meetings and reviews the progress and obtains feedback from researchers regarding the required advanced equipments and other facilities. After getting the requirement for research activities the research committee forwards the requisition to governing council

CULTURAL COMMITTEE:

The Cultural Committee consists of students who are interested in cultural activities and passionate about them. The cultural committee has a president and members. The cultural committee organizes cultural events and identify the talented students. They regularly conduct meetings and review about the necessary facilities for encouraging cultural activities. The students participate in various cultural competitions conducted in other institutions at university level, state level and national level. They have won and got awards in many events.

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
Link for additional information	View Document

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

Response:

INTRODUCTION:

The Institution Practices the Decentralization and Participative management. Principal is the administrative and academic Head, followed by Dental administrative officer and department heads. To achieve decentralization various committees have been formed. Faculty and student representatives are included in various committees their suggestions are considered to arrive at necessary decision. The final

decision making follows the hierarchical ladder.

GOVERNING COUNCIL:

The governing council consists of members headed by the chairperson. The council determines and implements well taken decisions with respect to academics, finance and management issues. The GC initiates formation of committees to oversee and execute the various administrative, academic, human resources and examination sections.

Outcome:

1. Quality improvement in academic activities.
2. Quality improvement in administrative activities.

IQAC:

The IQAC strives for the continuous improvement of quality and achieving academic excellence. IQAC works in collaboration with other committees like Academic committee, Curriculum Committee, Research Committee, and Library committee etc. to achieve quality in related activities.

Outcome:

1. Quality enhancement in curriculum.
2. Quality enhancement in Research

ACADEMIC COMMITTEE:

It is responsible for reforms in the curriculum. It gives feedback to the university regarding curriculum improvement. The academic committee gives suggestions regarding curriculum enrichment. It identifies the add-on courses and value added courses in consultation with IQAC.

Outcome:

1. More students got employed due to enhanced employability skills which were offered to them due to value added courses.

CURRICULUM COMMITTEE:

- It is responsible for curricular planning.
- Prepares Academic calendar.
- Assigns faculty for inter-disciplinary courses.

Outcome:

1. Timely delivery of curriculum.
2. Efficient teaching of interdisciplinary courses resulting in more number of students obtaining higher scores.

RESEARCH COMMITTEE:

The research committee consists of a coordinator and faculty members from all departments. All research projects are subjected to research committee approval.

Outcome:

1. Quality projects could be identified which translated into efficient treatment.
2. Plagiarism could be avoided.
3. Ethical Clearance

PURCHASE COMMITTEE:

A purchase committee has been formed to take care of all the purchase activities. The flow chart mentions about the purchase process.

Outcome:

1. Purchase cost reduced since the members could identify multiple suppliers.
2. Members could identify quality suppliers.

LIBRARY COMMITTEE:

The library advisory committee consists of a coordinator and members to advise regarding the library activities like purchase of books, journals etc. The committee sends its' request to governing council after getting the necessary suggestions from IQAC.

OUTCOME:

1. Identification of new books and journals carried out with ease and less time consumption.
2. Members could identify multiple suppliers which resulted in reduction of purchase expenses.

MAINTENANCE COMMITTEE:

The maintenance committee is headed by a coordinator and members to advise regarding various maintenance activities.

Outcome:

The maintenance committee consists of engineers and technicians. Whenever equipments fail decision is required regarding in-house repair, outsourcing it to other agencies, or condemning it and goes for a new purchase. All members give a suggestion. The most feasible one is adopted. The outcomes are as follows:

1. Reduction in Maintenance expenditure
2. Less investment in new equipments.

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

6.2 Strategy Development and Deployment

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

Response:

GOVERNING COUNCIL:

The institute follows the participative management. The governing council includes HOD from all departments and other stake holders. The Governing council approves the final decision regarding various activities which led to institutional excellence. The governing council conducts regular meetings and reviews the progress of various activities. The Governing council is responsible for preparing Vision, Mission documents and Strategic planning.

IQAC:

The internal quality assurance cell does the academic audit & administrative audit in coordination with other committees. IQAC is constituted by the head of the institution. It consists of a coordinator and members to support. IQAC engages with other committees and discuss with them regarding various issues and gives the feedback to the governing council. It takes the feedback from all the stake holders, analyze it and collects the action taken report.

CURRICULUM COMMITTEE:

The major task of the curricular committee is curricular delivery planning. At the beginning of each academic year the curriculum committee prepares the academic calendar. All curricular activities internal & university exams dates are mentioned in the time table. The committee conducts meetings regarding allotment of faculty for interdisciplinary courses, Add-on courses, Value added courses are introduced by curriculum committee.

RESEARCH COMMITTEE:

It has a coordinator and members. The major role of research committee is to identify new research area, the required infrastructure and facilities including the latest equipments for conducting the research. Ethical clearance for the research projects is done by the research committee.

LIBRARY ADVISORY COMMITTEE:

This committee is formed at the beginning of each year. It consists of a coordinator and members to assist. The library committee discusses about the modernization of the library and purchase of new books and journals.

OTHER COMMITTEES:

They are Anti-Ragging Committee, Grievance Redressal Committee, Anti-Sexual Harassment Committee, Discipline Committee, Student Council, Sports & Cultural club etc.

STRATEGIC PLANNING:

It is prepared for achieving the vision. In our institution we have planned for the next five years. In order to achieve vision, mission has to be carried out. To carry out the mission strategic planning is required. It includes about the necessary resources like infrastructure, finance, time, guidance etc. The following activities/facilities/resources are considered in strategic planning.

- To plan for the improvement of facilities in the institution so that research activities can be carried out without any hindrance. Equipped with the knowledge obtained through research, quality care can be afforded to the society by the institution as well as by the students.
- To plan for obtaining more research grants.
- To plan for collaborative activities with industries and research centers.
- To schedule the value added programs and CDE programs.
- To plan for the procurement of state of the art equipments for conducting research.
- To plan for upgrade and purchase of advanced ICT tools required for improvement in teaching and learning process.
- To plan for installing ERP in order to achieve e-governance.
- To plan for collaboration with leading research labs and academic institutions.
- To plan for Integrated Library Management System.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

VYDEHI STAFF WELFARE COMMITTEE

The institute has a staff welfare committee of four members comprising of the Head of the institute, dental

administrative officer, one teaching faculty and one non teaching faculty. Committee works for the benefit and welfare of the teaching and non-teaching staff by building a healthy working environment to foster good relationships and overall development in terms of physical, mental, social, psychological and spiritual well being.

Physical welfare :

Provide schemes for health insurance, life insurance, institutional group insurance, vaccinations for the staff and their families.

College provides spacious and ventilated quarters for teaching and non teaching staff within the campus

Medical and dental health check up for employee and their families at discounted rates and free consultations in the medical and dental hospital.

In-campus school of excellence for children where the staff get admissions on priority basis and discounted fees

Day care center for the pre-school kids of the staff is provided

#Transportation facilities for all teaching and non-teaching staff.

Full fledged canteen and vindoos food truck is available on the campus and provides healthy food at subsidized rates to the staff, students and patients.

Social welfare:

As part of social welfare, the institute celebrates all the popular festivals with great enthusiasm

Fests and fairs are arranged annually for the social interactions and fun times.

Group activities like tree plantation, health awareness marathons, cycling , lake rejuvenation activities are arranged regularly

Activities to show case talents of staff and their families are arranged on special occasions

Institutional leave policy for staff-General holidays, restricted holidays, Casual leaves, Earned leaves, Special leaves (conferences, CDEs), Sick leave, Maternity leave, Compensatory leave, Educational leaves, Leave for faculty development programs, leaves for examination duties, university duties are amicably made for the staff.

Mental and psychological welfare :

Mental health check ups are done at the medical hospital yearly once free of cost for staff and their families

Mind health boosting activities and games are arranged in the form of quizzes, sudoku ,word magic , chess competitions

Spiritual welfare :

Institution has provided a prayer and meditation hall for the spiritual welfare of the staff and their families in the campus.

Staff participates in regular satsangs and religious celebrations

Ethics and cultural value lectures are arranged

Kannada and Sanskrit learning modules are provided for interested persons.

To boost and appreciate, the Institute also offers non-teaching staff, the loan facility based on their salary and incentives after inspecting their regularity, sincerity and commitment to serve the Institution selflessly. # Financial benefits viz Provident fund, Annual increments, Appraisal hikes are provided to both teaching and non-teaching staff.

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

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

Response: 0

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	0	0	0	0

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

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

Response: 10

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
13	10	15	9	3

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

6.3.4 Average percentage of teachers undergoing Faculty Development Programmes (FDP) including

online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 20.13

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
14	23	04	06	02

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

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

Response:

The institute has a separate performance appraisal system for teaching and non-teaching staff. Separate appraisal forms are used for teaching staff, administrative staff and supporting staff.

The appraisal is done on a Five rating scale. It is done to quantify the quality parameters so that it can be measured. They are as shown in the table below.

Sl.No	DESCRIPTION	RAT
1	EXCEPTIONAL	5
2	SUPERIOR	4

3	EFFECTIVE	3
4	SATISFACTORY	2
5	MEETS REQUIREMENTS WITH ASSISTANCE	1
6	NOT MEETING REQUIREMENTS EVEN WITH ASSISTANCE	0

The following attributes are assessed by the appraiser. The weightage for each attribute is prefixed. The following table lists the quality attributes and their weightage (importance). There is also provision in the table for entering the marks given by the appraiser. The following score table explains the appraisal in an easier way. This is an example.

Sl. No	Attributes	Weightage	Appraiser (rating)	Appraiser (score)
1	Functional Knowledge: Knowledge of own area of work, principles, processes, Industry, innovative practices, applicable statutory compliances			
2	Quality of Output: Completeness & Correctness of Work, compliance with quality and documentation practices.			
3	Attention to Detail: Thorough review of work, checking for accuracy, correction of errors. Efficient Record Keeping.			
4	Time Management: Perform activities within set deadlines, prioritize work, handle multiple tasks simultaneously, and provide timely feedback.			
5	Communication skills: Oral and written communication skills; Listening skills, understanding others the first time, client and internal interaction.			
6	Discipline and Punctuality: Compliance with the organisation's norms, regularity & punctuality in work			
7	Organization Skills: Effective Planning of work, prioritization of assignments and timely completion of tasks.			
8	Initiative taking/ Problem Solving: Volunteer to work on problems, innovative ,ready to help and proactive			
9	Dependability and Accountability: Commitment to task completion, timely feedback to all concerned, accepting responsibility for one's decisions			
10	Service Delivery: Understanding and meeting the needs of clients. Clients are individuals or groups who use the department's services.			
11	Adaptability: Personal willingness and ability to work in, and adapt to change.			

12	Team Work: Understand the importance of Team Work, enhance the value of work, Sharing knowledge Support team's decision and stick to them.			
13	Integrity: Respect necessary rules, standards and procedures, including those concerning security, health & safety, ethics and confidentiality.			
TOTAL SCORE OBTAINED				

The formula for calculating the score is (score=weightage*Rating)

Apart from this if the staff takes additional responsibilities/contributions towards the development of the institute it is also considered for promotion and other benefits. The reviewer assesses both the score card and contributions made by the staff towards the development of the institute and gives the recommendations to the management for further action.

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

6.4 Financial Management and Resource Mobilization

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

Response:

INTRODUCTION:

The institution needs funds to sustain its operations. The various expenses occurred by the institute are the salary of the teaching and non teaching staff, expenses for the teaching- learning resources, expenses for the infra-structure development, expenses for the academic support facilities, expenses for library facilities, Maintenance expenses, administrative expenses etc. Therefore in order to meet the expenses the institute is forced to generate revenue and mobilize funds from multiple resources and utilize it optimally.

SOURCES OF INCOME FROM STUDENTS:

TUITION FEES:

The major source of the institutional income is the tuition fee collected from the students which is fixed by government. The fee is realized on a particular due date. It is generally collected on a periodic basis. Admission fees, affiliation fees and other fees are collected along with tuition fees. Affiliation fees are remitted to the university.

INCOME FROM DENTAL CLINIC:

Each department is attached with a specialized clinic. Out patients are treated in these clinics. Nominal Treatment charges are collected from patients treated by the faculty. Treatment charges include consulting fees, Dental materials, and charges for X-rays.

OPTIMAL UTILISATION OF FUNDS:**BUDGET:**

Budgetary control is employed to ensure the income is utilized appropriately and optimally. Budget is prepared at the beginning of a financial year. It is prepared by analyzing the previous year income and expenses. Budget is the process of anticipated income and expenditure.

INTERNAL AUDIT:

The purpose of the internal audit is to ensure whether the income was spent appropriately and optimally. Also internal audit helps whether all incomes were recorded. An internal auditor is appointed by the board of management to carry out internal audit regularly in order to utilize the funds optimally.

EXTERNAL AUDIT:

External audit is done at the end of the financial year. External audit is outsourced .The external auditors are chartered accountants. The governing council identifies the external auditing agency. The external auditors employ various methods for auditing.

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

6.4.2 Institution conducts internal and external financial audits regularly**Response:****Internal Audit:**

Internal Auditor appointed by the management Internal Auditing of Accounts at the regular times . All accounts are verified regularly to ensure that the resource mobilization is done properly and also ensure that amount so collected is properly accounted for as per procedure in force, from time to time.

Verification is also done to ensure that all expenditure incurred and money spent is as the procedure in force and as per permission from the chairperson. It is also verified that all expenditure/money spent is properly accounted for as per procedure in force. Quarterly reports are prepared and submitted to Chairperson Madam in information and record.

External Audit:

External Auditing is done every year by Dasharath Associates Chartered Accountants and all the accounts of the institution are audited regularly before finalizing the accounts during August/ September. The audited balance sheet is submitted to Chairperson Madam along with all required reports. All Audited statements are held on record. Every year audit reports are filed with Income tax department within the due dates

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

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

Response: 0

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

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

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

STRUCTURE OF IQAC:

IQAC was established in the month of November 2019. The Head of the institution constitutes the IQAC. The IQAC is headed by a chair person. Members are selected from various departments.

MECHANISM OF IQAC:

Since the IQAC is responsible for improving the quality of the academic process of the whole institute, it can not act alone. It works in tandem with other committees and strives for quality improvement.

Curriculum committee does the planning for curriculum delivery. IQAC works with curriculum committee and monitors the curricular delivery. In case IQAC finds any deviation from the planned schedule it suggests the guidelines like allotting additional hours for that particular topic. Now the deviation is corrected and the curriculum is delivered within the stipulated time.

IQAC works with research committee to identify the research topics which are of value to the society with respect to cost effective and efficient treatment. This results in enhancement of quality of research projects.

IQAC works with purchase committee to buy the advanced equipments for research so that quality research is carried out.

IQAC interacts with governing council regarding the feedback report on curriculum obtained from the stake holders. It suggests the governing council about the necessary actions to be taken in order to enhance the quality of curriculum.

OBJECTIVES OF IQAC:

The IQAC ensures quality in academic and administrative processes which is the main function of it. Following measures are taken by the IQAC to ensure the quality:

FUNCTIONS OF IQAC:

- IQAC reviews the curriculum delivery periodically and ensures that the whole curriculum is taught within the stipulated time.
- The curriculum offered by a university may not be sufficient to offer the required knowledge about the ever changing scenario in technology and treatment protocol. Therefore it is required to modify the curriculum which is not possible to implement. To overcome this problem add on courses and value added courses are given. IQAC coordinates with all the departments and facilitates them to identify the courses and conduct them in a planned manner.
- IQAC has organized research programmes, conferences, workshops, Seminar, Continuing dental education programs etc.
- The IQAC takes the Feedback on curriculum, analyses the report, and suggests the necessary action

plan to be taken, submit it to the governing council for further approval and necessary action.

- IQAC reviews the experimental set up of clinical skills lab and suggests improvements regarding the display of various charts, models, etc.
- IQAC monitors the internal examination system and ensures that they are conducted in transparent manner.
- IQAC suggests necessary changes required in conducting the tests like the frequency of the tests, retest for slow learners etc.
- IQAC strives for improving the quality of research projects and works in tandem with ethical committee for checking the genuine of the project.
- IQAC involves in preparing documents for various accreditation process.
- IQAC conducts the academic and administrative audit.

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

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

Response: 75.1

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
07	43	43	54	54

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

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 21

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
4	4	5	4	4

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

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

Response:

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

Safety and Social Security

Excellence doesn't distinguish between genders. Instead, it recognizes talent and good management. Our institution has always worked towards creating a secure environment for students and employees irrespective of gender, since the time of its inception. Its commitment to promote gender equity is evident in all the institutional policies.

- The campus is self-contained with state of the art security arrangements to ensure complete safety of the students and employees around the clock. The security is managed by a well-trained team of

ever vigilant security guards who are trained in managing all manner of security threats.

- Over 400 CCTV cameras are strategically placed all over the campus and monitored 24/7 by our security staff to ensure safety of the staff and employees.
- Random checks of the bags are carried out at the entrance in order to keep the campus free of alcohol and drugs.
- The campus has a zero tolerance policy towards sexual harassments, ragging and bullying of any form. Members of sexual harassment and grievances committee constantly interact with the students and staff any complaint of this nature is dealt with sternly.
- Women security guards are an integral part of the security team and are stationed at various points of entry and exit from the campus. Women security guards are stationed at ladies hostel and near the girls' common rooms and toilets to thwart any untoward incidents.

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

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

Response: B. Any four 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
Link for additional information	View Document

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**

- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Response:

Institution always strives to protect environment by appropriately handling biomedical waste and strictly adheres to the guidelines from pollution control board BMWM Rules & Regulations BMWM Amendment Rules, 2018. We have recently implemented OP data recording online thereby minimising waste. Dental health care leads to generation of wastes such as dental casts/models, extracted teeth, soaked cotton, needles, saliva, mercury, amalgam and various chemicals. Bio-Medical Waste will be collected in color coded bins as per Karnataka State Pollution Control Board (KSPCB) norms and handed over to CBWTF “M/s.Anu Autoclave & Incin.Services.”

Solid waste management:

Solid wastes are infectious waste, recyclable plastics, glasswares, sharps, dental casts / models, extracted teeth etc. Organic portion of the waste will be treated in organic converter and Sewage Treatment Plant(STP). Sludge will be dried and used as fertilizer for gardening. Inorganic portion of the waste will be collected in color coded bins and handed over to waste recyclers.

Liquid waste management:

The liquid waste generated from the hospital activities includes domestic effluent and liquid bio-medical waste. The liquid waste will be segregated, disinfected with 1% Sodium hypochlorite solution and then discharged into STP for further treatment. The treated water is been used for gardening and toilet flushes.

Biomedical waste management:

Biomedical wastes are segregated and disposed into colour coded bags red, blue, yellow, green and puncture proof cans. It is then double bagged and tightly tied and labelled with a biohazard symbol and then handed over to “M/s. Anu Autoclave & Incin.Services.” Color coded bags will be subjected to treatment as per KSPCB norms. General waste would be handed over to to BBMP for further disinfection.

E-waste management:

Institution focuses on minimal generation of e-waste as some electronic devices contain materials that are hazardous. Improperly disposed photocopiers, electric lamps, fax machines and computers may leach lead and other substances into soil and groundwater. If any of the electronic devices or products is found to be

non-functional the in-house Biomedical Engineers will perform functional check. After they provide Beyond Economic Repair Certificate these electronic products are then termed as scrap and handed over to e-waste recyclers who possess E-waste certificate from KSPCB.

Waste recycling system:

The waste water generated from the hospital activities is being treated in STP. Physical, chemical, and biological procedures are applied to eliminate impurities and yield treated waste water that is harmless for discharge into the environment. The treated water is recycled for toilet flushing and gardening.

Hazardous chemicals and radioactive waste management:

Used cold sterilizer (2% glutaraldehyde) and Developer solution are subjected to treatment in the STP. Fixer solution is subjected to silver reclamation/recovery unit and Lead foil is recycled by scrap dealer. Formalin is neutralized and subjected to treatment in STP. Xylene is kept in a nonchlorinated waste container for disposal.

Automatic Blood pressure monitoring device is used to eradicate the usage of mercury. Personal Monitoring Device a radiation sensor is used to measure the amount of hazardous X-ray exposures in an indicated time.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: All 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
Link for additional information	View Document

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

Response: A. All of the above

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

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

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

Response: A. All of the above

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

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

Response:

Vydehi group of institutes – VIMS & RC, VIDS & RC, VINS & RC, VYDEHI INSTITUTE OF PHARMACY and Vydehi School of excellence are known for compassion, inclusion, and great academic excellence. While gaining immense knowledge, they are taught to work with empathy and tolerance.

Vydehi despite being a part of “The Karnataka Religious & **Linguistic** Mionority (**KRLM**) **Colleges** Association” , leans towards the harmony of embracing various different people from various states on India and abroad. Tolerance in Vydehi is extensively explored through various religion, culture, tradition and languages, providing inclusive environment to the staff & students irrespective of their cultural, religious, and linguistic & socio economic back ground.

Institution’s General & Restricted Holiday policy is formulated giving importance to all the religions. Institution members are allowed to celebrate all the festivals to make them feel near to their home.

Institution has various regulatory committees to main the harmony among the staff and students to address issues related to ragging and discipline at various levels to have unbiased rule for everyone.

Various administrative positions and administrative committees in the institution have members from various religion caste and language providing equal opportunities to all.

The food served at the hostel mess, restaurant and serves as an example of dietary tolerance too. Where Vindoos food truck provides pure vegetarian menu, restaurant and hostel mess providing the menu that includes vegetarian and non-vegetarian varieties and has an array of indo-western choices to satisfy one and all.

The teachers recognize academic tolerance as well, as there are different learning experiences towards the knowledge imparted. For example, it could be online classes, through the **3D - medi - magic app**, or practically through the **world class simulation labs**, where students can explore and see what they have only read about in their books, and even different styles of teaching such as using power point presentations and the textbook as well, which gives students a whole rounded idea of what they are studying. Students from various other states are given special Kannada classes to understand the local

language. This helps them understand the local patients better.

Institution has leveraged its location for the service of the community through its mission to provide state of art facilities to the underprivileged by establishing Kannamangala **day care centre** by providing the broad & super specialty medical & dental services to the nearby villages at very nominal fees. Institutional policies for free Ophthalmology and Pediatric services have treated thousands of patients from its inception.

To help patients with different regional language we provide instruction/ sign boards in various other languages other than English and Hindi.

Institutional free **Pediatric Surgery Policy Under which, yearly 12 pediatric surgeries** are performed per year with no financial limit. Under this policy underprivileged pediatric cases are selected irrespective of their religion & caste and treated free of cost.

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

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

Response: A. All of the above

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

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

Response:

-

The institution provides a platform for all students to showcase their talents and prepare them to light the future. On the auspicious festival of Diwali our students illuminated the campus through the creation of rangolis, painting of diyas along with fun games.

Ethnic Day

A day of celebration of the rich traditions and vibrancy of Indian culture was celebrated at Vydehi dental college.

-

The harvest festival of Kerala was celebrated with joy and enthusiasm by all the departments with Pookalam competition.

-

Christmas was celebrated by decorating the departments, cake cutting, exchange of gifts and Christmas carols.

Ayudha Pooja

On this day, special prayers were offered to Goddess Saraswati, the divine source of wisdom and

enlightenment. Books and instruments were placed for Ayudha Pooja.

Teachers Day

Teacher's day will be on 5th September of every year to commemorate the birth anniversary of India's first Vice President Dr Sarvepalli Radhakrishnan. Students celebrate Teachers' Day as a symbol of gratitude and appreciation to the effort done by teachers.

Children's Day

This day is celebrated by cake cutting and also by conducting games for patients in Paedodontics department.

Women's Day

Institution always focuses on women's rights, gender equality and safety of women in the working environment of the institute. "Women's Day" is commemorated by the institute every year by conducting games for female faculty, cake cutting followed by lunch.

No Tobacco Day

A signature campaign was done. Oral health screening camp has been conducted in Vydehi BMTC bus stop.

Blood Donor's Day

A blood donation camp was organized in and by the department of Public Health Dentistry. A good number of participants successfully donated blood.

World Oral Health Day

A flash mob was performed and oral health screening camp was conducted at In-orbit mall, Whitefield, Bangalore

Oral Hygiene Day

A student education programme was organised by IDA and Oral B as part of Oral Hygiene Day celebrations.

Smile Torch Day

Smile Torch Day was celebrated by conducting Selfie competition for best smile, cake cutting, release of balloons and pigeons. The program was concluded by visiting Vydehi School of excellence to create awareness by distributing Oral hygiene kit.

Oral Medicine Day

Students were enlightened about significance of this day and competitions were conducted to earmark this

occasion.

International OMFS day

Hands-on workshop for interns and IV BDS students on Orthognathic procedures and fracture management using dry skull units was conducted on this day.

Indian orthodontist day

An interdepartmental get-together was organized for all the post graduates, interns, students, staff and patients present. Awareness about orthodontic treatment was created.

Prosthodontics Day

Prosthodontist Day was celebrated by organizing an awareness program for patients about treatment options. Competitions like quiz, musical chairs and dumb charades were conducted.

Public Health Dentistry Day

Oral Health Awareness Program was conducted at Government School, Seegehalli, Bangalore.

Conservative Dentistry Day

Conservative Dentistry Day was celebrated by conducting competitions such as Debate, Quiz and Pre-clinical skill evaluation. Students, Interns, PG's and Staff actively took part with enthusiasm.

File Description	Document
Link for additional information	View Document

7.2 Best Practices

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

Response:

BEST PRACTICE: 1

Title: Digital and Paperless- The Future for Teaching, Learning and Patient Care

OBJECTIVES OF THE PRACTICES

- To optimize work efficiency and reduce patient waiting time while maintaining transparency and accessibility.
- To streamline patient management including Out-patient management, In-patient-admissions
- To educate students, the importance of complete patient history, systemic conditions and their

management

THE CONTEXT

VIDS, which has been incorporating the latest technologies to optimize workflow and data management, is supported by a dedicated in-house IT department which ensures all operations of the institute are automated and computerized.

After initial glitches, the practice has been integrated seamlessly in our academic program. A good example is biometric facial recognition, used by students and staff alike for day-to-day attendance.

THE PRACTICE

A) “THE HMS - HOSPITAL MANAGEMENT SYSTEM”

Each patient allotted a digital card and unique ID has their data entered at every department on digital program that can be retrieved at any other department at any time.

At present, GHealth online program is being used which will be replaced by the more robust VYKO, which in phase II will be implemented in VIDS.

B) “ONLINE PRESCRIPTIONS”

Prescriptions done through online prescription makes it easier for patient to procure correct medication with no abuse of a written prescription. Listing of drugs are under generic names which improves decision making for the students.

C) “DMS: DOCUMENT MANAGEMENT SYSTEM”

Pharmacy and store related indenting is done online following the various approvals at different levels of administration.

All medico-legal cases documentation is maintained in the EMD in the digital format.

D) “DIGITAL EVALUATION”

Digital evaluation of scanned answer script, is done on campus under the affiliation of RGUHS. This cuts down time in transportation of the answer booklets, reduces the risk of mishandling.

E) “DIGITAL LIBRARY”

The college is part of the HELINET consortium of RGUHS which offers many e-journals, e-books, and database which has had a tremendous impact on the academic performance of the students.

F) “VASA” VYDEHI ADVANCED SIMULATION ACADEMY

Vydehi advanced simulation academy, Asia's largest high fidelity medical simulation facility with a capacity to accommodate 350+ students is highly beneficial in training students.

G) "ADMINISTRATION"

Staff, both teaching and non-teaching, have biometric finger or face or smart card for identification purposes. All communication including circulars, notifications are done online with WhatsApp groups used for internal communication.

Students through an online portal- **CAMPUS MEDICINE** can find their attendance, internal marks and other essential information which can also be accessed by parents.

H) "3D CLASSES"

An innovative idea introduced for better comprehension of topics was the introduction of 3D classes which proved to be easier than 2D teaching or demonstration on cadavers.

I) DIGITALIZATION USAGE IN VYDEHI TRANSPORT FACILITY

The transport systems in Vydehi use an in-built GPS system for bus tracking, used by students, staff and parents.

I) COMPUTER ON WHEELS IN THE EMERGENCY DEPARTMENT

The EMD uses "computer on wheel", which decreases the response time, data of which can be transferred across various departments when needed.

J) DIGITALIZATION OF VYDEHI DURING THE PANDEMIC

In 2020, the college launched online consultation for patients along with COVID testing, i.e. RTPCR, gene expert and RAT reporting done through online.

The IT department had also set up online-classes with regular Internals assessment conducted.

Under the aegis of GOK and RGUHS, home isolation was also monitored

K) "DIGITAL IMAGING"

Digital imaging techniques like OPG, RVG, CBCT are used for more detailed diagnosis, which teaches students advanced imaging technique while being more patient friendly. CD report is given to patients.

EVIDENCE OF SUCCESS

Digitalization has shown an overall improvement in the performance of the students as the overall pass percentage has improved while also being useful at patient management.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

Certain problems faced in transition was the frequent power cuts, adapting skills for students and staff, availability of computers, patients not carrying smart devices.

BEST PRACTICE: 2

TITLE - REACHING THE UNREACHED

OBJECTIVE

- To focus on providing world class healthcare service to community
- To provide all round development of the students

THE CONTEXT

The institution's mission towards the society, especially for the under privileged has been actively organizing numerous community outreach programs, designed to provide relevant approach to dental health care needs and create opportunity for students to delve into research.

THE PRACTICE

A)“Kannamangala”

Highly subsidized treatments are given to patients at the satellite center catered to provide health care to the rural population.

B)“Public health camps”

Camps, organized by the Department of public health dentistry and the department of pediatric dentistry, provide basic dental treatments including oral prophylaxis, restorations and restorative treatment free of cost along with awareness on oral hygiene with discounted rate for surgical referrals.

C)“Hi-Tech Mobile Dental Van”,

VIDS has a well-equipped 2 dental chair mobile dental clinic which aids students and staff in the camps.

D)“Danta Bhagya Yojane”

Department of Prosthodontics, under Karnataka government scheme of ‘Danta Bhagya Yojane’, delivers free dentures to senior citizens below the poverty line which also helps the students clinical learning and geriatric patient management.

E)“Pediatric policy”

Since 2018 VIDS in collaboration with numerous trusts, has been offering 12 surgeries annually to

pediatric patients, parents of whom fall under the BPL category, free of cost.

F)“Outreach Programs”

Department of Pediatrics with various trusts and foundations cater to children who belong to the lower socio-economic strata which has also helped students by exposing them towards pediatric patient management.

G)“Tobacco cessation center”

VIDS cessation center serves as an opportunity to teach the students clinical aspect of tobacco consumption and patient counseling.

EVIDENCE OF SUCCESS

Over many years through camps a vast number of the population have received oral health care and education while allowing students to have access to a wide variety of cases, improve their communication skills.

PROBLEMS ENCOUNTERED

Minor procedures can be done in camps but more extensive procedures cannot due to limitation in the equipment. Huge number of population which actually require oral health programs reside in geographic areas which are difficult to reach and may not have resources to conduct program.

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

7.3 Institutional Distinctiveness

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

Response:

VISION

- To provide an integrated healthcare system, with a focus on compassionate patient care to the underprivileged people, by leveraging state-of-the-art technology led by a team of committed professionals equipped with excellent medical skills and competencies.

MISSION

- “Our mission is to bring healthcare of International standards within the reach of every individual. We are committed to the achievement and maintenance of excellence in education, research and healthcare for the benefit of humanity.”

RESEARCH FACILITIES

Institute provides facilities in terms of space and infrastructure, access to Medical and Dental services, mentoring and training programmes to enhance skill of students and faculties in research activities. All the departments are equipped with state of the art facilities and have latest high end equipments such as Research Microscope, Surgical Operating Microscope, Micro Vascular Microscope, ARC FOX Diode laser, and advanced imaging modalities like Cone Beam Computed Tomography (CBCT).

VIDS-IEC-Provisionally Registered with National Ethics Committee, Government of India, Ministry of Health & Family Welfare, Department of Health Research

Vydehi Institute of Dental Sciences-Institutional Ethics Committee (VIDS-IEC) reviews and ensures the appropriateness, quality and consistency of biomedical and health research proposals as well as risks and benefits to study participants and research proposals received from researchers of institute and takes responsibility to ensure that research participants are exposed to minimal risk in relation to any benefits that might result from the research. Thus it brings about the much needed transparency, accountability and structure to regulate and monitor biomedical & health research in the institution.

HUMAN VALUES

Students are also inculcated with morals, integrity, respecting teachers as well patients, humanity, co-operation, and commitment in all clinical subjects of dentistry. Public Health Dentistry teaches values and concerns to create relationship and direct patient care. Dental Checkup camps and Blood donation camps are conducted in order to express how mankind is important.

PROFESSIONAL ETHICS

Dental ethics practice is an important element of profession and is required for positive human behaviour. Dental ethics often recognize honest responsibilities, assist independence and self-determination, safeguard the susceptible and encourage the well-being and equality of human beings. A balanced curriculum is established so that all the subjects of dentistry follow professional ethics in order to maintain right and

dignity of patients and also importance of dental records with relation to law.

ICT ENABLED CLASSROOM FOR TEACHING:

Striving in the path of success, the institution incorporates and encourages the faculty to follow innovative methods. ICT-enabled class rooms give the opportunity for the students to learn the concepts and latest advancements in the field of dentistry. To carry out the above mentioned teaching process LMS (Learning Management System) is used. MS is web based application software. The institute has purchased a LMS named CAMPUS MEDICINE platform between management, faculty, students and parents.

FEEDBACK SYSTEM

Feedback system plays a productive role in student's learning and also assists in teaching and learning process about its accuracy.

Institution regularly obtains feedback from faculty, students and parents for further improvement of quality in teaching, learning and patient care.

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

8. Dental Part

8.1 Dental Indicator

8.1.1 NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.	
Response: 67.4	
8.1.1.1 Institutional mean NEET percentile score	
Response: 67.40	
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

Other Upload Files	
1	View Document
2	View Document

<p>8.1.2 The Institution ensures adequate training for students in pre-clinical skills</p> <p>Response:</p> <p>Response</p> <p>The students are preclinically trained Case history recording before entering clinics.</p> <p>Pre-Clinical Training for Suturing Techniques</p> <p>In the department of Oral and Maxillofacial surgery the undergraduates are trained for suturing techniques on Cushion Models.</p> <p>Training under loupes for UG & PG – PRECLINICALS</p> <p>Extensive preclinical training for undergraduates with the objective of attaining knowledge required while they are developing necessary skills and attitude. These developments have improved the precision with restorative dentistry & endodontics is performed. The advent of optical magnification instruments such as concave surface mirrors, loupes, microscopes, endoscopes, and oroscopes enables the endodontist to magnify a specified treatment field beyond that perceived by the naked eye. These instruments have</p>

opened up the hidden world and help us visualize what till now escaped undetected.

We ensure our students are trained to work under magnification during preclinical course level by conducting 6 days training program exclusively on magnification loupes .The course cover wide topics like goals of magnification, uses of magnification in preclinical operative dentistry, various magnification devices, demonstration of loupes and its parts and hands-on session.

Training for magnification from the preclinical level ensures undergraduates are learning new techniques .Their peculiar appearance to patients with improved accuracy of treatment helps in attaining high quality dentistry competing with global standards. As some surgeons say, “if you see it, you can protect it”. This adapts also applies to dentistry. If the clinician can see something more clearly and magnified, he or she can better evaluate and treat that object.

Preclinical training in Orthodontics department

Training in Cephalometrics Tracing and Analysis is given for both UG’s and PG’s students. The students are even trained for making retainers with clasps, labial bow and springs on models.

Preclinical training in Prosthodontics department

Both UG’s and PG’s are trained preclinically for Impression making, cast pouring, model trimming, base preparation, teeth setting, Complete Denture, Removable Partial Denture making and Crown cutting on models.

Preclinical training in carving techniques

Every undergraduate and postgraduate students are trained in wax tooth carving. Tooth carving places a basic foundation for dentistry which enhances psychomotor skills for a dentist throughout his/her career. The students are trained to carve all teeth from Incisors to Molars.

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

8.1.3 Institution follows infection control protocols during clinical teaching

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

6. Needle stick injury Register

Response: A. All of the above

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

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

Response:

Orientation for freshers

Orientation program aims to introduce student to both academic and social aspect of a dental institution as they transit from pre-university college. This program helps to build rapport between teachers and students. It caters platform to get familiar with learning environment and different departments in the institution.

The goals of orientation program are to create students familiarity with -

- Institution's rules and regulations
- Institution's dress code
- Institution's leave pattern
- Introduction of syllabus, course duration and one year compulsory rural internship
- College timings
- Academic standards
- Anti- ragging regulations
- Priority on women's safety and empowerment
- Introduction of college student alumni
- Importance of extra- curricular activities and sports

White Coat Ceremony

White coat ceremony is an important event in all dental students career wherein on this day; the student completes his/her preclinical training and gets promoted as clinical students/ observer.

This ceremony starts with Hippocratic Oath. All the students will take the oath in the presence of College Chairperson, Principal and all Heads of Departments. The Principal hands over the white coats to all the students assembled in the program. This program signifies student's career from cocoon stage to butterfly stage. This program helps students to know their responsibilities, expectations and appropriate behavior as dental professionals with the patient, batch mates, seniors and staff members.

At the end of the program, all the Heads of the Departments will give their valuable advice and guidance to the students for their bright professional future.

Internship Ceremony

This ceremony starts with Hippocratic Oath. All the students will take the oath in the presence of College Chairperson, Principal and all Heads of Departments. This program helps students to know their responsibilities, expectations as a dental professional with the patients.

The goals of internship program are as follows.

- Institution's rules and regulations
- Institution's dress code
- Institution's leave pattern
- one year compulsory rural internship
- College timings
- Academic standards
- Anti- ragging regulations
- Priority on women's safety and empowerment
- Importance of extra- curricular activities and sports.

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
Links for additional information	View Document

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

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

Response: A. Any 5 of the above

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

8.1.7 Average percentage of full-time teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Dental Education etc.) during last five years**Response:** 7

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
5	4	3	3	3

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

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

Response:

The institute follows well-structured policies to assess the competencies of BDS students/ interns based on the RGUHS curriculum and DCI curriculum 2007. The institute policies are primarily focussed on excelling the students' competency by training them theoretically which in turn a stepping stone to excel in clinical skills is.

The institute involves an elaborate pre-clinical programme to be completed by the students before they enter the clinics and start treating the patients. The 1st and 2nd students will be attending the preclinical laboratories in medical subjects like Anatomy, Physiology, Biochemistry, Microbiology, Pharmacology and General Pathology and receive training in testing the blood samples and urine samples of patients.

The 1st and 2nd year students will attend the pre-clinical laboratories in subjects like Oral Pathology,

Prosthodontics, Conservative Dentistry and Orthodontics to attain proficiency required before taking up patients. The students will be trained to do tooth carving which helps them to understand the morphology of teeth and replicate the same in patient's mouth when they do restorations. In Prosthodontics preclinical students are trained in handling the plaster, making models, temporary and permanent denture bases, fabrication of complete dentures with every steps being taught and assessed. The students are also subjected to work on the simulation models like Phantom heads to prepare cavities and restore the teeth to functional and aesthetic form, along with knowing the basic ergonomics.

The 3rd year students are posted in medical hospital for General Medicine and General Surgery which helps them to understand the general health of the patients. The evaluation of students are done based their competency to evaluate the patient and arriving at a diagnosis.

The 3rd year and 4th year BDS students will be given two rounds of clinical postings in all the dental subjects. The students are trained on the various aspects of clinical work like recording case history, processing and interpretation of radiographs, restoration of decayed teeth with suitable restorative material, oral prophylaxis, replacement of missing teeth, crown preparation, administration of Local Anaesthetic, root canal treatment for anterior teeth and handling of child patients to provide the basic required treatments like oral prophylaxis, restorations and extractions.

The students are provided training in these aspects throughout the year and continuous evaluation is done. The evaluation process involves objective structured practical examination(OSPE)/ objective structured clinical examination (OSCE) and Viva-Voce. The students will two posting end clinical examination during their postings in their respective departments and one final centrally organised practical exam.

The Evaluation process involves:

- Written exams: internal assessment for theory examinations are conducted to assess the knowledge of the students required for clinical course.

Clinical Examination:

- Objective structured clinical examination,
- Record books
- Case history recording
- Chairside Viva on case history and treatment rendered
- Grand 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: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
75	75	79	75	78

8.1.9.2 Number of first year Students addmitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
75	75	79	75	78

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:

Response:

BDS DENTAL GRADUATE ATTRIBUTES:

At the completion of the undergraduate training programme the graduates should be:

- Able to apply knowledge & skills in day to day practice
- Able to apply principles of ethics
- Able to analyse the outcome of treatment
- Able to evaluate the scientific literature and information to decide the treatment
- Able to participate and involve in professional bodies

- Able to do self-assessment & willing to update the knowledge & skills from time to time
- Able to involvement in simple research projects
- Having a minimum computer proficiency to enhance knowledge and skills
- Able to refer patients for consultation and specialized treatment
- Able to diagnose oral and dental problems, analyse and arrive to a diagnosis with proper scientific knowledge and use of appropriate investigations.
- Ability to apply a holistic approach of treatment with an integration of their mental wellbeing, physical wellbeing, and spiritual wellbeing.
- Understanding of the legal, cultural, social, and public health and safety implications of maxillofacial health care solutions.
- The ability to develop ethical responsibility for both healthcare and the profession.
- Ability to operate as part of a team while using knowledge from many healthcare disciplines and providing leadership in a variety of interdisciplinary contexts
- Ability to impart education at the community level by oral health promotion including primary and secondary prevention
- Ability to be involved in lifelong learning process while coping and adapting to the changes and advancement in technology and develop maturity and responsibility to maintain standards of dental practice at the highest level throughout a professional career.
- Ability to deal with emergency situations in dental clinic as well as public places
- The ability to apply strategies of stress management to oneself, to patients and to the dental team as appropriate
- Skills to use contemporary information technology for documentation including patient records, communication with the patient, management of information and applications related to health care.

EVALUATION:

To measure the attainment of dental qualities, the college uses both objective and traditional evaluation methods. For student evaluation, objective approaches such as OSPE/OSCE are provided, in which the student's depth of knowledge, clinical skills, communication skills, and other skills are measured. The traditional evaluation method consists of answering a set of questions, one-on-one viva-Voce, and identifying spotters in a specified time. These systems aid in the evaluation of the above-mentioned dental attributes.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document

8.1.11 Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.

Response: 0.09

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
16	43	46	41	24

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 Faculty Development Cell of VIDS & RC strives towards the achievement and maintenance of overall excellence in quality of education and research. It aims to promote faculty innovation and entrepreneurship by providing resources and support to faculty members to ensure that the highest standards of teaching/learning and research are achieved.

The Initiatives of FDC include:

- Periodic assessment and identification of training requirements for faculty members.
- Comprehensive faculty training programs across all professional practice domains.
- Effective utilization of technology.
- Professional development opportunities for faculty.
- Encourage faculty leadership and entrepreneurship

Various Faculty development programs and Continuing Dental Education are conducted in the institution annually. All departments are encouraged to organize at least one continual dental education program/symposia/workshop every year. Many of these programs from have delegates from other colleges and states. Support and funding as needed is provided by the Management.

Training the Trainers are organized by the FDC yearly to train the faculty in advanced Teaching/learning methodology. Trainers from RGUHS ACADEMIC & ADMINISTRATIVE TRAINING INSTITUTE (RAATI) and the Medical Education Unit, Vydehi Institute of Dental Sciences & Research Centre collaborate with the FDC to conduct periodic training programs.

Continual Dental Education programs including Hands on Workshops and Symposia with eminent National and International speakers and alumni have been invited to deliver guest lectures and conduct Hands-on Workshops on emerging trends in Dentistry.

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

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5. CONCLUSION

Additional Information :

Entire Institute is under CCTV surveillance. All classrooms are e-enabled, virtual classrooms to conduct online webinars. Wi-Fi for all the lecture halls to ensure students are technically sound. Institute has dedicated internet connection leased line. All the departments in the institute has computer system with internet facility. Attendance of the students are taken subject wise for every period by using portable face recognition devices.

Institute conducts regularly CDE programme. National PG conventions are also being conducted in the institute. Institute is having on Panel International visiting faculty to exchange program and also to exchange knowledge with faculty and students. Dental college is located in as unitary campus where it is attached to a medical college teaching hospital to enable integrated teaching and learning. The institution has separate boys and girls common rooms. Every student of the institution is monitored from entry to exit in terms of safety as well as mentoring by the mentor committee. There is a feedback system in the institution in which the feedback is obtained from each student for further improvement of teaching and learning.

A dedicated in-house a/c Auditorium with 1500 persons capacity is situated within the campus. Entire clinical work system is computerized. Webinars on awareness programs on preventive measures are organized during Covid 19 pandemic. Dedicated areas in the attached medical hospital are ear marked for imparting clinical teaching for BDS and MDS students and also for patient care. Dedicated Major and Minor OTs are allotted for Department of OMFS. Dental college is running a specialty clinic in medical hospital so as to communicate patients to Dental hospital to render advanced specialty treatment. Medical faculty are ear marked for teaching medical subjects for BDS students.

Institute is having dedicated digital museum – VIDA. BDS students are provided 53D medimagic-3D model software with app for learning. Institute is generous enough to enroll students in various categories and also recruit faculty in all categories. The institution has centralized mail room where a dedicated person is stationed for organized distribution letters/ couriers etc

Concluding Remarks :

The name 'Vydehi' is synonymous with nurturing of character and development of a holistic personality. The atmosphere at Vydehi Institute fosters academic excellence, spiritual well-being, creative skills, social responsibility and commitment to deliver the best. It inculcates in the student the values of kindness and fairness in all his/her dealings and accepts nothing but striving towards perfection. The Institute strives to broaden the horizons of knowledge and infuse a zest for excellence. Emphasis is laid on the development of critical, analytical, problem solving and decision-making abilities to enable the student to be a powerful force for the country's socio-economic progress and change.

The students are inculcated with morals, integrity, respecting teachers as well patients, humanity, co-operation, and commitment in all **clinical subjects of dentistry**. The academic process in the institute caters to a wide range of students. The institution has well equipped infrastructure facilities for clinical teaching and patient care as per the regulations and standards directed by RGUHS and DCI. The institute is committed to providing high-quality, comprehensive, and integrated education to its students, who are the most important stakeholders. Teachers are trained to recognize the differences in the abilities, learning style, pace of learning and interest

between students and to adapt the delivery of the curriculum accordingly. The institute has various committees for quality excellence of the institution in academics, teaching, learning and also for patient care

Dental health camps are routinely done in these peripheral centers to create awareness among the public about dental, oral health and its significance. The faculty is trained to plan and deliver the curriculum using a student centric approach in ICT enabled classrooms. Irrespective of the gender the institution aims to provide equal rights and safety measures to all the students in learning and development. All the faculty and students are encouraged to participate in research activities of the institution. Institution has also obtained research grants from RGUHS. Institute is generous enough to enrol students in various categories and also recruit faculty in all categories. Institute also offers certificate course for quality training.

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