



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	
	BAPUJI EDUCATIONAL ASSOCIATION COLLEGE OF DENTAL SCIENCES
• Name of the Head of the institution	Dr. ALI IM
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	08192231285
• Alternate phone No.	08192236493
• Mobile No. (Principal)	9448013116
• Registered e-mail ID (Principal)	principalcods@gmail.com
• Alternate Email ID	vhsushanrh@gmail.com
• Address	PB No 327, Pavillion Road
• City/Town	Davangere
• State/UT	Karnataka
• Pin Code	577004
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Urban

• Financial Status	Private				
• Name of the Affiliating University	RAJIV GANDHI UNIVERSITY OF HEALTH SCIENCES, BANGLORE				
• Name of the IQAC Co-ordinator/Director	Dr. Sushanth VH				
• Phone No.	08192231285				
• Alternate phone No.(IQAC)	08192236493				
• Mobile No:	9986914030				
• IQAC e-mail ID	iqaccods@gmail.com				
• Alternate e-mail address (IQAC)	drsushanth@gmail.com				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://cods.edu/wp-content/uploads/2022/10/AQAR-2021-22.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://cods.edu/wp-content/uploads/2023/08/ACADEMIC-CALENDER-2022-23.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 2	A+	3.26	2023	18/10/2023	17/10/2028
6.Date of Establishment of IQAC			28/12/2007		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 	NIL	
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
Institutional Initiatives for Electoral Literacy		
Participation of steering committee members in the development and review of the IQAC strategic goals and objectives.		
Examinations were conducted as per university guidelines		
Infrastructural changes and safety equipment's were procured and provided to ensure safety of patients, students and faculty		
Effective 'Mentor-Mentee committee' to follow and resolve the academic and personal issues of each student and ensure progression.		
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).		

Plan of Action	Achievements/Outcomes
Submission of AQAR of 2020-2021	Submitted on 14/10/2022, https://cods.edu/wp-content/uploads/2022/10/AQAR-202021.pdf
Submission of AQAR of 2021-2022	Submitted on 21/10/2022, https://cods.edu/wp-content/uploads/2022/10/AQAR-2021-22.pdf
Submission of SSR	Submitted on 26/05/2023
Implementation of Value added courses	Ensured that the courses complement the existing curriculum and meet academic standards.

13. Whether the AQAR was placed before statutory body?	Yes
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- Name of the statutory body

Name	Date of meeting(s)
Nil	Nil

14. Does the Institution have Management Information System?	Yes
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- If yes, give a brief description and a list of modules currently operational

Management information systems serve specific information needs for different departments within the College of Dental Sciences, including patient management, student and faculty information, library management, and financial accounting. Each system is tailored to the requirements of the respective department and contributes to the overall efficiency of the institution. Indotech (ERP Software for College of Dental Sciences): Modules: Patient Information Module: Manages treatment and financial transactions in various dental departments. Student Information Module: Handles student admissions and progression. Faculty Information Module: Tracks working days, salary components, etc., for faculty members. Stock and Stores Information Module: Monitors consumables and maintenance. Library Module: Manages accounts related to photocopying. Operational Users: Frontline staff involved in daily

operations. Managerial and Strategic Users: Higher-level users who analyze information for control, generate reports, and make decisions. Libsys (Library Information Management System): Modules: Acquisition System: Covers ordering, monitoring receipts, invoice processing, accessioning, expenditure, and budget analysis. Circulation System: Manages membership records, circulation functions, bindery record management, books on display, latest additions, etc. Serial System: Handles periodical subscriptions and monitoring of arrivals. Article Indexing System: Creates and maintains a separate articles database. OPAC System: Acts as a search engine with features like periodic lists of recent additions, checked-out materials, and reserved materials. Tally ERP 9 (Accounting and ERP Software): Functionality: Manages book accounts, bank transactions, individual ledgers (e.g., Sundry Advances, Deposits, Liabilities), supplier advances, fixed assets, and current asset ledgers. Handles receipts, payments, and bank reconciliation. Prepares budgeted income and expenditure accounts and balance. Assists during external audits.

15.Multidisciplinary / interdisciplinary

As an affiliated college, CODS is expected to follow the norms of the affiliating university (RGUHS) as guided by the Statutory Regulatory Authority - DCI. The college will certainly implement the NEP-2020 in letter and spirit once the DCI/RGUHS provide the guidelines. In the meantime, some of the existing practices of the college are in line with the principles of the NEP 2020, which are detailed below: Our institution offers one program for Undergraduates (BDS) and 9 Programs for Postgraduates (MDS) leading to award of degrees pertaining to Dentistry only. Within the current regulations of University and the Statutory body, the HEI has specialised Medical college staff, coming from other discipline (i.e MBBS), there by the regular program itself is having the interdisciplinary courses like Anatomy, Biochemistry, Physiology, Pharmacology, Microbiology, General Pathology, General Medicine and General Surgery. Outside the core courses of BDS and MDS, the HEI had also introduced numerous certificate and value added courses which are multidisciplinary/ interdisciplinary in nature, like for example certificate course in 'Implantology', 'Constitution of India' and 'Biostatistics'. In the year 2020-21, our curriculum committee suggested to go for the integrative teaching of the various subjects vertically as well as horizontally. We had sent a letter through our institution's representative member of University's Academic Council and started implementing integration and alignment with a new timetable. Since the institute is present in a multidisciplinary campus having other HEIs of Bapuji

Educational Association, the Governing council members are aware of this strength and were taking up the agenda of NEP 2020 in every meeting and is being discussed for future preparedness of multidisciplinary program adjustments. The College management is planning to adopt for the system of multidisciplinary courses in the future, with collaborations in teaching, research as well as in services, offering bachelor's and master's degree programmes with Vocational (skill development) courses. There is awareness and preparedness for the new system where in we expect our HEI being affected with gradual phasing out of current affiliations and formation of new 'cluster of institutes' in the coming future.

16.Academic bank of credits (ABC):

As per the UGC (Establishment and Operation of Academic Bank of Credits in higher Education) Regulations, 2021 the University must register itself for the Academic Bank of Credits. The provision will help those with programs having Choice based credit system and anyone who exits or enters a program during the program duration. For the upcoming new regulations of DCI (in the news as per some reliable sources), CBCS system will be released and integration of our discipline Credits with the credits of UGC credit bank will be proposed, may take another one or two years. The Governing council members are aware of this and were taking up the future preparedness under the agenda of implementation of NEP 2020 in every meeting. However, HEI is guiding the students to register for National Academic Depository (NAD), upload the certificates in Digi Locker and prepare to link the same in the registered portal of ABC in future. Very sooner, workshops will be conducted to make sure 100% of the students will have the knowledge and exposure

17.Skill development:

The HEI offers several vocational and skill education courses, embedded within the course time of their BDS and MDS program. They are designed for the skill development, holistic development as well as employability enhancement of an individual. These courses vary from communication skills to a variety of technical skills like laser dentistry, stress management etc. There are faculty in our HEI having the background of allied health industries. Our collaborations with industries and other HEIs for research, projects and internships help students for acquaintance to the work culture in various environment as well as acquiring the experience of hands-on practice. Our representative of Academic Council in the University had also suggested revision of curriculum to integrate respective specialties with the emerging technologies and skills. The ongoing certificate courses are skill courses namely

Implantology, Laser Dentistry, Geriatric Dentistry, Aesthetic Dentistry and Basic Life Support with reserved cases handled during their one month posting in their respective department, for only who completed final year BDS. Similarly, there are several value-added courses. In a significant move towards NEP (and the probable DCI regulations too), the HEI is in the process of implementing bridge courses that helps a student move horizontally. To move in the right spirit of NEP, the HEI intends to make one vocational course mandatory for Students either online or blended mode in association with NSDC. Currently, there are few Dental technician courses only pertaining to our field in healthcare sector of NSDC and we are waiting for the relevant new skill courses to be announced in NSDC portal in line with dentistry.

18.Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The current education system is the continuum of the British colonial India and there is an urgent preservation and promotion of the forgotten culture, diversity, and other natural wealth of India, with its rich inherent scientific nature. To significantly strengthen a sense of identity, belonging, pride and 'inherent scientific knowledge' NEP has proposed this kind of integration. IQAC is aware of this fact and HEI is taking several measures according to it. The earliest measure is sensitization of students to cultural practices and traditions through fests and events such as Onam, Ethnic Day etc. and competitions involving Indian traditions such as Yoga, rangoli etc. Students were made aware of the fact that there are dictionaries and regional language books. There are skill sessions to make use of translation software. There is regular value added courses on 'Indian Constitution' and 'Learn to speak Kannada', every year with documentation following the protocol of University Ordinance. It has also been strongly advocated to teachers for the use of regional languages like Kannada and Hindi for students with poor English comprehension. All the department name plates were long back translated into Kannada terminologies. Yoga programs have been regularly conducted which maintains awareness of our traditional system for individual well-being. As per the news, upcoming curriculum change from Dental Council of India for CBCS, HEI will introduce the elective courses on Ayurveda and Yoga as per the course modules suiting the elective course timetable.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-Based Education (OBE) is emphasized in NEP 2020 and is a student-centric teaching and learning methodology in which the

course curriculum planning, delivery and assessment are all planned to achieve the stated objectives as outcomes in the form of competencies. Although the old DCI regulation document shows competencies in each course, the HEI had long back come out with a handbook of course outcomes, program outcomes and competencies stated in accordance with the curriculum mentioned in our affiliating university ordinance. So, measures were in place to measure their attainments in courses and programs by inculcating them into the assessment methodology like OSPE/OSCE with all the questions related to competencies that assesses not only cognitive skills (Bloom's Taxonomy) but also include Affective skills and Psychomotor skills. To make sure that a graduate at the end of the program is attaining all 'graduate attributes' surveys are conducted from the students about their perception that focus on skills and attitudes. Additionally, multisource feedback is collected from employers, internship supervisors and other stakeholders about the exit graduate so that they are industry ready or self-employable in their professional practice. The curriculum committee and the Principal will ensure the reliability and validity of the attainment process.

20.Distance education/online education:

In the beginning of the pandemic before the faculty started teaching courses online. Ever since the start of Covid pandemic there is a significant shift in the methodology of Teaching-Learning, by replacing all classroom teaching to online education. Our institute carried out the regular course classes on zoom not only to the BDS students, but also departmental Seminars & Journal clubs for Postgraduates, followed by the online internal assessments and online year end summative assessments, mimicking any distance education program altogether. Faculty underwent courses to learn about online teaching. In the right spirit of NEP 2020, our HEI is determined to encourage our students and faculty to register from a list of healthcare related courses in SWAYAM portal and NSDC portal, then write their online examinations to fetch certificates. Our LMS will provide the links for recorded classes. HEI is committing to a new resolution making students mandatory to take at least one or two such courses compulsorily that add value to their resume, skill and other future endeavors, followed by necessary approvals to include the Credit Transfer Scheme to same students. HEI is even considering the credits earned if the student is willing to learn courses from international education forums, like Coursera, EdX, etc. A separate program designed at CODS for the students who want to stay at home and study, but attend online classes will be implemented and executed, in future.

Extended Profile

1.Student

2.1 Total number of students during the year:	374
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File Description	Documents
Data Template	View File

2.2 Number of outgoing / final year students during the year:	90
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File Description	Documents
Data Template	View File

2.3 Number of first year students admitted during the year	82
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File Description	Documents
Data Template	View File

2.Institution

4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	188781250
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File Description	Documents
Data Template	View File

3.Teacher

5.1 Number of full-time teachers during the year:	96
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File Description	Documents
Data Template	View File

5.2	9
Number of sanctioned posts for the year:	

File Description	Documents
Data Template	View File

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

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

College of Dental Sciences (CODS), is actively involved in implementing a curriculum designed by the parent university, Rajiv Gandhi University of Health Sciences (RGUHS), based on the guidelines of the Dental Council of India (DCI). Our institution's mission is to prepare globally competent oral health care professionals through an excellent educational experience. We emphasize science-based ethical practice, sensitivity to local expectations, and adherence to social values.

The academic calendar is formulated with inputs from various stakeholders, including the Curriculum committee, Heads of Departments, employers, and members of Board of Studies and Academic Councils at the University. The curriculum implementation has evolved since the establishment of the institution in 1991, indicating a commitment to adapting to changing educational needs. Currently, a Revised Scheme is in place for both UG and PG programs.

Active demonstrations are implemented at all levels in both UG and PG curricula, and also focus on student-teacher interaction, fostering a dynamic and engaging learning environment. Periodic internal assessments are conducted to evaluate the complete learning process. The curriculum implementation is centered around evidence-based dentistry, reflecting a commitment to staying current with best practices in the field.

By incorporating all above these elements, our institution seems to be dedicated to providing a holistic and up-to-date education for dental students, aligning with the standards set by RGUHS and DCI. Continuous engagement with stakeholders and a commitment to evidence-

based practices are essential factors in maintaining the quality and relevance of dental education.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://cods.edu/wp-content/uploads/2024/02/College-Curriculum-meeting-and-Minutes-2022-2023.pdf
Any other relevant information.	Nil

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

2

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

1.2 - Academic Flexibility

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

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

38

File Description	Documents
List of Interdisciplinary /interdepartmental courses /training across all the programmes offered by the College during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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

5

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

1.3 - Curriculum Enrichment

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

Our institution is committed to addressing cross-cutting issues in its curriculum as prescribed by Statutory Regulatory Authorities.

Gender: CODS practices equal access to resources and opportunities, ensuring that the needs of students are addressed irrespective of gender. CODS has organized awareness programs that emphasize women empowerment and the elimination of unacceptable practices against any gender. There is a commitment to holistic professional development while respecting superiors and subordinates.

Environment and Sustainability: CODS considers environmental issues a priority, addressing concerns such as environmental contamination and waste management. The institution encourages green practices

among students and all members of the institution. Institution has adopted "Green Dentistry" and sustainable concepts of energy conservation to create a healthy work environment.

Human Values and Social Responsibilities: The institution emphasizes the teaching of human values and social responsibilities to ensure overall holistic development. Various activities contribute to this goal, such as organizing No Tobacco Day Rallies, conducting public awareness street plays, hosting Blood Donation Camps, and holding Oral Screening Camps on World Oral Health Day.

Health Determinants and Right to Health: CODS recognizes core determinants of health, including nutrition, lifestyle, environment, and genetics. Periodic awareness programs involve inter-departmental discussions on topics such as diet and nutrition, stress-free lifestyle and yoga, the importance of mindfulness, meditation, sustainable environment practices.

Our institution not only focuses on academic and professional aspects but also places a strong emphasis on instilling human values, social responsibility, and a comprehensive understanding of health determinants.

File Description	Documents
List of courses with their descriptions	https://cods.edu/wp-content/uploads/2024/02/1.3.1-CROSS-CUTTING-ISSUES-2022-2023.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2024/02/WWC-Dr-Ashwini-R-2022-2023-New-Microsoft-Office-PowerPoint-Presentation.pptx

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

8

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	No File Uploaded

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

338

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

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

285

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

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals	A. All 4 of the above
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File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://assessmentonline.naac.gov.in/public/index.php/admin/get_file?file_path=eyJpdiI6ImFnS2pzbjIvY2lSdW5nb3hWb0pDcEE9PSIsInZhbnVlIjoim1U0UnFNRURCcUx5NGVSbGhVMGpiTnFBUXgyVVhndEF6YkJPtng5TDBtdU5WTnNaUkRHY1ZorWJIMVdVWjdhWCIsIm1hYyI6IjUzYzcxYzNjZmJiZTIxNmM4ZGNkN2MxNjhkNjJhZTRkYWQxMjk4MTNiNjUzODUyMjMwYTExM2Q5Yzk4MTJkZjQlLCJ0YWciOiIifQ==
Data template	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
URL for stakeholder feedback report	https://cods.edu/wp-content/uploads/2024/02/feedback-analysis_compressed-2022-23.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	No File Uploaded

TEACHING-LEARNING AND EVALUATION

2.1 - Student Enrollment and Profile

2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

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

25

File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	No File Uploaded

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

File Description	Documents
Relevant details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	View File
Data template	View File

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

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

20

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

2.2 - Catering to Student Diversity

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

A. All of the Above

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

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

Number of Students	Number of Full Time Teachers
374	96

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

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

Our institution places a strong emphasis on the overall development of students by giving equal importance to both curricular and extra-curricular aspects. The incorporation of a variety of extra-curricular activities, such as sports, cultural events, and community services, demonstrates a holistic approach to education. These activities contribute significantly to the development of various skills and qualities in students.

The provision of well-equipped gym facilities, indoor sports facilities, and collaboration with external fitness institutions reflects a commitment to the physical well-being of students. This is crucial in promoting a healthy and active lifestyle among students.

The emphasis on psychological development through yoga and meditation camps, as well as personality development courses, acknowledges the importance of mental health and holistic personal growth. These initiatives contribute to stress reduction, improved focus, and overall well-being.

The involvement of students in various community service activities such as blood donation drives, support for orphanages and old age homes, and participation in anti-tobacco rallies reflects a strong sense of social responsibility among the student community. These activities not only benefit the community but also instill a sense of empathy and compassion in students.

Our institution commitment to providing a well-rounded education through a variety of curricular and extra-curricular activities is admirable. This approach not only enhances academic learning but also equips students with essential life skills, values, and a sense

of social responsibility.

File Description	Documents
Appropriate documentary evidence	https://cods.edu/wp-content/uploads/2024/03/2.2.3-extramural-activities-2022-2023-KALARA-VA-report_merged.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/05/2.2.3.jpg

2.3 - Teaching- Learning Process

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

Our institution has adopted a student-centric approach to enhance learning experiences, and the integration of various methods reflects a commitment to providing a comprehensive education.

The daily interaction with a significant number of patients provides students with hands-on experience, allowing them to actively participate in procedures and learn by doing. This practical exposure is crucial in healthcare education, as it bridges the gap between theory and real-world application.

The emphasis on interdisciplinary learning is commendable. Connecting different subjects and providing multiple viewpoints on a given topic helps students develop a holistic understanding.

The use of case-based learning, where students are presented with real-life scenarios and are tasked with recognizing, analyzing, and proposing solutions, is an effective way to enhance problem-solving skills. This method encourages critical thinking, collaboration, and practical application of knowledge.

Faculty members with vast knowledge contribute significantly to evidence-based learning. Their expertise serves as a valuable resource for students, allowing them to learn and practice with a strong foundation.

The emphasis on evidence-based learning aligns with contemporary best practices in healthcare education. Students are exposed to the

latest research, methodologies, and evidence, enabling them to make informed decisions and stay updated with advancements in the field.

Our institution's approach to healthcare education is comprehensive and forward-thinking. By actively involving students, promoting interdisciplinary learning, and fostering problem-solving skills, we are preparing them for the complex challenges they will face in their future healthcare careers.

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

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

A. All of the Above

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

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

It's impressive to see the comprehensive integration of technology in our institution, especially the emphasis on creating a digital campus. The use of ICT-enabled tools and resources is undoubtedly enhancing the teaching and learning experience. The provision of LCD

projectors, computers, internet connectivity, and audio-visual aids in classrooms, seminar rooms, and the auditorium demonstrates a commitment to modern teaching methodologies. This technology facilitates interactive and engaging sessions, contributing to effective teaching and learning.

The availability of numerous e-resources, online study materials, e-journals, and multimedia materials in the library ensures that both faculty and students have access to a wealth of information. This supports research, academic projects, and a broader understanding of subjects.

A Wi-Fi-enabled campus provides students and faculty with convenient and seamless access to online resources, facilitating research, communication, and collaborative projects.

The implementation of the EIS mobile app is a significant step towards creating a digital campus. The app's features, such as tracking classes, monitoring attendance, collecting feedback, and facilitating communication with parents, contribute to efficient administration and enhanced student engagement.

The institution's vision to expand online facilities, such as conducting online quizzes, uploading video lectures, and monitoring assignments, aligns with the evolving landscape of education. These initiatives will likely enhance the overall learning experience and keep the institution at the forefront of educational technology.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://cods.edu/wp-content/uploads/2022/09/1.-Details-of-ICT-Tools.pdf
List of teachers using ICT-enabled tools (including LMS)	https://cods.edu/wp-content/uploads/2024/03/Details-of-faculty-using-ICT-1.pdf
Webpage describing the “LMS/ Academic Management System”	https://cods.edu/wp-content/uploads/2023/05/2.3.3.jpg
Any other relevant information	https://cods.edu/wp-content/uploads/2023/04/07-ICT-enabled-tools.pdf

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
91	374

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

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

The teaching-learning process at our institution is diverse and dynamic, incorporating various methods and technologies to enhance the educational experience. Traditional lectures are complemented by participatory lectures with brainstorming sessions. Feedback lectures involve buzz group discussions. Clinical Postings involve various learning methodologies during clinical postings include discussion-based, case-based, problem-based learning, socratic seminars, project-based learning, scenario and collaborative learning, enquiry-based learning, lab simulatory learning, analogies, 2D animations, role plays, image-based teaching, integrated modular teaching, experiential learning, and community-engaged learning.

Our Institution also organise Panel discussions, symposiums, clinical/hands-on workshops are regularly organized. Enhanced Learning Methods like surveys, short research activities, and camp activities are promoted. Modern approaches to independent learning include providing E-textbooks, utilizing social media, and sharing short video links for better understanding by students.

Institution diverse teaching methods lead to innovations among students. Students demonstrate their creativity through the development of models, poster presentations, research innovations, scientific paper presentations, short films or videos, and street plays that showcase their analytical skills.

This holistic approach to teaching and learning not only covers traditional methods but also incorporates modern technologies and interactive methodologies. The emphasis on participatory and mediated lectures, diverse clinical learning approaches, workshops, and independent learning methods creates a dynamic and engaging educational environment. The encouragement of surveys, research activities, and camp experiences further enhances the practical

application of knowledge. The institution's focus on promoting creativity and analytical skills through various forms of student output is commendable.

File Description	Documents
Appropriate documentary evidence	https://cods.edu/wp-content/uploads/2024/05/2.3.5.1-DVPT-OF-CREATIVITY-SKILLS_compressed.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/05/2.3.5.jpg

2.4 - Teacher Profile and Quality

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

96

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

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

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

6

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc..) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	View File

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

1421

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

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

1

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

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

9

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

2.5 - Evaluation Process and Reforms

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

The academic calendar and assessment processes at the institution are well-structured and aim to ensure the effective evaluation and support of students.

1. Academic Calendar:

- The academic calendar includes scheduled clinical postings for students, dates for various internal assessments, result declarations, vacations, and holidays.

- Interns have a separate calendar outlining their posting schedules in respective departments.
2. Attendance Requirement:
 - A minimum attendance requirement of at least 80% is mandatory for students to appear in the final examination.
 - EIS software is utilized to mark attendance efficiently.
 3. Question Bank Standardization:
 - Internal exam questions are framed adhering to the standard of RGUHS
 - Department internal exam coordinators, under the guidance of Department Head, ensure the quality of the question bank.
 4. Assessment Fairness:
 - Internal assessments, tests, and other performance measures are conducted fairly and effectively.
 5. Parent-Teacher Meetings:
 - Parent-teacher meetings are conducted to discuss the performance of students.
 6. Support for Slow Learners:
 - For slow learners, counseling is provided.
 - Special classes, clinical discussions, and additional tests are conducted to enhance their performance.

This approach to assessment, attendance monitoring, and support services reflects a commitment to student development and success. The integration of technology for attendance tracking and the emphasis on fair assessments contribute to a transparent and accountable evaluation process. The proactive measures for supporting slow learners demonstrate a commitment to personalized learning and ensuring that all students have the opportunity to succeed.

File Description	Documents
Academic calendar	https://cods.edu/wp-content/uploads/2023/08/ACADEMIC-CALENDER-2022-23.pdf
Dates of conduct of internal assessment examinations	https://cods.edu/wp-content/uploads/2024/04/Internal-Examination-Dates-2022-2023.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/05/2.5.1.jpg

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

The admission process, orientation program, internal assessments, and measures to address student performance at the institution reflect a systematic and student-focused approach. The institute offers admission to B.D.S and postgraduate courses based on the NEET examination conducted by N.B.E.

1. Orientation Program:

- Upon admission, an orientation program is conducted for newly admitted students.
- A calendar of events is provided to students and parents.

2. Internal Assessment Feedback:

- After internal assessments, answer scripts are handed over to students for review of their performances.
- Staff provides clarification to students with doubts.

3. Remedial Classes:

- If a student's performance is not satisfactory in two continuous internal assessments, they are taken up for remedial classes.
- Remedial classes may include writing answer scripts and group discussions.

4. Transparency in Examinations:

- The institution emphasizes transparency in examinations and takes necessary measures to avoid malpractices during annual examinations.
- All required steps directed by the university are implemented to ensure fairness and integrity.

5. Complaint Resolution:

- Any complaints related to question papers (out of syllabus, repeated questions, improper split marks) can be addressed to the principal or registrar.

The emphasis on orientation, feedback, and remedial measures indicates a focus on student development and success.

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

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

Continuous internal assessment systems play a crucial role in evaluating the overall performance and progress of students in educational programs. Apart formative and summative assessments, students are assessed based on their active involvement and contributions during seminars and presentations. This encourages communication skills, critical thinking, and knowledge application. Regular review meetings and participation in journal clubs provide students with the opportunity to discuss and critically analyze current research. Assessment through case presentations and short studies allows students to apply theoretical knowledge to real-life situations. It assesses their analytical skills, problem-solving ability, and practical application of concepts. Engaging students in research projects and symposia promotes independent thinking, research skills. Attendance and participation in conferences and interdepartmental meetings contribute to a student's exposure to a broader academic environment. Assessment may include the ability to network, engage in interdisciplinary discussions, and apply knowledge across domains. Involvement in health awareness campaigns assesses a student's understanding of public health issues, communication skills, and the ability to contribute to community outreach and education. Evaluating students based on their poster and paper presentations assesses their ability to communicate research findings concisely and effectively. It also emphasizes visual communication skills. Incorporating quizzes and multiple-choice question tests assesses students' knowledge retention and the ability to apply information in a time-constrained environment. OSCE and OSPE methods provide a hands-on and real-world approach to assessing clinical skills, competency in communication, and procedural interpretation.

File Description	Documents
Information on examination reforms	https://cods.edu/wp-content/uploads/2024/05/2.5.3.-Claim-sheet.pdf
Any other relevant information	Nil

2.5.4 - The Institution provides opportunities to students for midcourse improvement of performance through specific interventions. Opportunities provided to students for midcourse improvement of performance through: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	No File Uploaded

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

The emphasis on proficiency in dental education is crucial for ensuring that graduates are capable of independently and safely practicing their profession. The development of program learning outcomes and course outcomes serves as a roadmap to equip dental graduates with the necessary skills and competencies. The curriculum, as outlined by the university, plays a pivotal role in providing detailed information about learning objectives, teaching methodologies, and the diverse assessment methods employed to evaluate students' overall performance.

Program Specific Outcomes: Students are engaged in application of fundamental knowledge and actively involve in collaborative work. They are encouraged to develop oral presentation skills for effective communication, recognizing the significance of clear and concise communication in the dental profession. Students are instilled with knowledge about dental ethics and its implementation during dental treatment, emphasizing the ethical considerations and responsibilities associated with patient care.

Assessments are done through continuous evaluation of theory and practical internal assessments conducted throughout the academic year. This provides ongoing feedback and measures the students' understanding and application of theoretical and practical concepts. Final exams are conducted at the end of the academic year by the university, which includes theory assessments, practical examinations, and viva-voce examination. By integrating these program-specific outcomes and assessment methods, the dental education program aims to produce graduates who not only possess the necessary knowledge but also demonstrate proficiency and ethical awareness in their practice.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://cods.edu/wp-content/uploads/2022/09/2.6.1-The-Institution-has-stated-the-learning-outcome.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://cods.edu/wp-content/uploads/2023/04/2.6.1.2.1-Methods-of-the-assessment-of-learning-outcomes-and-graduate-attributes.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://cods.edu/wp-content/uploads/2024/04/2.6.1.-Claim-sheet-add.pdf
Any other relevant information	Nil

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

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	View File

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

The outlined approach to teaching, learning, and assessment demonstrates a comprehensive and well-structured system aimed at achieving learning outcomes and maintaining the quality of education. Specific learning objectives are prepared and incorporated into the outcomes list to guide students toward achieving the desired knowledge and skills by the end of the course. Topics prepared for students are validated by department heads, ensuring alignment with the curriculum and educational objectives. Student feedback is actively collected to monitor the overall progression of teaching quality. Feedback serves as a valuable tool for continuous improvement and allows for adjustments in teaching methodologies based on student input.

The college provides sufficient clinical infrastructure, and students are directed to use it judiciously under appropriate guidance. This hands-on experience is essential for developing clinical skills.

Remedial measures are integrated into the system to address any shortcomings and ensure that students receive the necessary support to maintain proficiency.

The regular and constant assessment helps gauge whether the expected objectives are being achieved. The continuous assessment allows for timely identification of areas that may need improvement, enabling proactive adjustments.

the institution's approach demonstrates a commitment to a structured and dynamic system, focusing on continuous improvement, adaptability, and the holistic development of students. The combination of departmental evaluations, continuous assessments, and feedback mechanisms contributes to the effectiveness and relevance of the educational program.

File Description	Documents
Programme-specific learning outcomes	https://cods.edu/wp-content/uploads/2023/05/2.6.3-Alignment.pdf
Any other relevant information	Nil

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

The involvement of parents in the education and development of students is crucial, and the parent-teacher meeting serves as a valuable platform for fostering collaboration. The interaction between parents and teachers can positively impact the behaviour and motivation of students, particularly those who may be slower performers in academics.

The use of a Computer-based Educational Information System (EIS) further enhances communication and transparency between the educational institution, students, and parents. The EIS contains information about various academic activities, including student performance and attendance. Parents can access their child's results confidentially through the system, promoting transparency and timely communication.

Annual parent-teacher meetings provide a dedicated platform for discussing students' academic performance and ensuring adherence to mandatory attendance requirements set by the university.

Institution has an anti-ragging committee, emphasizing the institution's commitment to maintaining a safe and harassment-free environment. Annual programs are organized to inform students about the legal consequences of engaging in illegal activities, including ragging.

All students have access to contact numbers of committee members, enabling immediate communication in case of any harassment. This emphasizes the institution's commitment to student welfare and safety.

The combination of parent-teacher meetings, a computer-based EIS, and initiatives like the anti-ragging committee contributes to a holistic and supportive educational environment, promoting the well-being and success of students.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://cods.edu/wp-content/uploads/2024/04/PTA-MEETING-1and-2-2022-2023.pdf
Follow up reports on the action taken and outcome analysis.	https://cods.edu/wp-content/uploads/2024/04/Action-taken-report-2022-23.pdf
Any other relevant information	Nil

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

384

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

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

70

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

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

3

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

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

Number of Research Projects	Amount / Funds Received
4	56800

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

3.2 - Innovation Ecosystem

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

College of Dental Sciences is under the umbrella of prestigious Bapuji Educational Association. The same harbours nearly 52 educational institutions. The faculty and students of our college are privileged to access various facilities available in other technical and nontechnical institutions. Collaborative scientific works and projects are always promoted. The incubation of various projects have been continuously rendered and supported by the institute's R&D Cell along with Vatsalya Inventures, Bangalore, which is the resourceful as incubation cell for the institution Bapuji Education Association- Research & Development cell (BEA-R&D cell) is an initiative which envisions creating a state of the art research cell in order to promote research and innovative activities in the educational institutions under the umbrella of BEA, including CODS.

Very recently, institute has formed its own Institution's Innovation Cell, following the initiative of MoE, Govt. of India and registered for KAPILA scheme for IPR awareness and assistance and will be utilized to greater extent in the coming days.

Undergraduate students have applied and successfully obtained grants from external funding agencies like RGUHS and ICMR for short term research activities. The staff have been highly instrumental in initiating the research thoughts in the students by guiding and supporting them in various research activities which have been presented in national and international platforms and brought laurels to institution

File Description	Documents
Details of the facilities and innovations made	NIL
Any other relevant information	NIL

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

2

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

3.3 - Research Publications and Awards

3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed

A. All of the Above

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

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

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

35

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

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

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

14

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

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC

website/ Scopus/ Web of Science/ PubMed/ during the year

0

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	No File Uploaded
Information as per Data template	No File Uploaded
Any other relevant information	No File Uploaded

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

137

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View File
Any other relevant information	No File Uploaded

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

708

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	No File Uploaded

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

The institution's commitment to social causes, particularly in the area of dental health care, reflects a noble and impactful vision. The institution's inception is rooted in a core principle and ideology of commitment to social causes, emphasizing a dedication to serving the underserved. The vision statement focuses on serving the underserved, highlighting a purpose-driven mission to address healthcare needs in communities that may have limited access.

The institution has been a pioneer in providing awareness to the population of Davangere, indicating a proactive approach to community education and healthcare.

The institution has been instrumental in providing dental health care in rural corners of the district through screening and treatment camps, demonstrating a commitment to reaching underserved populations.

The efforts have been well appreciated by beneficiary organizations and the community, reflecting the positive impact of the institution's outreach programs.

As a token of appreciation and gratitude for the care and awareness provided in schools, the institution has provided appreciation letters. This acknowledgment reinforces the value of the institution's contributions to the community.

By actively engaging in awareness programs, providing basic

healthcare, and reaching rural corners, the institution is making a tangible difference in the lives of the underserved population. The recognition through appreciation letters serves as validation of the positive impact and community-oriented values of the institution.

File Description	Documents
List of awards for extension activities in the year	https://cods.edu/wp-content/uploads/2024/04/list-of-appreciation-letters-recieved-2022-23.pdf
e-copies of the award letters	https://cods.edu/wp-content/uploads/2024/04/appreciation-letter-copies-2022-23.pdf
Any other relevant information	Nil

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

The institution's major initiatives reflect a strong commitment to social responsibility and sustainability. Students actively participate in swachh bharat abhiyan by creating awareness about clean environment during field visits. They are also trained to maintain the cleanliness in and around the campus.

The campus is divyangan-friendly with the provision of wheelchairs and functional lifts, facilitating easy access to various floors and departments for individuals with disabilities. Special reserved parking for divyangas inside the campus, particularly near the Outpatient Department (OPD), has been established to enhance accessibility.

To promote eco-friendly transportation, the institution provides special parking slots for electric vehicles and bicycles, encouraging sustainable commuting options.

Implementation of a rainwater harvesting system reflects a commitment to environmental conservation and sustainable water management practices.

The institution actively promotes a plastic-free campus, taking initiatives to avoid and reduce the use of plastics in both the

campus and cafeteria.

These initiatives collectively reflect the institution's values, contributing to a campus environment that is not only socially responsible but also environmentally conscious and actively engaged in healthcare support for the community.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://cods.edu/wp-content/uploads/2024/05/claim-sheet-3.4.4-for-2022-23.doc
Any other relevant information	Nil

3.5 - Collaboration

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

9

File Description	Documents
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	No File Uploaded
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated	View File

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

21

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Our institution indeed offers a comprehensive range of facilities and experiences for students. The combination of well-equipped classrooms, various laboratories, seminar rooms, and specialized facilities for each department provides a conducive environment for learning and research. The emphasis on advanced diagnostic equipment, 3-dimensional imaging technology, and community-based clinical learning further enriches the educational experience.

The exposure to AYUSH-related learning at Tapovana Ayurvedic Medical College and Hospital expands students' understanding of alternative healthcare systems. Additionally, the regular postings at the Child Health Care Centre and the presence of satellite Primary Health Centres and Rural Health Centres demonstrate a commitment to community engagement and practical, hands-on learning.

The inclusion of a Museum in the Department of Preventive and Community Dentistry, displaying educative models for both students and patients, adds an interactive and informative dimension to the learning environment.

Overall, our institution is well-equipped to provide a holistic education that combines theoretical knowledge with practical skills and real-world experiences. This approach is crucial for preparing

students for successful careers in dentistry and related healthcare fields.

Total number of classrooms: 16

Laboratories: 20 laboratories, including clinical laboratories and preclinical laboratories Seminar Rooms: 10 seminar rooms, equipped with LCD projectors and Wi-Fi facilities.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://cods.edu/wp-content/uploads/2023/05/4.1.1-list-of-facilities-new.pdf
Geo tagged photographs	https://cods.edu/wp-content/uploads/2023/05/4.1.1-geotagged-photos.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/05/4.1.1-any-other-rel-info-mou-Ashwini-Ayurvedic.pdf

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

Our institution places a strong emphasis on sports, fitness and cultural activities.

Sports Facilities:

- Appointed sports trainer for training students in various sports activities.
- Access to two separate playgrounds: BIET ground (2.5 acres) and MBA ground (5 acres).
- Cricket ground with 45 yards.
- Basketball and volleyball ground with dimensions of 91.86 × 49.21 sq.ft.

1. Sports Room:

- 528 sq.ft. sports room for indoor games such as table tennis, chess, carrom, and other activities.

2. Awards and Achievements:

- College students have won many awards and medals in intra-college, inter-institutional, and university-level sports competitions.

3. Fitness Facilities:

- Attachment to a gymnasium (5000 sq.ft.) to promote fitness among students and staff.
- Meditation and Yoga Centre (400 sq.ft.) for holistic well-being.

4. Cultural Events:

- ICT-enabled Seminar Hall with a seating capacity of 200 for small cultural events.
- Bapuji Auditorium with a seating capacity of 600 for larger cultural events such as the annual day, graduation ceremony, orientation programs, etc.

The provision of well-maintained sports facilities, professional training, and the achievement of awards indicate a strong commitment to the overall development and well-being of students. This brings the students at the college experience, fostering a balance between academic and extracurricular activities. It's clear that your institution values a well-rounded education that extends beyond the classroom.

File Description	Documents
List of available sports and cultural facilities	https://cods.edu/wp-content/uploads/2023/04/4.1.2-Link-for-list-of-available-sports-and-cultural-facilities.pdf
Geo tagged photographs	https://cods.edu/wp-content/uploads/2023/04/4.1.2-Link-for-geotagged-photographs.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/04/4.1.2-any-other-rel-info-MOUs.pdf

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

Our institution is dedicated to providing comprehensive accommodation and facilities for both staff and students.

1. Staff Quarters:

- Residential accommodation for staff at Chandragiri, Indragiri, and Biligiri staff quarters.
- Each block has 5 houses occupied by staff.

2. Hostels:

- Separate hostels for Postgraduate (PG) and Undergraduate (UG) students for both boys and girls.
- 2 boys' hostels, 4 girls' hostels, including one international hostel for each gender.

3. Facilities in Hostels:

- Well-furnished rooms with attached washrooms.
- Hot water provision through solar-enabled water heaters.
- RO purifiers installed for drinking water.
- 24*7 electricity supply with automatic generator backup.
- Common room with media provisions.
- Sports facilities within the hostel premises, including a basketball court, a badminton court, and an indoor table tennis court.
- Well-equipped gymnasium in both girls' and boys' hostels.

4. Campus Amenities:

- Bapuji Bank and ATM machine located just outside the campus.
- Post office located next to the boys' hostel.

5. Healthcare Facilities:

- Bapuji Hospital emergency and OPD blocks attached to the campus.
- Government hospital present beside the campus.
- Combined bedded facility of more than 1000 in both hospitals.
- 24*7 chemist shop available.

These facilities not only contribute to the comfort and well-being of students and staff but also indicate a holistic approach to campus life. The provision of various amenities within the campus, from recreational and fitness facilities to healthcare and banking services, enhances the overall experience for everyone associated with the institution.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://cods.edu/wp-content/uploads/2023/04/4.1.3-Link-for-photographs.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/04/4.1.3-Link-for-any-other-relevant-information.pdf

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

2800000

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

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

Our institution is dedicated to providing comprehensive dental care and fostering a positive relationship between patients and dentists.

1. Patient Care Objectives:

- Centered on providing dental care to both children and adults.
- Focus on building a comforting and trusting relationship between patients and dentists.
- Constant motivation for patients to maintain proper oral hygiene practices.

2. Faculty and Student Training:

- Trained faculty members with a focus on patient management.
- Hands-on training modules to develop clinical skills.
- Establishing a thorough understanding of the mechanics

of oral care.

3. Departmental Facilities:

- Seminar rooms in each department with projector facilities for interactive learning.
- Separate library sections in each department with a wide range of subject-related books.
- Computer sections with functioning Wi-Fi connections.
- Faculty cabins and postgraduate rooms.
- X-ray rooms for diagnostic purposes.
- Fully equipped laboratories for practical training.
- Play area for children.
- Separate sterilization rooms to ensure hygiene standards.

4. Central Library and Audio-Visual Aids:

- Well-stacked central library providing resources for UG and PG curriculum activities.
- Audio-visual aids to enhance the learning experience.

5. Specialized Department Facilities:

- The Department of Orthodontics has a separate photography room.

6. Infrastructure:

- Approximately 298 Kavo and Confident dental chairs.
- Average Outpatient Department (OPD) attendance of 150 patients.

These facilities and educational strategies indicate a commitment to providing a well-rounded education for dental students, integrating theoretical knowledge with practical skills.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://cods.edu/wp-content/uploads/2023/04/a-4.2.1-facilities-as-per-DCI-stipulations.pdf
The list of facilities available for patient care, teaching-learning and research	https://cods.edu/wp-content/uploads/2023/05/b-4.2.1-list-of-FACILITIES-FOR-patient-care-T_L-and-research.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/05/a-claim-sheet-4.2.1N.pdf

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

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year**106895**

File Description	Documents
Any other relevant information	No File Uploaded
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.	No File Uploaded
Outpatient and inpatient statistics for the year	No File Uploaded
Link to hospital records/ Hospital Management Information System	Nil

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year**4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year****168**

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students /

A. All of the Above

trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 - Library as a Learning Resource

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

LIBSYS is a comprehensive integrated multi-user library management system designed to run on various platforms, including UNIX, NOVELL LAN, WINDOWS NT, etc. Importantkey components and features of LIBSYS:

1. Platform Compatibility:

- LIBSYS runs on various platforms, making it versatile and adaptable to different system environments, including UNIX, NOVELL LAN, WINDOWS NT, etc.

2. Bibliographic Database:

- Built around its own bibliographic database following ANSIZ39.2 format.
- This database likely includes information about library materials such as books, journals, and other resources.

3. Acquisition System:

- Deals with the ordering of library materials.
- Monitors the receipt of materials.
- Manages invoice processing.
- Handles accessioning of acquired materials into the library's collection.

4. Cataloguing System:

- Provides online catalogues following various orders

traditionally maintained in libraries.

- Offers organized access to the library's collection.

5. Circulation System:

- Maintains up-to-date membership records.
- Tracks the latest status of the collection available for circulation.

6. Serial System:

- Controls periodical subscriptions.
- Monitors the scheduled arrival of individual issues of serials.

7. OPAC System (Online Public Access Catalogue):

- Provides an online catalog accessible to the public.
- Allows users to search the bibliographic databases in a manner not possible with printed indexes.
- Offers a word-based search facility using Boolean operators to narrow down searches for specific needs.

These functionalities collectively contribute to an efficient and organized library management system, enhancing the accessibility and management of library resources for both library staff and users.

File Description	Documents
Geo tagged photographs of library facilities	https://cods.edu/wp-content/uploads/2023/04/LIBRARY-facilities-photos.pdf
Any other relevant information	Nil

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

The College Library & Information Centre has been providing valuable services since 1991 and is rapidly evolving into a highly sought-after resource for professional education and research.

Library has vast number of printed documents and subscribes to over 40 National and International Journals. We have established contacts with other organizations for exchange of publications.

We cater to Online Public Access Catalog (OPAC) and Web OPAC for easy access to bibliographic details of books, journals, and CD-ROM databases. Our aim is to enable faculty members, students, and other users to become better informed in their fields of specialization and super specialization. We procure and provide the quality

services and information to users. We assist users in upgrading their knowledge, information, and skills to make proper use of library resources and services.

These objectives collectively demonstrate the library's commitment to providing a comprehensive range of services, utilizing modern technologies, and enhancing the overall learning and research experience for the academic community and beyond.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://cods.edu/wp-content/uploads/2023/04/4.3.2.a-DATA-ACQUISTION-OF-BOOKS-JOURNALS.pdf
Geotagged photographs of library ambiance	https://cods.edu/wp-content/uploads/2023/04/4.3.2.b-LIBRARY-AMBIENCE.pdf
Any other relevant information	Nil

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

B. Any 3 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	View File

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

1155254

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	View File

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

The library at the campus is a well-equipped facility designed to meet the diverse needs of students and staff.

1. Infrastructure:

- Central library and reading room on the campus.
- Free browsing facility with leased line internet connection for students and staff with seating capacity of 264.

2. Sections:

- Separate undergraduate and postgraduate sections.
- Reading room. well air-conditioned computer and audio-visual room.

3. Collection:

- Well-stacked with materials such as indexed journals, different editions of textbooks, and dissertations necessary for research purposes.
- Regular acquisition of new books and journals.
- Constant updating of databases to ensure access to the latest resources.

4. Electronic Resources:

- Access to e-journals through the HELINET PORTAL, with login details and passwords displayed on the library notice board.
- Availability of recorded videos, podcasts, and CD's for each subject.

5. Library Search and Communication:

- Use of the LSCG (Library Search and Communication Gateway) system for accessing information about the availability of books, journals, and other materials.

6. Operating Hours:

- Library operational from 9:30 am to 10:00 pm daily.
- Extended hours until 12:00 am during examination time for the benefit of students.

The library's comprehensive collection, inclusion of electronic resources, extended operating hours, and utilization of modern systems contribute to an enriched learning and research environment for students and faculty.

File Description	Documents
Details of library usage by teachers and students	https://cods.edu/wp-content/uploads/2024/02/Student-library-register.pdf
Details of library usage by teachers and students	https://cods.edu/wp-content/uploads/2024/02/Library-usage-register.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2024/02/Library-orientation-program.pdf

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

C. Any 3 of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	View File

4.4 - IT Infrastructure

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

24

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	View File

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

The Information Technology Department at your institution plays a crucial role in providing comprehensive IT support and services.

1. Leadership and Support:

- Headed by a Systems Administrator.
- Offers comprehensive IT support, including software development under AMC (Annual Maintenance Contract) with INDOTECH Company and hardware maintenance under AMC with ADITYA INFOTECH.

2. Computers on Campus:

- Total of 90 computers available for students and staff.
- Computers strategically placed in classrooms, offices, examination centers, library, and department OPD counters.

3. Internet Facilities:

- Bandwidth capacity increased from 50 to 100 Mbps internet bandwidth leased line.
- Installation of webcams for exam valuation centers in accordance with university instructions.

4. Data Centre:

- Library server operates on Libsis software.

- Tally server is utilized for the account section.
- Patient management employs Indotech software with MySQL as the backend database solution.

5. Biometrics and Security:

- Biometrics-controlled attendance access for staff, PGs, and interns.
- 24x7 CCTV camera surveillance is implemented for enhanced security.

These features indicate a well-established IT infrastructure that supports various aspects of the institution's functioning, including academic activities, administrative processes, and security measures.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://cods.edu/wp-content/uploads/2024/02/WIFI-IT-facility-bills-2-23.pdf
Any other relevant information	Nil

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

D. 50 MBPS - 250MBPS

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

4.5 - Maintenance of Campus Infrastructure

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

243.45

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

4.5.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports facilities, computers, classrooms etc. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

Our institution has established a robust system for academic support facilities and maintenance to ensure a conducive learning environment.

1. Maintenance Committee and responsibilities:

- The college has a dedicated maintenance committee responsible for standard base level management of academic facilities.
- The committee is responsible for the services and repair of all academic facilities on campus.
- All service requests are treated as emergencies and resolved within 30 minutes.

2. Building Maintenance:

- Routine cleaning services are performed in classrooms and offices.
- Common spaces, lavatories/restrooms, public areas, lounges, and corridors are part of routine care.

3. Elevator Maintenance:

- All elevators undergo regular inspection and maintenance in accordance with appropriate codes and standards.

4. Pest Control Management:

- Pest control services are contracted to provide frequent and effective maintenance.

5. Civil Maintenance:

- An Engineer oversees electrical, plumbing, and civil works as part of the BEA association.

6. Annual Maintenance Contracts (AMCs):

- AMCs are in place for various critical equipment and facilities, including dental chairs (by KAVO consultant), RO filter maintenance, AC maintenance, generator, elevators, computers, internet facilities, LAN/WAN, UPS, CCTVs, microscopes, anesthesia unit, CBCT, RVG, I-care machine, Vistascan, and front-loading autoclave.

The emphasis on routine care, emergency response, and the use of AMCs for critical equipment demonstrates a proactive approach to facility management, ensuring that all academic support facilities are well-maintained, safe, and operational.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	Nil
Log book or other records regarding maintenance works	https://cods.edu/wp-content/uploads/2024/02/Pages-from-maintenance-records-22-23.pdf
Any other relevant information	Nil

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

185

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	View File
Data template	View File

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

D. Any 1 or 2 of the Above

Language and communication skill development
Yoga and wellness
Analytical skill development
Human value development
Personality and professional development
Employability skill development

File Description	Documents
Any other relevant information	No File Uploaded
Link to Institutional website	https://cods.edu/wp-content/uploads/2024/03/capability-enhancement-scheme-22-23.pdf
Details of capability enhancement and development schemes(Data Template)	View File

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

26

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://cods.edu/career-development-placement/
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	View File

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

The institution's approach towards international students reflects a commitment to their well-being, cultural integration, and overall

development. No fresh international students admitted in the present year, however old students are persisted to exist and continuing here.

During this journey, we ensure to respect their culture and traditions and amalgamate them with our country's rich traditions and heritage.

The cell conducts orientation programs to familiarize enrolled students with the university's programs, fee structures, eligibility criteria, and relevant legalities and policies.

The International Student Cell provides support and assistance for visas and related immigration processes when necessary, facilitating a smooth transition for international students.

Events and orientations are organized to encourage social and cultural adjustment, helping international students integrate into the local environment.

Counselling services are offered to address social issues that international students may encounter, providing emotional and mental well-being support.

Special tutorials are provided to facilitate the understanding of the local language, promoting effective communication and interaction within the community.

A senior faculty member is appointed as the chief coordinator for the International Student Cell, responsible for attending to the requirements of foreign students and ensuring their overall well-being on campus.

Contact numbers for Mr. Prakash M (Manager) and Dr. Poorya Naik (Faculty) are provided, facilitating direct communication for any queries or assistance required by international students.

File Description	Documents
For international student cell	https://cods.edu/international-student-cell/
Any other relevant information	https://cods.edu/wp-content/uploads/2024/03/5.1.4-International-Student-Cell-Policy-Document.pdf

<p>5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken</p>	<p>A. All of the Above</p>
File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://cods.edu/wp-content/uploads/2024/03/5.1.5-grievance-redressal-circulars-2022-23.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File
<p>5.2 - Student Progression</p>	
<p>5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)</p>	
<p>5.2.1.1 - Number of students qualifying in state/ national/ international level examinations (eg: GATE/ GMAT/ GPAT/ CAT/ NEET/ GRE/ TOEFL/ PLAB/ USMLE/ AYUSH/ Civil Services/ Defence/ UPSC/ State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the year.</p>	
<p>11</p>	

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

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

37

File Description	Documents
Annual reports of Placement Cell	No File Uploaded
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	No File Uploaded

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

11

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

14

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	View File

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

The student council serves as a bridge for sharing student interests and ideas with the faculty, contributing to a student-friendly environment in both the college and hostel campus.

Student representatives are involved in various committees such as Student Welfare, Sports, Cultural, Hostel, Library, Sexual Harassment, and Anti-Ragging committees.

Each batch has class representatives who facilitate easy and transparent communication between faculty and students.

WhatsApp groups are established for each batch, providing an instant and effective platform for communication on class timetables, exam/practical dates, special classes, online class IDs/passwords, cultural and sports events, and health-related information.

The student council encourages student participation in the annual online feedback system, providing opportunities for students to express opinions and provide feedback on academics, administration, wellness events, sports, and cultural activities.

The student council keeps track of key avenues for student progression through various committees, including UG research, career and placement notifications, scholarship and loan facilities.

Cultural events like VIVIDS, College Day, Graduation Day, Women's Day, Kannada Rajyotsava, Onam, and sports events are organized and handled by students from various committees, with facilitation from college staff, the Principal, and management.

The student council's multifaceted involvement, from communication facilitation to active participation in committees and events, reflects a student-centric approach that contributes to a positive

and inclusive educational environment.

File Description	Documents
Reports on the student council activities	https://cods.edu/wp-content/uploads/2024/03/student-council-report-of-activity-22-23.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2024/03/5.3.2-student-council-welfare-committee-policy.pdf

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

10

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

5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and developmental activities with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The College of Dental Sciences (CODS) Alumni Association demonstrates a robust and active engagement with its members, contributing to ongoing learning, networking, and professional development.

The Alumni Association was initiated through the collaborative efforts of staff and students at the College and officially registered under the Karnataka Society's Registration Act in 2008.

Alumni is aimed at upgrading scientific knowledge, staying informed about current developments, and embracing innovations and research in dentistry. And also serves as a platform to bring together students (BDS, MDS, present, and alumni) and faculty members, fostering a community of continuous learning and professional

growth.

CODS Journal of Dentistry (CODSJOD) a official publication published twice a year and managed under the auspices of the Alumni Association. Distinguished alumni contribute as part of the editorial board, enhancing the success and credibility of the journal.

Active presence on social media through a Facebook group, sharing activities and maintaining regular communication with alumni. Regular communication with alumni through a dedicated Gmail account.

Financial contributions and donations from alumni members contribute to the financial support of activities, including the publication of the CODS Journal.

the CODS Alumni Association plays a pivotal role in creating a supportive and knowledge-sharing community among its members, fostering continuous learning and contributing to the growth of the dental profession.

File Description	Documents
Registration of Alumni association	https://cods.edu/wp-content/uploads/2022/09/Registration-of-Alumni-association-2020-21.pdf
Details of Alumni Association activities	https://cods.edu/wp-content/uploads/2024/03/Details-of-Alumni-Association-activities-2022-23.pdf
Frequency of meetings of Alumni Association with minutes	https://cods.edu/wp-content/uploads/2024/03/Frequency-of-meetings-of-Alumni-Association-with-minutes-2022-23.pdf
Quantum of financial contribution	https://cods.edu/wp-content/uploads/2024/03/Quantum-of-financial-contribution-2022-23.pdf
Audited statement of accounts of the Alumni Association	https://cods.edu/wp-content/uploads/2024/03/alumni-audit-23.pdf

5.4.2 - Provide the areas of contribution by the

C. Any 2 or 3 of the Above

**Alumni Association / chapters during the year
Financial /kind Donation of books
/Journals/volumes Students placement Student
exchanges Institutional endowments**

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

College of Dental Sciences is dedicated to providing high-quality dental education with a focus on international standards and innovative practices. The institution has effective leadership to guide and motivate the group towards a common goal & is reflected through governance (earlier said) which is accountable(year-end evaluation), effective(implements), democratic(research-freedom), transparent(website), equitable/inclusive(eg.slowlearners/women), responsive(budget-allocation), provides 'conduct-code', and most important among all

is decentralization(departments) and participatory management(feedbacks and committees)

Vision: "To be a leading institution in providing overall dental education on par with international standards by inculcating an attitude towards innovative practices.

Mission: "Learning for life" - Learning to become a professional is one part of education inculcating a habit to pursue knowledge for life. Moral responsibilities towards the patient, society, and

nation by providing evidence-based treatment. The mission is to widen intellectual horizons, empowering students to be globally competent.

The perspective plan is to be an exemplary institution thriving on a commitment to overall dental education and research endowed with technological and scientific initiatives. The goal is to provide guidance towards a harmonious and prosperous future.

Nature of Governance: The Bapuji Educational Association serves as the foundation for the governing of the college, with the principal serving as the head of the institution, mentoring the overall functioning. There is also participation, directly or indirectly, in governance by the Heads of Departments.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://cods.edu/wp-content/uploads/2023/05/VISION-MISSION.pdf
Achievements which led to Institutional excellence	https://cods.edu/wp-content/uploads/2024/02/Final-2022-23-Achievements.pdf
Any other relevant information	Nil

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

The decentralization, participatory management, and outcomes of the Bapuji Educational Association, specifically its Dental College. Here's a summary:

Decentralization: The Bapuji Educational Association, established in 1958 in Davangere, Karnataka, has earned the title of the "Oxford of Karnataka" under the dynamic leadership of Dr. Shammnur Shivashankarappa, who serves as the Chairman of Dental College and Governing Council. The Governing Council operates systematically, providing authority and operational autonomy to various functionaries, contributing to a decentralized governance system.

Participatory Management: The Governing Council has empowered the Principal as the head of the academic and operational functions of the institute. A congenial ecosystem that enables appropriate

autonomy for effective functioning is in place. The Principal also serves as the chairman of IQAC (Internal Quality Assurance Cell). IQAC has been structured into four streams with faculty members appointed as Associate Deans for each stream, namely Associate Dean Administration, Associate Dean Academics, Associate Dean Examination, and Associate Dean Human Resources.

Outcomes: Over the past 30 years, the institute has demonstrated excellence in education, services, and research. It has consistently been ranked among the top 20 private dental colleges in India. The institution has undergone continuous upgradation to stay abreast of advances in the field of dentistry, showcasing a commitment to staying at the forefront of developments in dental education and practice.

File Description	Documents
Relevant information /documents	https://cods.edu/wp-content/uploads/2023/05/6.1.2-Decentralization-and-Participatory.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/05/Example-of-participatory-management.pdf

6.2 - Strategy Development and Deployment

6.2.1 - The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed. Provide the write-up within 100 - 200 words

Our institution has a well-organized and systematic approach towards achieving its vision and mission. The institution is aligned with its vision and mission, emphasizing a continuous shift from routine practices to progress, service, and innovation. Heads of departments, along with faculty, actively participate in the identification, recognition, and exchange of opinions to refine their respective departments and the college as a whole. Suggestions from departments are submitted to the College Council Committee. Disciplined participation and orderly discussions are encouraged during meetings. A perspective plan with specific goals and actions is developed through consultations with various key stakeholders. The plan involves consultation all stake holders with the Principal, Vice-Principal, IQAC, College Council, Associate Deans, and various committees. Board of Management is actively involve for financial and manpower support. An effective feedback system involving various stakeholders is procured.

Regular monitoring and evaluation meetings occur, involving the Principal, Vice-Principal, College Council, and all Deans to review progress and implement timely corrective measures. The organized cascade of events is intended to lead the institution toward excellence in education, service, and research.

This comprehensive and structured approach suggests a commitment to continuous improvement and a focus on collaboration among different stakeholders to ensure the success of the institution's goals.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://cods.edu/wp-content/uploads/2024/02/COLLEGE-cOUNCIL-MEETING-MINUTES-2022-2023.pdf
Any other relevant information	Nil
Organisational structure	https://cods.edu/wp-content/uploads/2023/04/organisational-structure.pdf
Strategic Plan document(s)	https://cods.edu/wp-content/uploads/2023/05/Strategic-plan-DocIPSP-final-Doc-3.pdf

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

A. All of the Above

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

6.3 - Faculty Empowerment Strategies

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

The institution provides various welfare measures for teaching and non-teaching staff at the institution:

Women employees are entitled to paid maternity leave for 135 days (4.5 months) as per the Maternity Benefit Act, 1961, amended in 2017. This benefit is applicable for up to two deliveries.

The institution is registered under the Employees' Provident Fund scheme since 2002, with a separate code number (KN/27161) for the benefit of its employees.

Long-serving staff members are entitled to the privilege of a pension scheme as per the amendments made by the management.

Loans are provided to staff members from the Bapuji Cooperative Bank, with a discounted interest rate of up to 3% compared to the general rate of interest.

Staff members are provided with quarters for their accommodation by the Bapuji Educational Association (BEA).

Paid leaves are granted to staff members for attending academic activities.

Staff parents with differently-abled children are provided with special consideration leaves, even though these are without pay.

Non-teaching staff members enjoy the same benefits as teaching staff, where applicable.

Employees drawing a monthly salary up to INR 21,000 are eligible for benefits under the Employees' State Insurance (ESI) scheme, with a management contribution of 4.75%.

File Description	Documents
Policy document on the welfare measures	https://cods.edu/wp-content/uploads/2023/06/POLICY-DOCUMENT-FOR-STAFF-WELFARE-MEASURES.pdf
List of beneficiaries of welfare measures	https://cods.edu/wp-content/uploads/2024/02/6.3.1-Claim-sheet-2022-2023.pdf
Any other relevant document	Nil

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

84

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

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

13

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

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

72

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

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

The self-appraisal system for both teaching and non-teaching staff at our institution involves the evaluation of various factors to assess their performance and contributions.

Teaching Staff:

- Teaching faculties are evaluated based on their active participation in academic activities aligned with the guidelines of the University.
- Contributions in the research field, including research publications, presentations at conferences, and obtaining copyrights or patents for creative ideas or innovations, are considered for appreciation.
- Evaluation includes the management of clinical procedures and fulfilling additional duties assigned in the clinical services, where applicable.
- Services rendered in administration, along with due responsibility, are assessed for appraisal.
- Active participation in committees and councils is another factor considered during the appraisal assessment.

Non-Teaching Staff:

- Appraisal for non-teaching staff is based on their contributions towards the daily functioning and development of the institute.
- The performance of office/administrative staff and technical staff is evaluated by the Office Manager.
- The Office Manager submits a report to the Head of the Institute, who completes the annual appraisal for both teaching and non-teaching faculty, providing due perks for their proper appreciation.

This structured approach to self-appraisal recognizes the diverse contributions of both teaching and non-teaching staff members, promoting a holistic assessment that goes beyond academic activities. The involvement of managers and the Head of the Institute ensures a comprehensive and fair evaluation process.

File Description	Documents
Performance Appraisal System	https://cods.edu/wp-content/uploads/2022/10/Performance-appraisal-System-2021.pdf
Any other relevant information	Nil

6.4 - Financial Management and Resource Mobilization

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

These are sources of revenue, accusations of funds, utilization of funds, and resource mobilization policies at Bapuji Educational Association College of Dental Sciences.

Sources of Revenue:

1. Student Admission Fee
2. Tutorial Fee
3. Material Fee
4. Revenue from Patients' Treatment in the Dental Hospital
5. Donations from Alumni

Accusations of Funds:

- There is no explicit information about accusations of funds in the provided text. If accusations are present, they should be investigated and addressed appropriately.

Utilization of Funds:

- A finance committee oversees recurring and non-recurring expenses.
- The Principal, along with the Store-In-Charge and the Finance Committee, ensures expenditures stay within the allocated budget.
- Management intervention is sought if expenditures exceed the budget.

Resource Mobilization Policy and Procedure:

- Planned expenditures, including clinical and lab equipment purchase, furniture, and other developmental expenses, are included in the budget estimate.
- The budget is scrutinized and approved by the Board of Management.
- Statutory auditors certify the financial statements.

Optimal Utilization of Resources:

- Resources are utilized for staff salaries, routine departmental and institute expenses, academic, extra-curricular, and co-curricular activities.
- The funds are also allocated for purchasing advanced diagnostic equipment, treatment armamentarium, patient management software, and Annual Maintenance Contracts (AMCs)

for equipment and instruments.

This is an overview of the financial structure and policies in place at the institution, emphasizing the importance of budgetary control, proper utilization of resources, and adherence to financial regulations.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://cods.edu/wp-content/uploads/2023/06/POLICY-DOCUMENT-FOR-FINANCIAL-MANAGEMENT-RESOURCE-MOBILIZATION.pdf
Procedures for optimal resource utilization	https://cods.edu/wp-content/uploads/2023/04/Procedures-for-optimal-resource-utilization.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2023/05/6.4.1-resource-mobilization-infographics.jpg

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

The mechanisms in place for conducting internal and external audits at Bapuji Educational Association College of Dental Sciences.

Internal Audits:

- Before the start of each financial year, the Principal submits a proposal on budget allocation to the management.
- College budgets encompass both recurring and non-recurring expenses.
- The accounts department and finance committee monitor expenses according to the budget allocated by the management.
- The expenses incurred across different departments undergo thorough scrutiny. This involves verifying bills, indents, and vouchers by the accounts section, with final approval by the Principal.

External Audits:

- The college's accounts are audited regularly by chartered accountants in compliance with government rules.
- The auditors perform the audit to obtain reasonable assurance

about the financial statements.

- The auditor ensures that all payments are duly authorized. Following the audit, the report is sent to the management for review.
- Any queries during the audit process are addressed promptly, and supporting documents are provided within prescribed time limits.
- Auditors evaluate the appropriateness of accounting policies used by the institution.
- The institutional external audit is carried out by SANTHAPPA & Co.

This comprehensive approach to financial auditing involves both internal and external assessments, ensuring compliance, transparency, and the integrity of financial transactions. The involvement of chartered accountants and adherence to government rules contribute to the credibility of the audit process.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://cods.edu/wp-content/uploads/2024/02/Balance-Sheet-2023.pdf
Any other relevant information	Nil

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

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
0.98	Nil

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

6.5 - Internal Quality Assurance System

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

The Internal Quality Assurance Cell (IQAC) at the College of Dental Sciences operates within the framework set by the National Assessment and Accreditation Council (NAAC), established in 2007. The primary goal of the IQAC is to ensure quality in all aspects of institutional activities.

For various committees OF IQAC, all the Staff and student members are appointed. The activities of the committees are supervised by Associate Deans in key areas: Academics, Administration, Examination, and Human Resources. Each committee is assigned specific responsibilities related to academic, research, and service activities. Periodic meetings are held to review the activities of the committees. Further guidance is provided to ensure effective functioning.

1. List of Committees:

- College Council Committee
- Continuing Dental Education Committee
- Alumni Association Committee
- Staff Development and Welfare Committee
- Women Welfare and Empowerment Committee
- Student Welfare and Affairs Committee

- Library and Learning Resources Committee
- Interdisciplinary Activities Committee
- Scientific Research Development, Sustenance Committee
- Eliminate Ragging/Redressal Grievances/Prevention of Sexual Harassment Committee
- College Magazine Committee
- ICT and Website Facilities Committee
- Feedback Analysis Committee
- Hospital Infection Control Committee
- College Curriculum Committee
- Career Guidance and Placement Committee
- Extension and Outreach Activities Committee
- Student Mentorship Committee
- Examination, Result Analysis, Grievances, and Redressal Committee
- Parents Teachers Association Committee
- Infrastructure Development and Maintenance Committee
- Committee for Code of Conduct
- Committee for Promotion and Recruitment

This extensive network of committees demonstrates a commitment to various aspects of institutional development, ensuring a comprehensive approach to quality assurance and continuous improvement.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://cods.edu/wp-content/uploads/2023/05/6.5.1_Website-describing-IQAC-and-Mechanism.pdf
Minutes of the IQAC meetings	https://cods.edu/wp-content/uploads/2024/05/MoM-May_MoM-Jan_merged.pdf
Any other relevant information	Nil

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

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

<p>6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)</p>	<p>A. All of the Above</p>
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File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://cods.edu/wp-content/uploads/2022/10/AQAR-2021-22.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	No File Uploaded
Copies of the documents for accreditation	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Total number of gender equity sensitization programmes organized by the Institution during the year

02

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	No File Uploaded
Extract of Annual report	View File
Geo tagged photographs of the events	No File Uploaded

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

The International Women's Day celebration at the college on March

8th, 2023, was marked by various activities organized by the Women's Welfare Committee in association with the IDA Davangere branch. A Rangoli competition was organized by the Women's Welfare Committee with the theme of Women's Day. Postgraduates, undergraduates, and interns enthusiastically participated and showcased their creativity. Judges selected the best three Rangolis, and certificates were awarded to the winners by the chief guest.

The institution provides various facilities for female students, including college buses for pick-up and drop-off to the hostel. Common rooms with lockers and washrooms are available. CCTV cameras are installed in college and hostel premises for security. 24*7 security guards are stationed on campus. Separate changing rooms are provided for students, nursing staff, and supporting staff members. A duty doctor's room with an attached washroom and rest area is available to accommodate the rotation of duties. Teaching staff members are entitled to a paid maternity leave of three months for up to two deliveries, following the rules and regulations of the institution.

The celebration and the associated activities reflect the institution's commitment to recognizing and appreciating the contributions of women, providing a conducive and secure environment, and acknowledging the importance of work-life balance through maternity leave benefits for the teaching staff.

File Description	Documents
Annual gender sensitization action plan	https://cods.edu/wp-content/uploads/2023/03/7.1.2.a-Annual-gender-action-plan.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://cods.edu/wp-content/uploads/2023/03/7.1.2-b-specific-facilities-new-geotagged-photos.pdf
Any other relevant information	Nil

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

C. Any 2 of the Above

File Description	Documents
Geotagged Photos	https://cods.edu/wp-content/uploads/2023/06/7.1.3-Energy-Geotag-Photos.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

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

Our institution places significant importance on the proper segregation and management of biomedical waste, following the guidelines set by the Karnataka State Pollution Control Board.

The institution experiences a large-scale generation of biomedical waste and other forms of waste on a daily basis. Adherence to guidelines set by the Karnataka State Pollution Control Board is a priority to avoid adverse health outcomes associated with poor waste management. The institution follows environmentally sound and safe protocols for the management of biomedical waste. Adequately trained support staff is in place to handle biomedical waste management procedures. Designated committees monitor the proper segregation and management of biomedical waste. Solid waste generated in the institution is collected daily and transported by the corporation vehicle. Biomedical waste is segregated into four categories, each color-coded for easy identification and disposal. Segregation charts are displayed in all departments, near the designated area of color-coded bins. All collected biomedical waste is transported to a common biomedical waste area designated within the campus. An approved biomedical waste agency, in this case, Sushanth Environmental Technologies, manages the biomedical waste. E Waste such as Batteries used for power management are regularly maintained. Older batteries are disposed of through recognized dealers, adhering to e-waste management practices. New batteries are purchased in line with e-waste management protocols.

The systematic segregation, proper disposal, and adherence to e-waste management principles contribute to a safer and more sustainable environment within the institution.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://cods.edu/wp-content/uploads/2023/05/register-for-hazaradous-chemicals.pdf
Geotagged photographs of the facilities	https://cods.edu/wp-content/uploads/2022/09/7.1.4-2020-PHOTOS.pdf
Any other relevant information	https://cods.edu/wp-content/uploads/2024/02/7.1.4-merged-11-12.pdf

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

B. Any 3 of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://cods.edu/wp-content/uploads/2023/06/7.1.5-water-conservation-facilities-geotagged-photos-NN.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	No File Uploaded
Any other relevant information	No File Uploaded

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://cods.edu/wp-content/uploads/2022/10/7.1.6-Green-campus-initiatives-Geotagged-photos-new.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	No File Uploaded
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

A. All of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	No File Uploaded

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

The diverse and inclusive celebrations and events taking place at your institution.

Religious festivals like Ayudha Pooja and Christmas were celebrated with enthusiasm. Ayudha Pooja was marked with fervor, while Christmas involved decorating the Christmas tree, cutting a cake, and enjoying the festive ambiance.

A blood donation drive was conducted on November in collaboration with the Bapuji Blood Bank and Karnataka Hemophilic Society. Student voluntarily donate blood for this noble cause. The graduating batch of 2017 organized various impactful programs. Monochrome Day promoted "Go Green," emphasizing green dentistry, and conveyed a message to save forests and reduce waste. Ethnic Gratitude Day, involved staff and students dressing in ethnic attire, along with a flash mob and games for staff.

Saraswati Pooja took place at CODS Library and Information Centre on February 5, 2023, at 11:00 AM. All staff members attended the Pooja, sought blessings from Goddess Saraswati, and received Prasada.

These events showcase a rich cultural and social calendar at your institution, emphasizing not only religious festivals but also social responsibility through initiatives like blood donation drives and charitable donations. The diverse range of activities contributes to a vibrant and inclusive campus community.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://cods.edu/wp-content/uploads/2024/02/environment-day-june-2022.pdf
Any other relevant information/documents	Nil

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

A. All of the Above

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://cods.edu/wp-content/uploads/2023/05/7.1.9-b-Handbook.pdf
Details of the monitoring committee of the code of conduct	No File Uploaded
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	View File

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

Department of Oral Medicine to raise awareness and promote prevention of AIDS among the public and students. Commemorated with the unfurling of the national flag, emphasizing nationalism, togetherness, and patriotism during Republic day celebration. on occasion of national oral pathologist day, organized competitions (Anomaly tooth carving, wax carving, H and E sketching) for undergraduate students by the Department of Oral Pathology. Conducted an oral health awareness program at the PRIMARY HEALTH CENTRE on occasion of World Health Day.

Celebrated by hoisting the national flag and organizing events that emphasize patriotism and the significance of India's independence. Celebrated in honor of Lord Ganapathi (Ganesha), typically with prayers, rituals, cultural activities, and festive decorations. Celebrated with lights, fireworks, sweets, and prayers to mark the Hindu festival of lights, symbolizing the victory of light over darkness and good over evil in diwali festival.

Observed by Muslim students and staff during the Islamic holy month of fasting and prayer, culminating in the celebration of Eid al-Fitr.

These festivals are celebrated in our institution with mutual respect, unity, and enthusiasm, showcasing the diverse cultural fabric of India and fostering a spirit of harmony and inclusivity among students and staff. Such celebrations contribute to a rich tapestry of cultural exchange and understanding within the college community.

7.2 - Best Practices

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

Best Practice 1

Title of the Practice: M-TRAIN PRACTICE: A value added specialty service (Management of Trauma (maxillofacial), Residual deformities, Aesthetic correction, Infections, Neoplasia)

Objectives of the practice:

- To provide quality, ethical and economical specialty service to the community
- Unburdening the economical weaker section seeking the specialty care.
- Sensitizing and exposing the budding resident doctors to plethora of surgical challenges.
- Effective diagnosis and management of maxillofacial trauma/injuries.
- Postoperative rehabilitation of residual deformity patients.
- Management of oral cancer patients

Best Practice 2

Title of practice: Management of haemophilia patients with dental needs

Objectives of the practice:

Haemophilia is inherited bleeding disorder in which blood does not clot properly which leads to spontaneous bleeding following injuries or surgeries. Haemophilia occurs in about 1 of every 5,000 male births. Dental problems in these patients poses difficulty in managing emotionally as well as psychologically, along with specific care to avoid/manage bleeding during the treatment. Poor oral hygiene and iatrogenic factors also can induce oral bleeding in these patients, which is a challenge of next level to the dentists. Our institute took up the social responsibility of providing oral

health care and educate them regarding the oral health maintenance in turn attempting to improve their quality of life in collaboration with Karnataka Haemophilia society.

File Description	Documents
Best practices page in the Institutional website	https://cods.edu/igac/best-practices/
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

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

SS Care Trust and our institution to provide oral health treatment and education to individuals, especially in rural areas where access to such services may be limited.

1. Health Camps:SS Care Trust and your institution collaborate to organize health camps in rural areas, reaching out to individuals who lack access to oral health services.
2. Dental Health Education:During these camps, dental health education sessions are conducted to raise awareness among students and camp participants about the importance of oral hygiene and preventive dental care.
3. Screening and Basic Treatments:Camp participants are screened for dental problems, and basic dental treatments are provided onsite. This includes services such as dental check-ups, cleaning, and minor treatments.
4. Referrals and Follow-up:Beneficiaries identified with more complex dental issues are referred to the College of Dental Sciences for further evaluation and treatment.
5. Follow-up Care:Follow-up appointments are scheduled for recalled beneficiaries to receive necessary dental treatments and ongoing care at the college's dental facilities.

These initiative not only addresses the immediate dental needs of underserved populations but also emphasizes the importance of preventive care and continuous treatment through follow-up services.

It contributes significantly to improving oral health outcomes and ensuring that individuals in rural areas have access to quality dental care and education. Such efforts play a crucial role in promoting overall health and well-being within these communities.

File Description	Documents
Appropriate web page in the institutional website	https://cods.edu/igac/institutional-distinctiveness/
Any other relevant information	Nil

DENTAL PART

8.1 - Dental Indicator

8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
47	Nil	Nil	Nil

File Description	Documents
List of students enrolled for the BDS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the BDS programme during the preceding academic year.	View File
Any other relevant information	View File

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

Students are allocated 8 hours per week for pre-clinical skill development. They are mandatory to complete 15 teeth arrangements as internal assessments per academic year. Facilities like Dry Lab were equipped with lathe, model trimmer, and study models. Wet Lab is

equipped with acrylizer, plastic dispenser, stone dispenser, de-waxing unit, and water heater for fabricating CDs, RPDs, and other pre-clinical exercises.

Pre-Clinical Operative Dentistry (PCO):

- PCO has 60 tables with micro motor connections for cavity preparation training on typhodonts and natural teeth. Prepares students for working on patients in clinical settings.

Pre-Clinical Orthodontics:

- Equipped with seating capacity for 50 students for basic wire bending exercises. Enhance skills in orthodontic procedures, particularly wire bending.

Pedodontics (Pedo) Department:

- Equipped with model trimmer, lathe, vibrator, and micromotor accommodating 8 students.
- Pedagogical Approach: Involves live demonstrations by faculty members using a visualizer, divided into small groups for better learning.
- Objective: Develop skills specific to pediatric dentistry.

We do organize peer learning sessions where students can collaborate and practice skills together, fostering teamwork and communication skills.

An arrangement for early clinical exposure, allowing students to observe and assist in real clinical settings to bridge the gap between pre-clinical training and actual patient care.

Integration of Technology is utilized in advanced dental technologies such as 3D printing for model fabrication and CAD/CAM systems for digital impression taking to stay updated with modern dental practices.

File Description	Documents
Geo tagged Photographs of the pre clinical laboratories	View File
Any other relevant information	No File Uploaded

8.1.3 - Institution follows infection control protocols during clinical teaching during

A. All of the Above

preceding academic year Central Sterile Supplies Department (CSSD) (records) Provides Personal Protective Equipment (PPE) while working in the clinic Patient safety manual Periodic disinfection of all clinical areas (Register) Immunization of all the care-givers (Registers maintained) Needle stick injury record

File Description	Documents
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View File
Disinfection register (Random Verification by DVV)	View File
Immunization Register of preceding academic year	View File
Relevant records / documents for all 6 parameters	View File
Institutional Data in Prescribed Format (Data Template)	View File

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

Our institution has comprehensive approach to orientation for dental students which contributes to the overall preparation of students for their dental profession:

1. Orientation to Professional Life:

- **Introduction to the Dental Profession:** Providing students with an understanding of the dental profession, its significance in healthcare, and the ethical responsibilities associated with it.
- **Curriculum Overview:** Offering an overview of the curriculum helps students understand the academic requirements, expectations, and the trajectory of their dental education.

2. Stress Management and Support:

- **Counseling Sessions:** Offering counseling sessions equips students with coping strategies to manage stress effectively, fostering their mental well-being

throughout their academic journey.

- **Support System:** Informing students about the college's support system, including counseling services and student support groups, ensures they know where to seek assistance if they encounter challenges.

3. Mentorship Program:

- **Guidance and Advice:** Pairing students with experienced mentors allows them to receive personalized guidance and advice tailored to their academic and personal needs.
- **Encouragement to Participate:** Encouraging students to participate in academic activities and seek assistance from mentors fosters a supportive learning environment, enhancing their academic and social integration.
- **Career Exploration:** Providing opportunities for career exploration through mentorship enables students to gain insights into various career paths within dentistry and make informed decisions about their future.

4. Interactive Sessions:

- **Open Communication:** Interactive sessions facilitate open communication between students and mentors, creating a platform for exchanging ideas, addressing concerns, and providing feedback.

File Description	Documents
Orientation circulars	https://cods.edu/wp-content/uploads/2024/03/Orientation-Circular-2022-2023.pdf
Programme report	https://cods.edu/wp-content/uploads/2024/03/Orientation-report-2022-2023.pdf

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

C. Any 3 or 4 of the Above

File Description	Documents
Invoice of Purchase	No File Uploaded
Usage registers	View File
Geotagged photos of the facilities, and list of studentstrained in the opted facilities	View File
Institutional Data in Prescribed Format (Data Template)	View File

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

A. All of the Above

File Description	Documents
Certificate from the principal/competent authority	View File
Geotagged photos of the facilities, and list of students trained in the opted facilities	View File
Any other relevant information	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

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

1

File Description	Documents
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the year	View File
Attest ed e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	No File Uploaded
Any other relevant information	No File Uploaded
Institutional Data in Prescribed Format (Data Template)	View File

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

OBJECTIVE STRUCTURED CLINICAL EXAMINATION [OSCE] In the college of dental sciences, Davanagere undergraduate examination for third and final year students activities are beencarried out as stated in the undergraduate curriculum by theDental Council of India and Rajiv Gandhi University of HealthSciences.

FINAL YEAR Two clinical postings have been carried out for final yearundergraduate students.In the clinical examination there are three segments whichincludes EXAMINATION STATION, SKILL STATION, AND VIVA for thestudents. The EXAMINATION STATION includes Case history and procedures andis assessed by communication with patients. The SKILL STATION is there where the students have to performvarious exercises and activities and it will be monitored keenlyby assigned staffs. VIVA CARDS: In the examination viva cards are segregated as easy,medium, and hard questions and kept in card box for students topick. For easy card, it has 2 MUST KNOW questions to be answeredand it holds 50%. For medium card, it has 2 DESIRE TO KNOWquestion answered and it holds 75%. For tough card, it has 2 GOODTO KNOW questions to be answered and it holds <90%.

File Description	Documents
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the year	https://cods.edu/wp-content/uploads/2024/02/REPORT-FINAL-ON-COMPETENCIES.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://cods.edu/wp-content/uploads/2024/02/GEOTAGGED-PHOTOS.pdf
List of competencies	https://cods.edu/wp-content/uploads/2024/02/LIST-OF-COMPETENCIES-BY-DCI.pdf
Any other relevant information	Nil

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

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
47	47

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

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

ATTRIBUTES OF A GRADUATING STUDENT The attributes of a graduating student are dealt under three main headings- Knowledge and understanding Skills Attitudes. 1. Adequate knowledge of the development, structure and function of the teeth, mouth, and jaws and associated tissues in both health and disease and their relationship and effect on general state of health and also bearing on physical and social well being of the patient. 2. Graduates will be able to value differences in health beliefs, lifestyles, ethic and cultural background. 3. Graduate with clinical and technical aspects of dentistry as required for general dental practice. 4. Undertake total oral and dental health care of the patients of all ages 5. Possess skill to carry out certain investigations and ability to interpret laboratory findings. 6. Integrated approach of staff in bringing out the academic excellence 7. Strong professional attachment that exists between students and staffs. 8. Gains knowledge in newer technologies of the dental field. 9. Dental jurisprudence and legal and ethical obligations for dental practitioners. 10. Continuous research activity 11. Ability to be an active participant in professional organisations, and an appreciation of the benefits of the participation. 12. Development of philosophy of lifelong learning and accept that continuing professional development is required for professional growth.

File Description	Documents
Dental graduate attributes as described in the website of the College.	https://cods.edu/wp-content/uploads/2024/02/ATTRIBUTES-IN-WEBSITE.pdf
Any other relevant information.	Nil

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

8489279.04

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

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

by it.

The Dental Education Unit (DEU) of the College of Dental Sciences and Hospital, Davangere was established with the following objectives:

1. Curricular Development and Faculty Development:

- Plan, implement, and evaluate curricular development aligned with the National Education Policy (NEP), statutory bodies, and University initiatives, focusing on competency-based education.
- Collaborate with curriculum committees and PBL (Problem-Based Learning) committees for curriculum innovations, including value-added courses.

2. Methodology Improvement:

- Ensure continuous quality improvement in teaching and assessment methods, implementing innovations to enhance learning outcomes.
- Inspire students and interns for self-directed learning and lifelong learning through orientation and induction programs.

3. Faculty Development Programs (FDP):

- Train teachers as efficient and effective educators by encouraging participation in learning programs.
- Conduct FDP programs and workshops, including basic and advanced courses, to enhance faculty skills within the institution through DEU members.

4. Technology Integration:

- Sensitize and facilitate the integration of Information and Communication Technology (ICT) in the curriculum to enhance teaching and learning processes.

5. Research in Education:

- Provide training to staff and students in effective

research methodologies in education.

- Document publications of original research and reviews to contribute to the advancement of educational practices in dentistry.

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