



## YEARLY STATUS REPORT - 2023-2024

| <b>Part A</b>  |  |
|--|--|
| <b>Data of the Institution</b>                       |  |
| <b>1.Name of the Institution</b>                     | <b>DAYANANDA SAGAR COLLEGE OF DENTAL SCIENCES</b>  |
| • Name of the Head of the institution                | <b>Dr. Hemanth M</b>   |
| • Designation  | <b>Principal</b>   |
| • Does the institution function from its own campus? | <b>Yes</b>   |
| • Phone No. of the Principal                         | <b>7483693035</b>  |
| • Alternate phone No.                                | <b>08026663654</b>   |
| • Mobile No. (Principal)                             | <b>9845459666</b>  |
| • Registered e-mail ID (Principal)                   | <b>principal@dscds.edu.in</b>  |
| • Alternate Email ID                                 | <b>office@dscds.edu.in</b>   |
| • Address  | <b>Dayananda Sagar College of Dental Sciences, Shavige Malleshwara Hills, Kumaraswamy layout</b> |
| • City/Town  | <b>Bengaluru</b>   |
| • State/UT   | <b>Karnataka</b>   |
| • Pin Code   | <b>560111</b>  |
| <b>2.Institutional status</b>                        |  |
| • Affiliated / Constitution Colleges                 | <b>Affiliated</b>  |
| • Type of Institution                                | <b>Co-education</b>  |

|   |   |                |                             |               |             |
|---|---|----------------|-----------------------------|---------------|-------------|
| • Location  | Urban   |                |                             |               |             |
| • Financial Status  | Private   |                |                             |               |             |
| • Name of the Affiliating University  | Rajiv Gandhi University of Health Sciences  |                |                             |               |             |
| • Name of the IQAC Co-ordinator/Director  | Dr. Prashanth N T   |                |                             |               |             |
| • Phone No.   | 9845034720  |                |                             |               |             |
| • Alternate phone No.(IQAC)   | 08026663654   |                |                             |               |             |
| • Mobile No:  | 9845034720  |                |                             |               |             |
| • IQAC e-mail ID  | iqac@dscds.edu.in   |                |                             |               |             |
| • Alternate e-mail address (IQAC)   | prashanthnt@dscds.edu.in  |                |                             |               |             |
| <b>3.Website address (Web link of the AQAR (Previous Academic Year)</b>   | <a href="https://dscds.edu.in/pdf/Cycle1/KACOGN109738.pdf">https://dscds.edu.in/pdf/Cycle1/KACOGN109738.pdf</a> |                |                             |               |             |
| <b>4.Was the Academic Calendar prepared for that year?</b>  | Yes   |                |                             |               |             |
| • if yes, whether it is uploaded in the Institutional website Web link:   | <a href="https://dscds.edu.in/acadcalendar.htm">https://dscds.edu.in/acadcalendar.htm</a>                       |                |                             |               |             |
| <b>5.Accreditation Details</b>  |   |                |                             |               |             |
| Cycle   | Grade   | CGPA           | Year of Accreditation       | Validity from | Validity to |
| Cycle 1   | A+  | 3.32           | 2023                        | 07/09/2023    | 06/09/2028  |
| <b>6.Date of Establishment of IQAC</b>  |   |                | 08/02/2021                  |               |             |
| <b>7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.</b> |   |                |                             |               |             |
| Institution/ Department/Faculty   | Scheme  | Funding agency | Year of award with duration | Amount        |             |
| Dr. Savita A M  | MDS Thesis Grant  | ICMR           | 01/12/2023                  | 50000         |             |
| Conservative  | RGUHS STS   | RGUHS          | 04/07/2023                  | 15000         |             |

|  |                            |        |            |        |
|--|----------------------------|--------|------------|--------|
| and<br>Endodontics                       | Grant                      |        |            |        |
| Pedodontics                              | RGUHS STS<br>Grant         | RGUHS  | 04/07/2023 | 8000   |
| Oral<br>Pathology<br>and<br>Microbiology | RGUHS STS<br>Grant         | RGUHS  | 04/07/2023 | 15000  |
| Oral<br>Pathology<br>and<br>Microbiology | RGUHS STS<br>Grant         | RGUHS  | 04/07/2023 | 15000  |
| Dr. Hemanth<br>M                         | IOS Research<br>Fund Grant | IOS RF | 03/12/2023 | 50000  |
| Oral<br>Pathology<br>and<br>Microbiology | RGUHS STS<br>Grant         | RGUHS  | 25/07/2024 | 15000  |
| Periodontolo<br>gy                       | RGUHS STS<br>Grant         | RGUHS  | 25/07/2024 | 15000  |
| Oral and<br>Maxillofacia<br>l Surgery    | RGUHS STS<br>Grant         | RGUHS  | 25/07/2024 | 15000  |
| Prosthodonti<br>cs                       | RGUHS STS<br>Grant         | RGUHS  | 25/07/2024 | 15000  |
| Oral<br>Pathology<br>and<br>Microbiology | RGUHS STS<br>Grant         | RGUHS  | 25/07/2024 | 15000  |
| Dr. Kavitha<br>M                         | RGUHS<br>Faculty<br>Grant  | RGUHS  | 30/01/2024 | 60000  |
| Dr. Smitha<br>Kulkarni                   | RGUHS<br>Faculty<br>Grant  | RGUHS  | 30/01/2024 | 231000 |

**8. Whether composition of IQAC as per latest NAAC guidelines**

**Yes**

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Upload latest notification of formation of IQAC</li> </ul>   | <a href="#">View File</a>  |
| <b>9.No. of IQAC meetings held during the year</b>  | <b>8</b>   |
| <ul style="list-style-type: none"> <li>• Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website?</li> </ul>                                | <b>Yes</b>   |
| <ul style="list-style-type: none"> <li>• (Please upload, minutes of meetings and action taken report)</li> </ul>  | <a href="#">View File</a>  |
| <b>10.Whether IQAC received funding from any of the funding agency to support its activities during the year?</b>   | <b>No</b>  |
| <ul style="list-style-type: none"> <li>• If yes, mention the amount</li> </ul>  | <b>nil</b>   |
| <b>11.Significant contributions made by IQAC during the current year (maximum five bullets)</b>   |  |
| Revision of Strategic plan of the Institution   |  |
| Starting Dental Journal of the Institution  |  |
| Constituting SC/ST committee in the institution   |  |
| Organising Training of Trainees Master Training Program   |  |
| <b>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).</b> |  |
| Plan of Action  | Achievements/Outcomes  |
| Increase in number of Outreach Programs   | Substantial increase in the number of Outreach Programs          |
| To Organise Vaccination Program   | Hepatitis B Vaccination program for students and staff conducted |
| To Organise Election awareness program for the students   | Election Awareness program for the UG and PG students conducted  |
| To Organise career guidance program and Alumni Meets  | Career guidance program and Alumni Meets were organised          |

| <b>13. Whether the AQAR was placed before statutory body?</b>  | <b>Yes</b>         |      |                    |             |                   |
|--|--------------------|------|--------------------|-------------|-------------------|
| <ul style="list-style-type: none"> <li>Name of the statutory body</li> </ul>   |                    |      |                    |             |                   |
| <table border="1"> <thead> <tr> <th>Name</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td><b>IQAC</b></td> <td><b>18/10/2024</b></td> </tr> </tbody> </table>  |                    | Name | Date of meeting(s) | <b>IQAC</b> | <b>18/10/2024</b> |
| Name   | Date of meeting(s) |      |                    |             |                   |
| <b>IQAC</b>  | <b>18/10/2024</b>  |      |                    |             |                   |
| <b>14. Does the Institution have Management Information System?</b>  | <b>Yes</b>         |      |                    |             |                   |
| <ul style="list-style-type: none"> <li>If yes, give a brief description and a list of modules currently operational</li> </ul>   |                    |      |                    |             |                   |
| <p>Dayananda Sagar College of Dental Sciences has implemented an Enterprise Resource Planning (ERP) system to streamline and integrate various college operations. The ERP system comprises several modules that cater to different functional areas: Modules: 1.? ?Academic Module: Manages student information, course curriculum, attendance, and grades. 2.? ?Admission Module: Handles online applications, merit list generation, and admission processing. 3.? ?Finance Module: Manages fee payments, invoices, and financial reporting. 4.? ?HR Module: Tracks employee data, payroll, and leave management. 5.? ?LMS Module: Manages e-content delivery and access for all students. 6.? ?Feedback: Manages feedbacks for all events as well as theory classes and training sessions. 7.? ?Proctoring Module Manages the proctoring of assigned students with proctors. Meetings, analysis and summaries of proctoring. 8.? ?Student Information System (SIS) Module: Provides students with access to their academic records, attendance, and grades. Benefits: 1.? ?Improved efficiency and productivity 2.? ?Enhanced data accuracy and integrity 3.? ?Better decision-making through real-time reporting 4.? ?Streamlined communication and collaboration 5.? ?Increased transparency and accountability The ERP system has enabled Dayananda Sagar College of Dental Sciences to automate and integrate various processes, leading to improved operational efficiency and effectiveness.</p> |                    |      |                    |             |                   |
| <b>15. Multidisciplinary / interdisciplinary</b>   |                    |      |                    |             |                   |
| <p>One of the medical field's multidisciplinary subfields is the art and science of dentistry. Our dental apprentices include educated to provide efficient healthcare, motivated by the interdisciplinary program established by the Dental India Council. The student and the</p>  |                    |      |                    |             |                   |

Postgraduate instruction follow the guidelines set forth by the university and the Apex Council. The modern schooling NEP policy has placed emphasis on the idea of Interdisciplinary instruction, which is consistent with the institutional procedures for carrying out multidisciplinary training on dental implants, handling of particular cases, seminars on LASERS, research techniques, and also neighbourhood outreach initiatives such as anti-tobacco consciousness, HIV consciousness, and significance of oral dental care and cleanliness.

#### **16.Academic bank of credits (ABC):**

Dayananda Sagar College of Dental Sciences is affiliated with the Rajiv Gandhi University of Health Sciences and is not a degree-granting college.

#### **17.Skill development:**

The NEP places a strong emphasis on skill development programs. The Institution is offering a number of skill-based training programs in the professional and social abilities required of a dental professional for successful clinical practice in an effort to put this idea into practice. Teaching staff members that are youthful and highly motivated are consistently improving clinical expertise, research, and academics within the dentistry industry. The following is a list of the courses that are currently being offered: soft skills; minor oral surgery; rehabilitation of maxillofacial defects; dentistry with LASERS; paediatric behaviour management; faculty development program.

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

Dental Council of India, a regulatory agency, oversees instruction and training. Currently in adoption are the amended MDS course regulation 2017 and the revised BDS course regulation 2007. The institution offers add-on courses in Kannada language and communication skills. It also organises interfaith events like as Founders Day, Onam, Holi, Kannada Rajyotsava, and Ayudha Pooja to foster national unification. Additional IKS programs that the SRAs recommend will be made available when necessary.

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

As required by the regulatory body, faculty members train graduate and undergraduate students before they begin their clinical placements. This will assist in gaining the information and abilities needed to provide patient care. This will also assist us in evaluating the student's knowledge and cognitive abilities. The

college often hosts CDE workshops and programs for teachers, graduate students, and undergraduates. There will be additional institutional funding available for conference registration in order to present papers or posters. Additionally, funding is given for research projects and publications in esteemed journals. Our institution is preparing for absorption with Dayananda Sagar University, as envisioned in the NEP. This will allow us greater flexibility in developing the program according to the necessary competences and skills for the holistic development of the student.

#### 20.Distance education/online education:

Our Institution has made significant strides in technical progress and online dental education during the COVID-19 epidemic. The online portal was used for UG and PG classes, seminars, journal clubs, case presentations, interdepartmental meetings, and presentations. For the benefit of the pupils, all of the instructional movies were also shown in the classrooms. The purpose of the online conferences was to help academics and students alike. To improve the ability and knowledge of the faculty, some CDE seminars, workshops, and faculty development programs were held online. This has equipped us to carry on with teacher and student online instruction.

### Extended Profile

#### 1.Student

|     |     |
|-----|-----|
| 2.1 | 307 |
|-----|-----|

Total number of students during the year:

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

|     |    |
|-----|----|
| 2.2 | 39 |
|-----|----|

Number of outgoing / final year students during the year:

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

|     |    |
|-----|----|
| 2.3 | 77 |
|-----|----|

Number of first year students admitted during the year

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

**2.Institution**

|  |               |
|--|---------------|
| 4.1  | <b>484.81</b> |
| Total expenditure, excluding salary, during the year (INR in Lakhs): |               |

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

**3.Teacher**

|   |           |
|---|-----------|
| 5.1   | <b>88</b> |
| Number of full-time teachers during the year: |           |

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

|  |           |
|--|-----------|
| 5.2                                      | <b>94</b> |
| Number of sanctioned posts for the year: |           |

| File Description | Documents                 |
|------------------|---------------------------|
| Data Template    | <a href="#">View File</a> |

**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.

DSCDS is affiliated to the RGUHS, is mandated to follow the academic programs designed by the Statutory Regulatory Authorities (DCI and RGUHS). DSCDS associated with DSU benefits in curriculum designing. Few of the faculty are, members of Academic council and BoS, RGUHS and DSU. Few are also master trainers for RAATI, RGUHS. The college adheres to this curriculum with add on value added courses, workshops, CDE programs to inculcate, scientific evidence-based knowledge, general skills, and attitudes for ethics and good



communication in students through Academic advisory council.

**Curricular Delivery:** Teaching schedules and timetable for theory, preclinical and clinical are prepared at the beginning of the academic year and implemented by faculty who are trained in Educational Methodology through RAATI(RGUHS). Effective implementation of the curriculum begins with an orientation programs for newly joined BDS and MDS students along with 'white coat ceremony' to orient them to clinics during their clinical induction. Faculty trained in research methodology through IRB, guide the students in research projects and also apply for grants. DSCDS has academic collaboration with four primary healthcare centres, and CDSIMER medical college. **Curriculum Evaluation:** The institution has a Feedback Committee which receives and recommends changes in curriculum to Academic Advisory Council.

| File Description   | Documents   |
|--|---|
| Minutes of the meeting of the college curriculum committee | <a href="https://dscds.edu.in/pdf/aqar/Crit1/1.1.1/1.1.1%20DOC%201%20Minutes%20of%20the%20meeting%20of%20the%20college%20curriculum%20committee.pdf">https://dscds.edu.in/pdf/aqar/Crit1/1.1.1/1.1.1%20DOC%201%20Minutes%20of%20the%20meeting%20of%20the%20college%20curriculum%20committee.pdf</a> |
| Any other relevant information.                            | <a href="https://dscds.edu.in/pdf/Criterion%201/1.1/1.1.1-%20weblink/1.1.1-DOC%202%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/Criterion%201/1.1/1.1.1-%20weblink/1.1.1-DOC%202%20Any%20other%20relevant%20information.pdf</a>   |

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

7

| File Description   | Documents                 |
|--|---------------------------|
| Details of participation of teachers in various bodies(Data Template)  | <a href="#">View File</a> |
| Scanned copies of the letters supporting the participation of teachers | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 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****72**

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

**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****307**

| File Description                                    | Documents                 |
|---|---------------------------|
| Details of the students enrolled in subject-related | <a href="#">View File</a> |
| Certificate/Diploma/Add-on courses                  | <a href="#">View File</a> |
| Any other relevant information                      | <a href="#">View File</a> |

**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

At DSCDS, cross-cutting issues are emphasized to shape students into skilled, ethical, and socially responsible professionals. The Women's Welfare Committee celebrates Women's Day with talks on gender equality, women's health, and rights, featuring accomplished female speakers. The campus adopts eco-friendly practices, including no plastic zones, tree plantations, and participation in World Environment Day and sustainability initiatives. The Infection Control Committee ensures adherence to biomedical waste disposal and

infection control guidelines. Empathy and human values are nurtured, with initiatives like personality development and programs like World Elders Day, offering free dentures to elderly individuals. Regular Basic Life Support (BLS) training prepares students for health emergencies.

The curriculum incorporates determinants of health such as biological, behavioral, socio-cultural, and environmental factors, along with outreach programs on blood donation, AIDS awareness, oral hygiene. The Tobacco Cessation Cell raises awareness through seminars, workshops, and campaigns. International Yoga Day is observed with practical sessions for staff and students. The Code of Conduct is emphasized to students and their parents, with strict anti-ragging policies. The compulsory rotating internship offers hands-on experience in clinical disciplines and public health, by being posted in PHC's.

| File Description                        | Documents   |
|---|---|
| List of courses with their descriptions | <a href="https://dscds.edu.in/pdf/aqar/Crit1/1.3.1/1.3.1-DOC%201%20List%20of%20courses%20with%20their%20descriptions.pdf">https://dscds.edu.in/pdf/aqar/Crit1/1.3.1/1.3.1-DOC%201%20List%20of%20courses%20with%20their%20descriptions.pdf</a> |
| Any other relevant information          | <a href="https://dscds.edu.in/pdf/aqar/Crit1/1.3.1/1.3.1-DOC%202%20Any%20other%20relevant%20Information.pdf">https://dscds.edu.in/pdf/aqar/Crit1/1.3.1/1.3.1-DOC%202%20Any%20other%20relevant%20Information.pdf</a>                           |

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

31

| File Description   | Documents                 |
|--|---------------------------|
| Number of value-added courses offered during the year that impart transferable and life sk | <a href="#">View File</a> |
| List of-value added courses (Data template)  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

307

| File Description   | Documents                 |
|--|---------------------------|
| List of students enrolled in value-added courses (Data template) | <a href="#">View File</a> |
| Any other relevant information                                   | <a href="#">View File</a> |

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

247

| File Description  | Documents                 |
|---|---------------------------|
| Any other relevant information  | <a href="#">View File</a> |
| List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template) | <a href="#">View File</a> |
| Total number of students in the Institution   | <a href="#">View File</a> |

## 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

| File Description   | Documents   |
|--|---|
| Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee | <a href="#">View File</a>   |
| URL for feedback report  | <a href="https://dscds.edu.in/pdf/aqar/Crit1/1.4.1/1.4.1%20Doc%202.pdf">https://dscds.edu.in/pdf/aqar/Crit1/1.4.1/1.4.1%20Doc%202.pdf</a> |
| Data template  | <a href="#">View File</a>   |
| Any other relevant information   | <a href="#">View File</a>   |

**1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is**

A. All of the Above

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

| File Description   | Documents   |
|--|---|
| URL for stakeholder feedback report  | <a href="https://dscds.edu.in/pdf/aqar/Crit1/1.4.2/1.4.2%20Doc%201.pdf">https://dscds.edu.in/pdf/aqar/Crit1/1.4.2/1.4.2%20Doc%201.pdf</a> |
| Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC | <a href="#">View File</a>   |
| Any other relevant information   | <a href="#">View File</a>   |

## 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**

15

| 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) | <a href="#">View File</a> |
| Final admission list published by the HEI   | <a href="#">View File</a> |
| Admission extract submitted to the state OBC, SC and ST cell every year.  | <a href="#">View File</a> |
| Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution   | <a href="#">View File</a> |
| Information as per data template  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |
| Data template   | <a href="#">View File</a> |

### 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

27

| File Description   | Documents                 |
|--|---------------------------|
| Total number of students enrolled in th                                  | <a href="#">View File</a> |
| E-copies of admission letters of the students enrolled from other states | <a href="#">View File</a> |
| Institutional data in prescribed format (Data template)                  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 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  | <a href="#">View File</a> |
| Data Template   | <a href="#">View File</a> |
| Details of special programmes for slow performers and advanced Learners               | <a href="#">View File</a> |
| Student participation details and outcome records                                     | <a href="#">View File</a> |
| Criteria to identify slow performers and advanced learners and assessment methodology | <a href="#">View File</a> |

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

| Number of Students | Number of Full Time Teachers |
|--------------------|------------------------------|
| <b>307</b>         | <b>88</b>                    |

| File Description   | Documents                 |
|--|---------------------------|
| List of students enrolled in the preceding academic year                 | <a href="#">View File</a> |
| List of full time teachers in the preceding academic year in the college | <a href="#">View File</a> |
| Institutional data in prescribed format (data templates)                 | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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 provides diverse opportunities for students to enhance their quality of life and sense of community. We organize various extracurricular activities, including cultural events, annual sports meet, and festival celebrations, encouraging enthusiastic participation. Academic growth is nurtured through conferences, research grants, exchange programs, and Continuous Dental Education (CDE) programs. Alumni-student knowledge exchange programs and job placement opportunities further support professional development. Additionally, mentorship and soft skill development programs, along with individual counselling, ensure students' overall well-being and success. Students are encouraged to participate in inter-college competitions, community outreach programs, and health awareness initiatives. They can register in organizations like National Medicos Organisation (NMO) and National Service Scheme (NSS) and engage in activities such as dental camps and old age home visits. Our students have represented the institution at state and national levels.

| File Description                 | Documents   |
|----------------------------------|---|
| Appropriate documentary evidence | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.2.3/2.2.3%20Doc%201%20Weblink%20to%20Appropriate%20documentary%20evidence.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.2.3/2.2.3%20Doc%201%20Weblink%20to%20Appropriate%20documentary%20evidence.pdf</a> |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.2.3/2.2.3%20Doc%202%20Weblink%20to%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.2.3/2.2.3%20Doc%202%20Weblink%20to%20Any%20other%20relevant%20information.pdf</a> |

### 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

DSCDS prioritizes student-centric teaching methodologies, focusing on experiential learning through hands-on exercises, case discussions, and treatment planning.

Interdepartmental collaboration and CDE programs ensure students stay updated on the latest advancements in dentistry.

Participatory learning and problem-solving are encouraged through group discussions, quizzes, and case presentations.

Self-directed learning is facilitated through seminars, journal clubs, and research work. Students have access to digital libraries, promoting constant knowledge upgrading.

Patient-centric, evidence-based learning occurs daily in clinics, where students develop individualized treatment plans. For integral development, learning in humanities is encouraged through outreach programs, project-based learning, and community awareness initiatives.

The UG students are taught how to plan research programs and develop questionnaires for different survey topics. They also learn how to organise camps in their internship.

Students participate in conferences, present papers and posters, and engage in role-playing, conduct flash mobs, skits to educate communities about their field and create short films for various awareness programs like harmful effects of tobacco and aids.

| File Description  | Documents                 |
|---|---------------------------|
| Learning environment facilities with geo tagged photographs | <a href="#">View File</a> |
| Any other relevant information                              | <a href="#">View File</a> |

**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**

**A. All of the Above**

**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**

| File Description  | Documents                 |
|---|---------------------------|
| List of clinical skills models  | <a href="#">View File</a> |
| Geo tagged photographs of clinical skills lab and simulation centre     | <a href="#">View File</a> |
| List of training programmes conducted in the facilities during the year | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

Our institution integrates ICT-based teaching alongside traditional methods to enhance e-learning. Faculty are trained to utilize tools such as PowerPoint, videos, audio systems, and online resources, fostering an interactive learning environment. Classrooms are equipped with LCD projectors and audio systems.

We encourage active learning through seminars, group discussions, debates, and journal clubs. The campus includes a dedicated computer lab with Wi-Fi to support independent learning. Additionally, students have access to a wide range of e-journals, eBooks, and e-learning platforms like HELINET, NDLI, Wiley, and Elsevier.

| File Description  | Documents   |
|---|---|
| Details of ICT-enabled tools used for teaching and learning | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.3.3%20Doc%201%20Details%20of%20ICT%20enabled%20tools%20used%20for%20teaching%20and%20learning.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.3.3%20Doc%201%20Details%20of%20ICT%20enabled%20tools%20used%20for%20teaching%20and%20learning.pdf</a>   |
| List of teachers using ICT-enabled tools (including LMS)    | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.3.3%20Doc%202%20List%20of%20teachers%20using%20ICT-enabled%20tools%20(including%20LMS)%20(2).pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.3.3%20Doc%202%20List%20of%20teachers%20using%20ICT-enabled%20tools%20(including%20LMS)%20(2).pdf</a>   |
| Webpage describing the “LMS/ Academic Management System”    | <a href="https://dscds.edu.in/pdf/aqar/Weblinks/Dayananda%20Sagar%20College%20of%20Dental%20Sciences%20has%20implemented%20an%20Enterprise%20Resource%20Planning%20LMS.pdf">https://dscds.edu.in/pdf/aqar/Weblinks/Dayananda%20Sagar%20College%20of%20Dental%20Sciences%20has%20implemented%20an%20Enterprise%20Resource%20Planning%20LMS.pdf</a> |
| Any other relevant information                              | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.3.3%20Doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.3.3%20Doc%203%20Any%20other%20relevant%20information.pdf</a>   |

### 2.3.4 - Student :Mentor Ratio (preceding academic year)

| Number of Mentors | Number of Students |
|-------------------|--------------------|
| 56                | 255                |

| File Description   | Documents                 |
|--|---------------------------|
| Details of fulltime teachers/other recognized mentors and students | <a href="#">View File</a> |
| Any other relevant information                                     | <a href="#">View File</a> |

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

The Institution believes in Fostering creativity, analytical thinking, and innovation among students requires a structured yet flexible approach. For example, in a classroom setting, assigning problem-based learning (PBL) tasks encourages students to explore real-world issues. A student might be tasked with devising a community dental health program, combining creative outreach strategies with analytical data on disease prevalence.

Another effective approach is the use of interdisciplinary projects. Group projects combining various departments could challenge students to design a viable and cost-effective solutions for various challenges our filed poses. This stimulates both creativity and innovation by blending knowledge from diverse fields.

Case-based discussions are instrumental in developing analytical skills. Presenting students with ambiguous cases helps them critically analyze symptoms, interpret lab results, and arrive at differential diagnoses.

The Institution encourages on learning and practicing evidence-based dentistry, IPR & Patents to introduce entrepreneurship & startup culture in students. Research in various fields among students is also actively encouraged.

Finally, creating a supportive environment where students feel free to experiment and learn from failures builds their confidence and fosters innovative thinking. Integrating such strategies holistically prepares students for real-world challenges.

| File Description                 | Documents   |
|----------------------------------|---|
| Appropriate documentary evidence | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.3.5%20Doc%201%20Appropriate%20documentary%20evidence.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.3.5%20Doc%201%20Appropriate%20documentary%20evidence.pdf</a> |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.3.5%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.3.5%20Any%20other%20relevant%20information.pdf</a>                     |

## 2.4 - Teacher Profile and Quality

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

88

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

**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**

**31**

| File Description   | Documents                 |
|--|---------------------------|
| List 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 /Affiliating Universities and the number of fulltime teachers for the year | <a href="#">View File</a> |
| Copies of Guide-ship letters or authorization of research guide provided by the university   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

**475**

| File Description  | Documents                 |
|---|---------------------------|
| List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template) | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

54

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the e-training programmes   | <a href="#">View File</a> |
| e-contents / e-courses developed   | <a href="#">View File</a> |
| Year –wise list of full time teachers trained during the year  | <a href="#">View File</a> |
| Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations | <a href="#">View File</a> |
| Web-link to the contents delivered by the faculty hosted in the HEI's website  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

#### 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

22

| File Description   | Documents                 |
|--|---------------------------|
| Institutional data in the prescribed format/ Data template | <a href="#">View File</a> |
| e-copies of award letters (scanned or softcopy)            | <a href="#">View File</a> |
| Any other relevant information                             | <a href="#">View File</a> |

## 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

DSCDS strictly adheres to the academic calendar as mandated by RGUHS & is prepared in advance so as to keep all the stakeholders informed of the key dates through the academic year which includes amongst many other schedules, the dates for commencement of academic session, dates for fee payment, internal evaluation (CIE & PIE) and examination schedules.

The institution allows for consistent assessment of student performance throughout the academic year, with clearly defined criteria and standardized procedures. The Institution ensures annually three periodic internal evaluations (PIE) are conducted for undergraduates, in the form of written theory examinations, clinical / practical examinations and viva-voce. Continuous internal evaluation (CIE) in the form of case discussions, class tests, group discussions, quiz and MCQ test are conducted by the respective subject faculty on a weekly/monthly basis. The teachers adhere to unbiased evaluation and marking of concurrent evaluation scores. Transparency is maintained by openly communicating evaluation methods, criteria, and results to students, which fosters trust and allows students to understand and improve upon their academic progress effectively.

| File Description                                     | Documents   |
|--|---|
| Academic calendar                                    | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.5.1%20Doc%201%20Academic%20Calendar.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.5.1%20Doc%201%20Academic%20Calendar.pdf</a>   |
| Dates of conduct of internal assessment examinations | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.5.1%20Doc%202%20Dates%20of%20conduct%20of%20internal%20assessment%20examinations.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.5.1%20Doc%202%20Dates%20of%20conduct%20of%20internal%20assessment%20examinations.pdf</a>   |
| Any other relevant information                       | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.5.1%20Doc%203%20Any%20other%20relevant%20information%20-%20Methods%20followed%20for%20continuous%20internal%20evaluation.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.5.1%20Doc%203%20Any%20other%20relevant%20information%20-%20Methods%20followed%20for%20continuous%20internal%20evaluation.pdf</a> |

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 institution makes effective arrangements for the smooth conduct of the periodic internal evaluation (PIE). The PIE question paper pattern & duration are set as per RGUHS guidelines. After the exam process, the answers scripts are evaluated by the respective department faculty members and the valued scripts are shared with the students. Any grievance reported related to totalling mistakes and clarifications related to the quality of answers written for which marks are awarded are addressed by the faculty on an individual case-to-case basis. To maintain total transparency, the final marks list is shared with the students, and their signatures are obtained before uploading the marks to the RGUHS website.

Grievances related to university examinations - regarding the evaluation or the marks obtained, is brought to the notice of the student support, welfare, and grievance redressal committee of the college. The committee ensures that each grievance is addressed promptly, with dedicated personnel responsible for reviewing and resolving issues. Clear communication and regular updates are provided to students throughout the process, ensuring that resolutions are fair, objective, and completed within the stipulated time frame. This approach not only upholds fairness but also enhances students' trust in the examination system.

| File Description  | Documents                 |
|---|---------------------------|
| Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year | <a href="#">View File</a> |
| Number of grievances regarding University examinations/ Internal Evaluation                               | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

#### 1. Examination procedures:

Annual examinations are conducted as per RGUHS regulations. The entire process is digitized starting from a downloadable question



paper as sent by RGUHS, examination hall/s are under strict video surveillance and answer scripts are scanned and uploaded for digital valuation.

## 2. Process integrating IT:

Digital subject lectures, e-books, and educational resources to support both classroom teaching and self-paced learning. Technology-driven examination system to allow postgraduates to use digital tablets for writing their exams.

## 3. Continuous internal assessment system:

Continuous internal evaluation (CIE) in the form of case discussions, class tests, group discussions, quiz and MCQ are done by the faculty on weekly basis or at the end of each clinical posting.

## 4. Competency-based assessment:

Students undergo multiple assessments over time by multiple faculty that meet knowledge, technical skills, clinical reasoning, and communication in daily clinical practice

## 5. Workplace-based assessment:

Workplace-based assessment is done for both undergraduates and postgraduates in order to assess their clinical competency through case-based discussions and direct observations.

## 6. Self-assessment:

After each chapter, students write tests and are made to evaluate themselves.

## 7. OSCE/OSPE:

OSCE and OSPE are used as the reliable, valid and objective methods of assessing clinical skills

| File Description                   | Documents   |
|------------------------------------|---|
| Information on examination reforms | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.5.3%20Doc%201%20Information%20on%20examination%20reforms.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.5.3%20Doc%201%20Information%20on%20examination%20reforms.pdf</a>   |
| Any other relevant information     | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.5.3%20Doc%202%20Any%20other%20relevant%20information%20-%20Geotagged%20photographs%20of%20SCE%20&amp;%20OSPE.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.5.3%20Doc%202%20Any%20other%20relevant%20information%20-%20Geotagged%20photographs%20of%20SCE%20&amp;%20OSPE.pdf</a> |

**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 | <a href="#">View File</a> |
| Information as per Data template   | <a href="#">View File</a> |
| Policy document of midcourse improvement of performance of students  | <a href="#">View File</a> |
| Re-test and Answer sheets  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## **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 institution has established learning outcomes (both generic and program-specific) and graduate attributes in line with RGUHS regulations, which are accessible to students and faculty via the website and other documents.**

For the BDS course, the outcomes include knowledge of dental sciences, oral health management, pain control, and skills in diagnostic procedures. The MDS program focuses on the etiology, diagnosis, research, and treatment of complex cases.

Graduate attributes encompass academic excellence, professionalism, ethics, and community health awareness, all of which are evaluated according to regulatory guidelines.

Implementation includes a structured curriculum with periodic internal assessments, pre-clinical and clinical postings, and various evaluations for both undergraduate and postgraduate students. Additional learning opportunities include CDE programs, workshops, and soft skills training. These elements are communicated through notice boards, the college website, and orientation programs at the start of each academic year, ensuring that all stakeholders are informed and engaged in the learning process.

| File Description   | Documents   |
|--|---|
| Relevant documents pertaining to learning outcomes and graduate attributes | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.6.1%20Doc%201%20Relevant%20documents%20pertaining%20to%20learning%20outcomes%20and%20graduate%20attributes.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.6.1%20Doc%201%20Relevant%20documents%20pertaining%20to%20learning%20outcomes%20and%20graduate%20attributes.pdf</a> |
| Methods of the assessment of learning outcomes and graduate attributes     | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.6.1%20Doc%202%20Methods%20of%20assessment%20of%20learning%20outcomes%20and%20graduate%20attributes.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.6.1%20Doc%202%20Methods%20of%20assessment%20of%20learning%20outcomes%20and%20graduate%20attributes.pdf</a>                 |
| Upload Course Outcomes for all courses (exemplars from Glossary)           | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.6.1%20Doc%203%20Course%20outcome%20of%20all%20the%20courses.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.6.1%20Doc%203%20Course%20outcome%20of%20all%20the%20courses.pdf</a>   |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit2/Course%20Outcome%20and%20program%20outcome%20for%20assessment%20year%202023-24%20(1).pdf">https://dscds.edu.in/pdf/aqar/Crit2/Course%20Outcome%20and%20program%20outcome%20for%20assessment%20year%202023-24%20(1).pdf</a>   |

## 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   | <a href="#">View File</a> |
| Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.   | <a href="#">View File</a> |
| 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 | <a href="#">View File</a> |
| Trend analysis for the last year in graphical form   | <a href="#">View File</a> |
| Data template  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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 institution's teaching, learning, and assessment processes are aligned with its stated learning outcomes. We employ the GROW model (Goal, Reality, Options, Will) to enhance our student training methods. Our approach includes two main strategies: faculty training and student development. Faculty members participate in development programs and workshops to stay updated on effective teaching methodologies, ensuring quality content delivery through theory, practical, and clinical sessions.

Student assessments are conducted regularly through continuous internal examinations, practical evaluations, and clinical exercises, addressing the skill-based nature of dentistry. Additional support, such as remedial sessions, is provided to students who need extra help.

We emphasize active learning through hands-on experiences and encourage student participation in research and conferences. Our assessment framework incorporates various formative and summative

methods, such as MCQs, assignments, and practical exams, all designed to effectively meet the program-specific learning outcomes.

| File Description                     | Documents   |
|--------------------------------------|---|
| Programme-specific learning outcomes | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.6.3%20Doc%201%20Program%20specific%20learning%20outcomes.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.6.3%20Doc%201%20Program%20specific%20learning%20outcomes.pdf</a> |
| Any other relevant information       | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.6.3%20Doc%202%20Any%20other%20relevant%20informatio n.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.6.3%20Doc%202%20Any%20other%20relevant%20informatio n.pdf</a>       |

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

Regular parent-teacher meetings (PTMs) are held at the beginning of each academic term, coordinated by year-wise coordinators. Parents are informed in advance about the meetings, during which they discuss their child's academic progress, internal assessment results, and attendance with faculty.

To address performance issues, corrective measures such as one-on-one counseling, remedial classes, and exams are implemented. Mentoring sessions and counseling with external experts are also provided for students who need additional support.

Remedial classes and extended lab postings help slow learners improve their confidence and academic performance. Advanced learners are encouraged to engage in research and competitions.

All discussions and outcomes from PTMs are documented and communicated to the office. Notably, students struggling with course selection or personal issues receive focused counseling, leading to improved interest and performance. Remedial hours effectively help students complete clinical quotas prior to examinations, further showcasing the institution's commitment to student success.

| File Description  | Documents   |
|---|---|
| Proceedings of parent –teachers meetings held during the year | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.6.4%20Doc%201%20Proceedings%20of%20parents%20teachers%20meeting%20held%20during%202022-24.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.6.4%20Doc%201%20Proceedings%20of%20parents%20teachers%20meeting%20held%20during%202022-24.pdf</a>       |
| Follow up reports on the action taken and outcome analysis.   | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.6.4%20Doc%202%20%20Followup%20reports%20on%20the%20action%20taken%20and%20outcome%20analysis.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.6.4%20Doc%202%20%20Followup%20reports%20on%20the%20action%20taken%20and%20outcome%20analysis.pdf</a> |
| Any other relevant information                                | <a href="https://dscds.edu.in/pdf/aqar/Crit2/2.6.4%20Doc%203%20Any%20other%20relavant%20informati on.pdf">https://dscds.edu.in/pdf/aqar/Crit2/2.6.4%20Doc%203%20Any%20other%20relavant%20informati on.pdf</a>   |

## 2.7 - Student Satisfaction Survey

### 2.7.1 - Online student satisfaction survey regarding teaching learning process

307

| File Description               | Documents                 |
|--------------------------------|---------------------------|
| Any other relevant information | <a href="#">View File</a> |

## 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

44

| File Description  | Documents                 |
|---|---------------------------|
| Copies of Guide-ship letters or authorization of research guide provide by the university | <a href="#">View File</a> |
| Information as per Data template  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |
| List of full time teachers recognized as PG/ Ph.D guides during the year.                 | <a href="#">View File</a> |
| List of full time teacher during the year.  | <a href="#">View File</a> |

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

42

| File Description  | Documents                 |
|---|---------------------------|
| Fellowship award letter / grant letter from the funding agency                        | <a href="#">View File</a> |
| List of teachers and their national/international fellowship details (Data templates) | <a href="#">View File</a> |
| E-copies of the award letters of the teachers   | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 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 |
|-----------------------------|-------------------------|
| 22                          | 804000                  |

| File Description  | Documents   |
|---|---|
| List of research projects and funding details during the year (Data template) | <a href="#">View File</a>   |
| List of research projects and funding details during the year (Data template) | <a href="#">View File</a>   |
| Link for funding agencies websites  | <a href="https://dscds.edu.in/pdf/aqar/Weblinks/3.1.3%20Doc%203%20Link%20for%20funding%20agencies%20websites.pdf">https://dscds.edu.in/pdf/aqar/Weblinks/3.1.3%20Doc%203%20Link%20for%20funding%20agencies%20websites.pdf</a> |
| Any other relevant information  | <a href="#">View File</a>   |

### 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

The institution provides a stellar environment for research and has created a holistic ecosystem for innovation and transfer of new knowledge making it possible to motivate the faculty and students to focus on research related endeavours driving them for knowledge in academics and research. The institution has the Institutional Review Board (IRB) and Advanced Research Committee - looking into contemporary Research ideas, proposals and supports them, providing grant, funds, space and infrastructure.

DSCDS aims at instilling research and innovation mindset for undergraduates, postgraduates and faculty. Every year many of our undergraduate students apply for various funding agencies and are successful in obtaining grants from RGUHS, ICMR to name a few.

Institution has signed an MoU with DERBI Foundation. DERBI Foundation is a healthtech focused technology business hosted by the Dayananda Sagar Institutions, recognized and supported by Government of India and Government of Karnataka

For promoting research, the institution has the required equipment and well-stocked laboratories as well as facilities to utilize the provisions of our sister institutions

32 DSCDS faculty have applied for patents and already have 6 patents to their credit, showing the importance given for innovation.



| File Description                               | Documents   |
|--|---|
| Details of the facilities and innovations made | <a href="https://dscds.edu.in/pdf/aqar/Crit3/3.2.1%20Doc%201%20Geo%20tagged%20facilities%20and%20innovations%20made.pdf">https://dscds.edu.in/pdf/aqar/Crit3/3.2.1%20Doc%201%20Geo%20tagged%20facilities%20and%20innovations%20made.pdf</a> |
| Any other relevant information                 | <a href="https://dscds.edu.in/pdf/aqar/Crit3/3.2.1%20Doc%202%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit3/3.2.1%20Doc%202%20Any%20other%20relevant%20information.pdf</a>                                 |

**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**

36

| File Description  | Documents                 |
|---|---------------------------|
| List of workshops/seminars during the year(Data template) | <a href="#">View File</a> |
| Reports of the events                                     | <a href="#">View File</a> |
| Any other relevant information                            | <a href="#">View File</a> |

**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                                      | <a href="#">View File</a> |
| Minutes of meetings of the committees with reference to the code of ethics | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

### 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

20

| File Description   | Documents                 |
|--|---------------------------|
| Any other relevant information   | <a href="#">View File</a> |
| List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year | <a href="#">View File</a> |
| List of teachers recognized as guides during the year                                    | <a href="#">View File</a> |
| Information as per Data template   | <a href="#">View File</a> |
| Letter of PG guide recognition from competent authority                                  | <a href="#">View File</a> |

### 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

46

| File Description  | Documents                 |
|---|---------------------------|
| Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t | <a href="#">View File</a> |
| Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list          | <a href="#">View File</a> |
| Information as per Data template  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 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

23

| 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 | <a href="#">View File</a> |
| Information as per Data template  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 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

84

| File Description  | Documents                 |
|---|---------------------------|
| List of extension and outreach activities during the year (Data Template)   | <a href="#">View File</a> |
| List of students in NSS/NCC involved in the extension and outreach activities during the year   | <a href="#">View File</a> |
| Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

85

| File Description   | Documents                 |
|--|---------------------------|
| Reports of the events organized  | <a href="#">View File</a> |
| List of extension and outreach activities conducted with industry, community etc for the last year (Data template) | <a href="#">View File</a> |
| List of students who participated in extension activities during the year  | <a href="#">View File</a> |
| Geotagged photographs of extension activities  | <a href="#">View File</a> |

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

Our commitment towards community outreach programs and social responsibility towards the society are recognized and appreciated by various government and non-government bodies. Many screening and treatment camps were conducted regularly in the nearby areas, in various parts of the states and even in neighbouring states. Our faculty members, undergraduates and post graduates actively participated in the camps organized by the various government /

recognized bodies and successfully treated thousands of patients who required various kinds of treatment.

Non-government recognized bodies like Rotary club, Lions club, private and public schools, old age homes, NGOs, NMO, Karnataka cancer society have appreciated our programs. A total of 191 camps have been conducted with 18,551 patients treated and 1500 students participating in the same with a number of appreciation letters.

Our service was recognized and appreciated by the Government primary health centre and other recognized bodies.

We always aim at instilling social values and moral responsibility within the students through various such activities.

| File Description                                    | Documents   |
|---|---|
| List of awards for extension activities in the year | <a href="https://dscds.edu.in/pdf/aqar/Crit3/3.4.3%20Doc%201%20-%20List%20of%20awards%20for%20extension%20activities.pdf">https://dscds.edu.in/pdf/aqar/Crit3/3.4.3%20Doc%201%20-%20List%20of%20awards%20for%20extension%20activities.pdf</a> |
| e-copies of the award letters                       | <a href="https://dscds.edu.in/pdf/aqar/Crit3/3.4.3%20Doc%202%20-%20e%20copies%20of%20appreciation%20letters.pdf">https://dscds.edu.in/pdf/aqar/Crit3/3.4.3%20Doc%202%20-%20e%20copies%20of%20appreciation%20letters.pdf</a>                   |
| Any other relevant information                      | <a href="https://dscds.edu.in/pdf/aqar/Crit3/3.4.3%20Doc%203%20-Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit3/3.4.3%20Doc%203%20-Any%20other%20relevant%20information.pdf</a>                                 |

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

Institutional Social Responsibility is a way for our institution to contribute to society by addressing local challenges and providing the health care to the weaker sections of society. We always create awareness among students and staff about their responsibility for societal development and aim at instilling social values and moral responsibility. We are associated with communities and civil society to serve unprivileged school students, orphanages, and old age homes to improve health systems performance and people's oral health status. Affordable patient care is also provided at the institution to a constantly increasing footfall.

Institution has tied up with various satellite clinics in collaboration with the State government PHCs to provide service to the general public. Faculty and students are thoroughly trained in biomedical waste disposal within the campus and at extended community outreach programs also.

Sapling plantation drive was organized to mark the environmental day awareness.

AIDS and HEPATITIS awareness, No tobacco day awareness programs are organized regularly. Blood donation camps are conducted. We are working towards becoming sustainable campus by recycling water.

Yoga day is celebrated to provide more holistic approach towards the health care.

Free dentures are provided under danta bhagya yojana.

| File Description   | Documents   |
|--|---|
| Details of Institutional social responsibility activities in the neighbourhood community during the year | <a href="https://dscds.edu.in/pdf/aqar/Crit3/3.4.4%20Doc%202%20-%20Details%20of%20Institutional%20social%20responsibility%20activities.pdf">https://dscds.edu.in/pdf/aqar/Crit3/3.4.4%20Doc%202%20-%20Details%20of%20Institutional%20social%20responsibility%20activities.pdf</a> |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit3/3.4.4%20Doc%201%20-%20Geo%20tagged%20photographs.pdf">https://dscds.edu.in/pdf/aqar/Crit3/3.4.4%20Doc%201%20-%20Geo%20tagged%20photographs.pdf</a>   |

### 3.5 - Collaboration

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

24

| File Description   | Documents                 |
|--|---------------------------|
| Certified copies of collaboration documents and exchange visits  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| List of collaborative activities for research, faculty/student exchange etc. (Data template)   | <a href="#">View File</a> |
| 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 | <a href="#">View File</a> |

### 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

45

| File Description  | Documents                 |
|---|---------------------------|
| List of functional MoUs for the year (Data Template)  | <a href="#">View File</a> |
| E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date | <a href="#">View File</a> |
| List of partnering Institutions/ Industries /research labs with contact details                                 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

## 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 institute has well equipped physical facilities for interactive**

teaching and learning.

We have 2 buildings- The main building comprises the clinical section with 8 separate departments spread over 5 floors. The second building has office space, 2 boardrooms, classrooms, library, preclinical laboratories and Basic science sections.

For group teaching there are 4 well-ventilated Wi-Fi enabled classrooms, with LCD projector/smartboard and CCTV cameras. There are also ICT enabled seminar halls in each department two of which has teleconferencing and videorecording facility.

Separate laboratory is available for Microbiology, Anatomy, Physiology, Biochemistry and Pharmacology and oral pathology.

There are specialized labs like ceramic and casting lab, ortho skill lab and hematology.

For clinical learning the departments are equipped with electrically operated dental chairs including left-handed dental chairs and upscale equipments. Each department has 2 desktops and touchscreen tablet connected with LAN. Our institution is digitized to run services like DMS software, Library software and Radiology software.

Public health dentistry conducts regular screenings and treatment camps. An air-conditioned mobile dental van and two portable dental chairs are reserved for treatment, and 5 peripheral clinics also treat patients. A yoga and meditation centre is available on campus for holistic learning.



| File Description   | Documents   |
|--|---|
| List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.1.1%20doc%201%20List%20of%20available%20teaching-learning.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.1.1%20doc%201%20List%20of%20available%20teaching-learning.pdf</a> |
| Geo tagged photographs   | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.1.1%20doc%202%20Geo-tagged%20photos.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.1.1%20doc%202%20Geo-tagged%20photos.pdf</a>   |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.1.1%20doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.1.1%20doc%203%20Any%20other%20relevant%20information.pdf</a>           |

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

**Dayananda Sagar College of Dental Sciences (DSCDS) offers comprehensive sports and cultural facilities, promoting physical fitness, mental health, and artistic expression among students and staff.**

#### **Sports Facilities**

The college features advanced indoor and outdoor sports amenities. Indoor facilities include two international-level squash courts, a multi-gym, and a yoga/aerobics hall, spanning 558 sq.m. Outdoor sports areas, covering 6,500 sq.m, include football, basketball, cricket, volleyball, throwball, kho-kho, and a synthetic tennis court. Specialized coaches train students for university-level sports events, ensuring high participation.

#### **Yoga and Meditation**

To support mental well-being, DSCDS provides a 110 sq.m meditation center, hosting regular yoga and meditation sessions for students and staff. During the pandemic, online sessions ensured continuity. Faculty-specific wellness programs further enhance overall health.

#### **Cultural Activities**

Students are encouraged to compete in cultural events at regional, state, and national levels across various disciplines, such as dance, music, art, theatre, literature, and fashion. The Centre for Performing Arts holds auditions to form teams, while a media team documents events.

#### Cultural Infrastructure

DSCDS houses a 700-seat auditorium and a 237 sq.m amphitheater, offering vibrant venues for cultural events. These facilities contribute to the holistic development of students.

| File Description                                 | Documents   |
|--|---|
| List of available sports and cultural facilities | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.1.2%20Doc%201%20List%20of%20available%20sports%20and%20cultural%20facilities.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.1.2%20Doc%201%20List%20of%20available%20sports%20and%20cultural%20facilities.pdf</a> |
| Geo tagged photographs                           | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.1.2%20Doc%202%20Geo-tagged%20photographs.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.1.2%20Doc%202%20Geo-tagged%20photographs.pdf</a>   |
| Any other relevant information                   | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.1.2%20Doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.1.2%20Doc%203%20Any%20other%20relevant%20information.pdf</a>   |

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)

Dayananda Sagar College of Dental Sciences (DSCDS) spans a 23-acre campus with a built-up area of 1,04,071 sq. ft., offering a state-of-the-art learning environment. The campus features a five-floor clinical block housing eight departments and a four-floor preclinical block dedicated to teaching and classrooms. The institution emphasizes modern infrastructure, high air quality, and a carbon-free environment to enhance education and patient care.

The campus includes a 415-bed multi-specialty Sagar Hospital offering 24/7 emergency services, OPD, radiology, pharmacy, and neonatal ICU facilities. Hostel accommodations for boys and girls provide mess halls, locker rooms, entertainment spaces, and recreational amenities. Hygienic canteens offer diverse menu options and a homely atmosphere, while greenery, including teak and sandalwood plantations, supports ecological balance and promotes

forest regeneration.

Advanced IT facilities such as integrated management software and treatment planning tools complement the learning experience. Accessibility features include ramps, wheelchair access, and public and departmental washrooms maintained by housekeeping staff. Banking facilities, ATMs, and a Conveno store cater to daily needs. Sustainability initiatives include a sewage treatment plant for water recycling, RO-treated drinking water, and alternative energy sources like solar panels and generators, ensuring resource conservation and uninterrupted campus operations.

| File Description                              | Documents   |
|---|---|
| Photographs/ Geo tagging of Campus facilities | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.1.3%20Doc%201%20Geotagged%20Photographs%20of%20Campus%20facilities%20(1).pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.1.3%20Doc%201%20Geotagged%20Photographs%20of%20Campus%20facilities%20(1).pdf</a> |
| Any other relevant information                | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.1.3%20Doc%202%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.1.3%20Doc%202%20Any%20other%20relevant%20information.pdf</a>   |

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

15700000

| File Description   | Documents                 |
|--|---------------------------|
| Audited utilization statements (highlight relevant items)                      | <a href="#">View File</a> |
| Details of budget allocation, excluding salary during the year (Data template) | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

#### 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 teachinglearning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

For UG and PG training there are Basic medical sciences department, pre-clinical laboratories and 9 dental departments of which 6 are involved in PG training. Furthermore, there is an Implant Clinic, Esthetic, Comprehensive Care Clinic, Geriatric and Tobacco Cessation Clinics.

Besides hard skills training with machines, students are also trained in soft skills by appointed experienced trainers. Sagar hospital, and CDSIMER are all used for medical teaching and learning.

Basic care and life support (BCLS) is also taught during the course to handle medical emergencies; Optimal utilization of Animal house and herbal garden for their research activities.

Besides the three museums managed by the department of public health, pediatrics, and anatomy, there are also museums in each floor.

Laboratories and equipment:

There are preclinical laboratories and Skill labs in Prosthodontics, Conservative and Orthodontics. Additional skill labs are also utilised from its sister institution CDSIMER for intense training.

All the basic clinical instrument & equipments are available as per DCI requirement. A variety of dental instruments are procured to perform advanced global standard treatment procedures, including Endosonic handpieces, Dental LASER, Implant Physiodispenser with surgical kits, Dental operating microscopes, Micro surgical instruments, centrifuge, TENS machine, cryosurgical unit, Electrocoagulation unit and Piezosurgical unit.

| File Description  | Documents   |
|---|---|
| The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.2.1%20Doc1%201%20Facilities%20as%20per%20Stipulations.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.2.1%20Doc1%201%20Facilities%20as%20per%20Stipulations.pdf</a>   |
| The list of facilities available for patient care, teaching-learning and research           | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.2.1%20doc%202%20List%20of%20facilities%20for%20patient%20care,%20teaching%20learning.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.2.1%20doc%202%20List%20of%20facilities%20for%20patient%20care,%20teaching%20learning.pdf</a> |
| Any other relevant information  | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.2.1%20doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.2.1%20doc%203%20Any%20other%20relevant%20information.pdf</a>   |

#### 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

164730

| File Description   | Documents   |
|--|---|
| Any other relevant information   | <a href="#">View File</a>   |
| 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. | <a href="#">View File</a>   |
| Outpatient and inpatient statistics for the year   | <a href="#">View File</a>   |
| Link to hospital records/ Hospital Management Information System   | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.2.2/4.2.2%20Doc%203%20Link%20to%20hospital%20records.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.2.2/4.2.2%20Doc%203%20Link%20to%20hospital%20records.pdf</a> |

#### 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

255

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

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

**A. All of the Above**

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

### **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

**Our library is fully automated with the Integrated Library**

Management System (ILMS) software, LIBSOFT 12.0, which has significantly improved the efficiency of library operations and enhanced the user experience. The system offers a comprehensive suite of features, making it easier to manage resources and streamline services.

Key features of LIBSOFT 12.0 include:

- **Intuitive User Interface:** A user-friendly interface for both library staff and patrons, making it easy to navigate and manage library services.
- **Online Public Access Catalogue (OPAC):** Provides users with remote access to search and browse library resources, improving accessibility.
- **Automated Circulation:** The system automates circulation tasks such as issuing, returning, and renewing materials, reducing manual errors and saving time.
- **Comprehensive Reporting Tools:** Offers in-depth reporting features that track usage patterns, acquisitions, and inventory, enabling better decision-making.

It ensures seamless updates, easy resource tracking, and efficient service delivery by automating all library functions such as cataloguing, circulation, acquisitions, and serials management.

The automation process began in 2013 and was completed in 2015, marking a significant milestone in enhancing library operations. Since then, LIBSOFT 12.0 has helped make resources more accessible, while providing library staff with powerful tools for managing collections and improving service quality.

| File Description                             | Documents   |
|--|---|
| Geo tagged photographs of library facilities | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.3.1%20Doc%201%20%20Geo-tagged%20Photographs%20of%20library%20facilities-1.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.3.1%20Doc%201%20%20Geo-tagged%20Photographs%20of%20library%20facilities-1.pdf</a> |
| Any other relevant information               | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.3.1%20Doc%202%20Any%20other%20relevant%20Information.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.3.1%20Doc%202%20Any%20other%20relevant%20Information.pdf</a>   |

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

Our library provides access to both traditional and modern resources in support of research and learning across disciplines.

The total number of textbooks stands at 4,706, ensuring that students and researchers have access to essential course materials. In addition, we have reference books spanning various fields of study.

As part of the RGUHS Helinet Consortia, the library offers access to 25,000+ e-books, 29946 e-journals, and multimedia which enriches the digital resource.

Library collection has 1003 e-books, e-journals including 16 titles, with back volumes covering a range of 10 to 25 years. Our library also subscribes to 21 international journals and 11 national journals, offering up-to-date academic research.

In the realm of archival resources, we have 1,260 bound volumes of journals, alongside 242 print/e-dissertations. Special collections include 81 rare books (print/e-books), 549 donated books, and a dedicated to disadvantaged students Book Bank with 171 books. There are also 220 CDs/DVDs and rare books in ancient Indian languages on hand.

This rich and varied collection ensures that the library remains a comprehensive knowledge resource for all users.

We also offer a vast collection of discipline-specific learning resources in ancient Indian languages and rare books.



| File Description   | Documents   |
|--|---|
| Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.3.2%20Doc%201%20Data%20on%20acquisition%20of%20books%20%20%20journals%20%20manuscripts%20%20ancient%20books%20etc%20in%20the%20library%20full.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.3.2%20Doc%201%20Data%20on%20acquisition%20of%20books%20%20%20journals%20%20manuscripts%20%20ancient%20books%20etc%20in%20the%20library%20full.pdf</a> |
| Geotagged photographs of library ambiance  | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.3.2%20Doc%202%20Geo-tagged%20Photographs%20of%20library%20sections-1.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.3.2%20Doc%202%20Geo-tagged%20Photographs%20of%20library%20sections-1.pdf</a>   |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.3.2%20Doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.3.2%20Doc%203%20Any%20other%20relevant%20information.pdf</a>   |

**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)         | <a href="#">View File</a> |
| E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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

**32.61**

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

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

In the preceding academic year, our library implemented a comprehensive approach to both in-person and remote access, meeting the needs of our diverse learner community.

**In-Person Access:** The library saw steady usage by students and faculty. To help new undergraduate (UG) and postgraduate (PG) students navigate the library, we conducted orientation programs twice a year. These sessions introduced the library's layout, resources, and services. We also offered training programme on digital database empowering students to make the most of our resources.

**Remote Access:** In response to growing demand for digital resources, we expanded our remote access through HELINET membership with Rajiv Gandhi University of Health Sciences (RGUHS). This gave users 24/7 access to e-resources, including academic journals, e-books, and databases. We also hosted an EBSCO database training program, which helped users navigate e-resources more effectively, boosting their confidence in using online databases.

**Library Usage Programs:** To encourage engagement, we introduced the "Best Library User Award", recognizing students for outstanding use of library services. Data on library usage revealed a balanced engagement with both physical and digital resources, with increased remote access during exam periods.

In summary, our dual approach, combined with structured programs, has significantly enriched the academic experience for both students and faculty.

| File Description                                  | Documents   |
|---|---|
| Details of library usage by teachers and students | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.3.5%20Doc%201%20Details%20of%20library%20usage%20by%20teachers%20and%20students.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.3.5%20Doc%201%20Details%20of%20library%20usage%20by%20teachers%20and%20students.pdf</a>   |
| Details of library usage by teachers and students | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.3.5%20Doc%202%20Details%20of%20learner%20sessions%20&amp;%20Library%20user%20programmes%20organized%20new.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.3.5%20Doc%202%20Details%20of%20learner%20sessions%20&amp;%20Library%20user%20programmes%20organized%20new.pdf</a> |
| Any other relevant information                    | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.3.5%20Doc%203.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.3.5%20Doc%203.pdf</a>   |

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

**D. Any 1 or 2 of the Above**

| File Description                      | Documents                 |
|---------------------------------------|---------------------------|
| Links to documents of e-contents used | <a href="#">View File</a> |
| Data template                         | <a href="#">View File</a> |
| Any other relevant information        | <a href="#">View File</a> |

#### 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)**

**13**

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

**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

DSCDS is fully equipped with desktops, tablets and smartboards every department and library for the benefit of the students and the entire campus is Wi-Fi enabled with routers in each floor and separate Wi-Fi connection for each floor of the dental college building.

A dedicated Electronic Data Processing Department (EDP) maintains all the computers and network related periodic maintenance and repair and purchases covering every aspect of IT infrastructure.

Institution maintains AMCs for software licenses and upgrades, which are renewed annually.

The Institute is digitized Dental management software (DMS) for patient registration and entering the patient case history along with billing as an effort to make it completely paperless and environment friendly.

Entire building is LAN enabled for transfer of radiographs and the case records which can be accessed by all the departments by logging in their respective accounts.

Students are trained to use LMS (Learning Management Software) and various diagnostic and treatment planning soft wares such as Care stream, Nemo Ceph 3D, Sidexis which are used for precise diagnosis and treatment outcome.

The institutional Library is equipped with desktops with library management software LIBSOFT & HELINET which provides access to electronic resources.

| File Description   | Documents   |
|--|---|
| Documents related to updation of IT and Wi-Fi facilities | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.4.2/4.4.2%20Doc%201%20Documents%20related%20to%20updation%20of%20IT%20and%20WiFi%20facilities.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.4.2/4.4.2%20Doc%201%20Documents%20related%20to%20updation%20of%20IT%20and%20WiFi%20facilities.pdf</a> |
| Any other relevant information                           | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.4.2/4.4.2%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.4.2/4.4.2%20Any%20other%20relevant%20information.pdf</a>   |

|   |                            |
|---|----------------------------|
| <b>4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:</b> | <b>B. 500 MBPS - 1GBPS</b> |
|---|----------------------------|

| File Description   | Documents                 |
|--|---------------------------|
| Details of available bandwidth of internet connection in the Institution(Data Template)                              | <a href="#">View File</a> |
| Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

#### **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)**

**337.14**

| File Description  | Documents                 |
|---|---------------------------|
| Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer | <a href="#">View File</a> |
| Details about approved budget and expenditure on physical and academic support facilities (Data templates)  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

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.

**DSCDS Campus Overview Dayananda Sagar College of Dental Sciences (DSCDS) spans 23 acres, with a built-up area of 1,04,071 sq. ft., offering a sustainable and modern environment for education, healthcare, and work.**

**Infrastructure and Facilities The campus consists of the five-story**

Clinical Block, which houses eight departments, and the four-story Preclinical Block dedicated to teaching and classrooms. A 415-bed multi-specialty hospital provides emergency care, outpatient services, diagnostics, and advanced ICUs. Separate boys' and girls' hostels feature mess halls, entertainment zones, and hygienic dining facilities. Departments are equipped with advanced IT systems, natural lighting, a central digital library, and a stationery store.

Facility Management DSCDS employs the MyGate application to streamline facility management. Complaints or service requests can be raised digitally through the app and are promptly routed to the facility office. Each request is tracked and resolved within a specified timeframe, ensuring efficiency and user satisfaction. Regular updates on complaint status provide transparency, fostering a seamless campus experience.

**Sustainability and Amenities** The green campus includes nurseries, plantations, and water recycling systems managed via sewage and water treatment plants. Solar panels and backup generators ensure energy efficiency. Inclusive amenities include ramps, wheelchair access, banking facilities, canteens, and recreation areas

| File Description                                      | Documents   |
|---|---|
| Minutes of the meetings of the Maintenance Committee  | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.5.2%20Doc%201%20Minutes%20of%20meetings%20of%20the%20Maintenance%20committee.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.5.2%20Doc%201%20Minutes%20of%20meetings%20of%20the%20Maintenance%20committee.pdf</a>               |
| Log book or other records regarding maintenance works | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.5.2%20Doc%202%20Log%20book%20or%20other%20record%200regarding%20maintenance%20works.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.5.2%20Doc%202%20Log%20book%20or%20other%20record%200regarding%20maintenance%20works.pdf</a> |
| Any other relevant information                        | <a href="https://dscds.edu.in/pdf/aqar/Crit4/4.5.2%20Doc%203%20Any%20other%20relevant%20informati%20on.pdf">https://dscds.edu.in/pdf/aqar/Crit4/4.5.2%20Doc%203%20Any%20other%20relevant%20informati%20on.pdf</a>   |

## 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

153

| File Description   | Documents                 |
|--|---------------------------|
| Attested copies of the sanction letters from the sanctioning authorities | <a href="#">View File</a> |
| List of students who received scholarships/ free ships/fee-waivers       | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| Data template  | <a href="#">View File</a> |

**5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development**

**A. All of the Aboe**

| File Description   | Documents   |
|--|---|
| Any other relevant information   | <a href="#">View File</a>   |
| Link to Institutional website  | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.1.2/5.1.2%20Doc%201%20Link%20to%20institutional%20website.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.1.2/5.1.2%20Doc%201%20Link%20to%20institutional%20website.pdf</a> |
| Details of capability enhancement and development schemes(Data Template) | <a href="#">View File</a>   |

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

201

| File Description   | Documents   |
|--|---|
| List of students benefited by guidance for competitive examinations and career counselling during the year (Data template) | <a href="#">View File</a>   |
| Institutional website. Web-link to particular program/scheme mentioned in the metric                                       | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.1.3/5.1.3%20Doc%20%20Institutional%20website%20-%20weblink%20to%20particular%20programme%20mentioned%20in%20the%20metric-%20compressed.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.1.3/5.1.3%20Doc%20%20Institutional%20website%20-%20weblink%20to%20particular%20programme%20mentioned%20in%20the%20metric-%20compressed.pdf</a> |
| Copy of circular/ brochure/report of the event/ activity report<br>Annual report of Pre-Examination Coaching centres       | <a href="#">View File</a>   |
| list of students attending each of these schemes signed by competent authority   | <a href="#">View File</a>   |
| Any other relevant information   | <a href="#">View File</a>   |

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 International Student Cell provides comprehensive support to international students, ensuring a smooth and enriching academic experience. The college offers a dedicated NRI hostel with modern facilities, including tailored mess and canteen services to meet the specific needs of international students.

To help overcome language barriers, students are offered English language and Kannada language classes before clinical sessions, ensuring effective communication with patients. In association with the Student Welfare & Grievance Redressal Committee, it monitors remedial classes conducted by various departments to help them cope with academics. Peer learning is encouraged, to learn through interactions with their classmates. The mentorship sessions are executed seriously since the challenges faced by them can be varied in comparison to domestic students. International students are encouraged to participate in sports and cultural activities, fostering integration and promoting them as cultural ambassadors. The students are assisted with recommendation documents for further studies or career opportunities abroad and included in the alumni association for a long-term relationship with



the Alma mater in varied capacities.

An administrative staff and a faculty are appointed as coordinators for the international student cell as follows:

1. Dr. Vinod Rangan - 9845178514
2. Mr. Narasimha Murthy A V - 9880453085

| File Description               | Documents   |
|--------------------------------|---|
| For international student cell | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.1.4/5.1.4%20For%20International%20Student%20Cell.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.1.4/5.1.4%20For%20International%20Student%20Cell.pdf</a>             |
| Any other relevant information | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.1.4/5.1.4%20Doc%20%20Any%20other%20relevant%20document.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.1.4/5.1.4%20Doc%20%20Any%20other%20relevant%20document.pdf</a> |

**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**

**A. All of the Above**

| File Description   | Documents   |
|--|---|
| Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell | <a href="#">View File</a>   |
| Circular/web-link/ committee report justifying the objective of the metric                       | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.1.5/5.1.5%20Doc%20%20Circular,%20weblink,%20committee%20report%20justifying%20objective%20of%20the%20metric.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.1.5/5.1.5%20Doc%20%20Circular,%20weblink,%20committee%20report%20justifying%20objective%20of%20the%20metric.pdf</a> |
| Details of student grievances and action taken (Data template)                                   | <a href="#">View File</a>   |
| Any other relevant information   | <a href="#">View File</a>   |

## 5.2 - Student Progression

**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)**

**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.**

21

| File Description   | Documents                 |
|--|---------------------------|
| List of students qualifying in state/ national/ international level examinations during the year (Data template) | <a href="#">View File</a> |
| Pass Certificates of the examination   | <a href="#">View File</a> |
| Copies of the qualifying letters of the candidate  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

40

| File Description   | Documents                 |
|--|---------------------------|
| Annual reports of Placement Cell   | <a href="#">View File</a> |
| Self-attested list of students placed /self-employed                           | <a href="#">View File</a> |
| Details of student placement / self-employment during the year (Data template) | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

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

24

| File Description   | Documents                 |
|--|---------------------------|
| Supporting data for students/alumni as per data template           | <a href="#">View File</a> |
| Details of student progression to higher education (Data template) | <a href="#">View File</a> |
| Any other relevant information                                     | <a href="#">View File</a> |

### 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

19

| File Description  | Documents                 |
|---|---------------------------|
| Duly certified e-copies of award letters and certificates | <a href="#">View File</a> |
| Any other relevant information                            | <a href="#">View File</a> |

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 members are nominated by the student body of the college every year who play a proactive role in planning, designing and implementing events throughout the academic year. The council comprises of a President, Vice President, General secretary, Cultural secretary, Sports secretary, Treasurer, Magazine editor, all students from 1st, 2nd, 3rd, 4th year BDS, Interns and PGs, and faculty representatives as members. The normal tenure is for a year.

The student council plays a vital role in:

- Representing and implementing students' thoughts and views in academic and related perspectives.
- Encouraging students to take up and handle organizational responsibilities.
- Imbibe the students with the core values of the college.

• Seeking unbiased opinions on issues relating to their welfare and academic support.

• To build a positive association/ liaison between the students and the administration.

• Organize and allot duties for the purpose-oriented events.

• Fostering a team spirit.

The student council has a magazine editor who works at the prime position with regards to the release of an e-magazine, integrating articles, poems, literature and the scrutiny of the same.

The activities volunteered by the student council include teachers' day celebrations, cultural, sports, freshers' day, etc.

| File Description                          | Documents   |
|---|---|
| Reports on the student council activities | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.3.2/5.3.2%20Doc%201%20Reports%20of%20the%20student%20council%20activities.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.3.2/5.3.2%20Doc%201%20Reports%20of%20the%20student%20council%20activities.pdf</a> |
| Any other relevant information            | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.3.2/5.3.2%20Doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.3.2/5.3.2%20Doc%203%20Any%20other%20relevant%20information.pdf</a>                               |

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

26

| File Description  | Documents                 |
|---|---------------------------|
| List of sports and cultural activities / competitions organized during the year (Data Template) | <a href="#">View File</a> |
| Report of the events with photographs   | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

### 5.4 - Alumni Engagement

5.4.1 - The Alumni Association is registered and holds regular meetings to plan its involvement and

developmental activates with the support of the college during the year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

The DSCDS Alumni Association plays a pivotal role in fostering a strong and ongoing connection between the institution and its graduates. It serves as a bridge to maintain alumni relationships and create networking opportunities, facilitating professional growth and mutual support. The Association focuses on organizing a range of programs aimed at alumni interaction and engagement. Key initiatives include Alumni reunions, where former students gather to share experiences, celebrate milestones, and stay updated on institutional developments. The mentorship and career guidance program connects alumni with current students, offering guidance in career choices, professional skills, and personal development. Additionally, the Association often hosts webinars and workshops on emerging industry trends, leadership, and entrepreneurship, enriching the professional lives of alumni and current students alike. The DSCDS Alumni Sponsored Rolling Trophy Award introduced this year recognize outstanding alumni for their contributions in sports inspiring the next generation of graduates. Special interest online forums, webinars and social media groups keep alumni connected globally to the alma mater. These programs not only nurture a sense of community but also contribute significantly to the personal and professional growth of alumni, enhancing the reputation and legacy of DSCDS

| File Description   | Documents   |
|--|---|
| Registration of Alumni association                       | <a href="https://dscds.edu.in/pdf/Criterion%205/5.4/5.4.1-Weblink/5.4.1%20Doc%201%20Registration%20of%20Alumni%20Association.pdf">https://dscds.edu.in/pdf/Criterion%205/5.4/5.4.1-Weblink/5.4.1%20Doc%201%20Registration%20of%20Alumni%20Association.pdf</a>                                   |
| Details of Alumni Association activities                 | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.4/5.4.1%20Doc%202%20Details%20of%20Alumni%20Associati%20Activities.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.4/5.4.1%20Doc%202%20Details%20of%20Alumni%20Associati%20Activities.pdf</a>   |
| Frequency of meetings of Alumni Association with minutes | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.4/5.4.1%20Doc%203%20Frequency%20of%20Meetings%20of%20Alumni%20Association%20with%20minutes2024.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.4/5.4.1%20Doc%203%20Frequency%20of%20Meetings%20of%20Alumni%20Association%20with%20minutes2024.pdf</a> |
| Quantum of financial contribution                        | <a href="https://dscds.edu.in/pdf/aqar/Crit5/5.4/5.4.1%20Doc%204%20Quantum%20of%20Financial%20Contribution%202024.pdf">https://dscds.edu.in/pdf/aqar/Crit5/5.4/5.4.1%20Doc%204%20Quantum%20of%20Financial%20Contribution%202024.pdf</a>   |
| Audited statement of accounts of the Alumni Association  | <a href="http://dscds.edu.in/pdf/aqar/Crit5/5.4/5.4.1%20Doc%204%20Quantum%20of%20Financial%20Contribution%202024.pdf">http://dscds.edu.in/pdf/aqar/Crit5/5.4/5.4.1%20Doc%204%20Quantum%20of%20Financial%20Contribution%202024.pdf</a>   |

**5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial /kind Donation of books /Journals/volumes Students placement Student exchanges Institutional endowments**

**C. Any 2 or 3 of the Above**

| File Description  | Documents                 |
|---|---------------------------|
| List of Alumni contributions made during the year                             | <a href="#">View File</a> |
| Extract of Audited statements of highlighting Alumni Association contribution | <a href="#">View File</a> |
| Certified statement of the contributions by the head of the Institution       | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

## 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.

DSCDS emphasizes strong leadership, clear vision and mission vital to its academic and administrative governance. The institution aims to become a global leader in dental education, focusing on excellence in teaching, clinical practice, and research while promoting innovation and community service.

### Vision

To establish DSCDS as a leading academic institution globally, contributing to oral healthcare through integration of scientific and technological advancements

### Mission

- Provide quality dental education and essential clinical competencies.
- Encourage research, higher studies, and lifelong learning.
- Develop comprehensive knowledge and clinical proficiency among students.
- Innovate in dentistry and disseminate research findings through publications and conferences.

### Governance

- Founded in 1991 under the MGVP trust, DSCDS has a structured governance model with a Principal and various committees ensuring transparency and efficiency.
- IQAC leads quality enhancement initiatives based on stakeholder feedback.

### Strategic Planning

IQAC formulates a strategic plan using situational analysis and stakeholder input, focusing on:

- Introducing value-added programs and upgrading facilities.
- Promoting quality research and securing funding for academic initiatives.

## Stakeholder Engagement

Feedback mechanisms are established to foster continuous improvement, contributing to DSCDS's high rankings among dental colleges in Bengaluru and India.

| File Description  | Documents   |
|---|---|
| Vision and Mission documents approved by the College bodies | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.1.1/6.1.1%20Doc%201%20Vision%20and%20Mission%20documents%20approved%20by%20college%20bodies.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.1.1/6.1.1%20Doc%201%20Vision%20and%20Mission%20documents%20approved%20by%20college%20bodies.pdf</a> |
| Achievements which led to Institutional excellence          | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.1.1/6.1.1%20Doc%202%20Achievements%20which%20led%20to%20Institutional%20excellence.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.1.1/6.1.1%20Doc%202%20Achievements%20which%20led%20to%20Institutional%20excellence.pdf</a>                   |
| Any other relevant information                              | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.1.1/6.1.1%20Doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.1.1/6.1.1%20Doc%203%20Any%20other%20relevant%20information.pdf</a>   |

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

DSCDS employs well-organized and distinguished administrative framework to efficiently manage tasks through delegation to specific committees. The governance structure involves active participation from all members, with the Board of Management, Governing Council, and Principal playing crucial roles in strategic development.

Administrative tasks are divided among specific committees, each supervised by experienced faculty, ensuring efficient functioning. Committees include representatives from students and other stakeholders, facilitating participative management.

### Role of Associate Deans:

Associate Deans for undergraduate and postgraduate programs oversee academic and clinical activities, ensuring compliance with university standards. They encourage student involvement in research and interdepartmental collaboration.

- Associate Dean for Research, along with IRB and DET committee,



promotes the importance of research among students, providing necessary guidance and support for ethical clearance and publication.

- Associate Dean of Administration ensures smooth administrative operations through decentralized planning, coordinating with various support staff and committees dedicated to specific areas such as hostel management, purchasing, and audio-visual resources.
- Institution prioritizes student well-being through dedicated committees addressing anti-ragging, mentorship, career guidance, and grievance redressal etc.

This structured approach allows DSCDS to maintain effective governance, fulfilling planned objectives ensuring satisfaction of all stakeholders through collaborative efforts among faculty, administration, and students.

| File Description                | Documents   |
|---------------------------------|---|
| Relevant information /documents | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.1.2/6.1.2%20Doc%201%20Relevant%20information%20document.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.1.2/6.1.2%20Doc%201%20Relevant%20information%20document.pdf</a>                   |
| Any other relevant information  | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.1.2/6.1.2%20Doc%202%20Any%20other%20relevant%20information%20new.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.1.2/6.1.2%20Doc%202%20Any%20other%20relevant%20information%20new.pdf</a> |

## 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

DSCDS has a well-defined organizational structure that incorporates various management, governing bodies, supported by specialized committees, guided by IQAC and established strategic plans.

- Admission Monitoring Committee for queries regarding undergraduate and postgraduate admissions.
- Academic Advisory Council to manage academic activities for all programs.
- DET for organising CDE and faculty development programs.
- Advanced Research Committee & Institutional Review Board to

oversee research activities and ethical approvals.

- Library Advisory Committee - manages library resources and policies.
- Feedback Committee - collects and responds to stakeholder feedback.
- Alumni Committee for alumni connections to boost the institution's reputation.
- Student Support Committees such as anti-ragging, grievance redressal, etc. to support students.
- Career Guidance and Placement Committee to facilitate career-related programs and placements.
- Student Council, Sports, and Cultural Committee to encourage extracurricular engagement.
- Facilities Management Committee to maintains college facilities.
- Internal Complaints Committee to safeguards rights and safety of female faculty and students.

The strategic plan focuses on:

1. Improving teaching and learning quality.
2. Obtaining research grants.
3. Conducting skill development and community outreach.
4. Pursuing accreditation and recognition.
5. Implementing digitization initiatives.

These time-bound goals are aimed at fostering continuous improvement and excellence within the institution, overseen by an actively involved governing council.

| File Description   | Documents   |
|--|---|
| Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.2.1/6.2.1%20Doc%203%20Minutes%20of%20the%20college%20council,%20other%20relevant%20bodies%20for%20deployment%20of%20strategic%20plan.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.2.1/6.2.1%20Doc%203%20Minutes%20of%20the%20college%20council,%20other%20relevant%20bodies%20for%20deployment%20of%20strategic%20plan.pdf</a> |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.2.1/6.2.1%20Doc%204%20Any%20additional%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.2.1/6.2.1%20Doc%204%20Any%20additional%20information.pdf</a>   |
| Organisational structure   | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.2.1/6.2.1%20Doc%201%20Organisational%20structure.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.2.1/6.2.1%20Doc%201%20Organisational%20structure.pdf</a>   |
| Strategic Plan document(s)   | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.2.1/6.2.1%20Doc%202%20Strategic%20plan%20document.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.2.1/6.2.1%20Doc%202%20Strategic%20plan%20document.pdf</a>   |

**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  | <a href="#">View File</a> |
| Institutional budget statements allocated for the heads of E_governance implementation | <a href="#">View File</a> |
| e-Governance architecture document   | <a href="#">View File</a> |
| Screen shots of user interfaces  | <a href="#">View File</a> |
| Policy documents   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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

DSCDS offers wide array of welfare measures for teaching, non-teaching staff to promote supportive work environment.

#### Leave Policies

Staff are entitled 15 days of casual leave, OODs, 20 days of earned leave, and 10 days of sick leave, which gets added to earned leave if unused. Maternity and paternity leave are provided according to government norms.

#### Financial Benefits

Eligible staffs receive gratuity and provident fund benefits, with tuition fee concessions for their children admitted to Dayananda Sagar Institutions.

Financial assistance is provided for scientific publications in reputed/refereed journals and intramural research fund. Registration amount for scientific presentations at national/ international conferences certificate courses/fellowships from recognized forums.

Increment is based on performance appraisal

#### Health and Safety

Institution provides access to on-campus medical facilities, ESI scheme for eligible non-teaching staff.

#### Training and Development

Institution encourages higher education and offers regular training to enhance professional skills.

#### Employee Recognition

Faculty are acknowledged and felicitated for holding positions in various state & national organizations/ forums.

#### Celebrations

Founders' Day, teachers' day, birthdays, team building programs, other festivals are celebrated to have for happy, harmonious working environment.

Provision for staff quarters, conveno, car parking, canteen and bank

provided.

#### Additional Support

Non-teaching staff receive uniforms and PPE, festival advance.

| File Description                          | Documents   |
|---|---|
| Policy document on the welfare measures   | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.3.1/6.3.1%20Doc%202%20Policy%20document%20on%20welfare%20measures.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.3.1/6.3.1%20Doc%202%20Policy%20document%20on%20welfare%20measures.pdf</a>                                   |
| List of beneficiaries of welfare measures | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.3.1/6.3.1%20Doc%203%20List%20of%20beneficiaries%20for%20welfare%20measures.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.3.1/6.3.1%20Doc%203%20List%20of%20beneficiaries%20for%20welfare%20measures.pdf</a>                 |
| Any other relevant document               | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.3.1/6.3.1%20Doc%201%20Any%20additional%20information-%20service%20rules%20-%20Copy.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.3.1/6.3.1%20Doc%201%20Any%20additional%20information-%20service%20rules%20-%20Copy.pdf</a> |

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

42

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

#### 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.,)

36

| 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) | <a href="#">View File</a> |
| Reports of Academic Staff College or similar centers<br>Verification of schedules of training programs   | <a href="#">View File</a> |
| Copy of circular/ brochure/ report of training program self conducted program may also be considered   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

**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.)**

88

| 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 | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |
| Details of teachers who have attended FDPs during the year (Data template)  | <a href="#">View File</a> |
| E-copy of the certificate of the program attended by teacher  | <a href="#">View File</a> |

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

**DSCDS management appraises the performance of teaching and non-**

teaching staff annually. The teaching staff submit an appraisal form with details on areas of teaching, research, scientific presentations, publications, clinical training, participation in various committees and community camps for that academic year. The results of students trained by them in that particular year, number of scientific presentations and publications in various scientific journals, their futuristic plan and improvement areas are considered. The proof of all these are submitted to HOD for perusal on their academic, clinical skills, punctuality, communication skills and behaviour. HODs verify the appraisal form and documents and submit it with their feedback to the principal's office. Principal carefully evaluates and submits the appraisal form to the management along with a recommendation note for increment.

For the non-teaching staff, HOD/ Office Superintendent will give an annual feedback in regard to conduct, discipline and performance as per guidelines which will be submitted to the principal for review. It is then submitted to the management.

Management takes the final decision of all the appraisals submitted.

| File Description               | Documents   |
|--------------------------------|---|
| Performance Appraisal System   | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.3.5/6.3.5%20Doc%201%20Performance%20appraisal%20system.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.3.5/6.3.5%20Doc%201%20Performance%20appraisal%20system.pdf</a> |
| Any other relevant information | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.3.5/6.3.5%20Doc%202%20Any%20additional%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.3.5/6.3.5%20Doc%202%20Any%20additional%20information.pdf</a>     |

## 6.4 - Financial Management and Resource Mobilization

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

DSCDS has established a comprehensive strategy for effective fund mobilization and resource utilization, focusing on financial monitoring and structured budgeting.

The college's funding comes from multiple streams, including:

- Contributions from the Mahatma Gandhi Vidyapeetha Trust
- Student fees
- Bank deposit interest
- Stakeholder contributions

- Patient treatment charges
- Government and non-government grants
- Alumni contributions
- Event registration fees
- Income from shared facilities

**Budgeting and Financial Procedures:**

The annual budget reflects projected expenses related to infrastructure, teaching methodologies, and patient care. Key financial management practices involve:

- Prior approval for purchases based on competitive quotes.
- Preference for items with maximum warranty periods.
- Mechanisms to manage consumption responsibly to avoid waste.

Departments submit budget proposals to the Principal, who reviews them during Governing Council meetings for approval. After approval, the Principal directs Heads of Departments on fund usage. Detailed expenditure reports are verified by the accounts section before final settlement.

This structured approach ensures effective resource mobilization and utilization at DSCDS, supporting institutional goals while maintaining financial accountability and operational efficiency for long-term sustainability and growth.

| File Description   | Documents   |
|--|---|
| Resource mobilization policy document duly approved by College Council/other administrative bodies | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.4.1/6.4.1%20Doc%201%20Resource%20mobilisation%20policy%20document.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.4.1/6.4.1%20Doc%201%20Resource%20mobilisation%20policy%20document.pdf</a>                 |
| Procedures for optimal resource utilization  | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.4.1/6.4.1%20Doc%202%20Procedures%20for%20optimal%20resource%20utilisation.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.4.1/6.4.1%20Doc%202%20Procedures%20for%20optimal%20resource%20utilisation.pdf</a> |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.4.1/6.4.1%20Doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.4.1/6.4.1%20Doc%203%20Any%20other%20relevant%20information.pdf</a>                               |

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



DSCDS prioritizes financial accountability through a well-structured system of internal and external audits.

The college conducts yearly audits of expenditures, with departments preparing budgets based on their financial needs and staff input.

Heads of Departments (HODs) submit budget requests to the Principal, who reviews and presents them to management for approval, guided by projected income and detailed expenditure analysis.

Funds secured for specific projects are subject to internal audits to ensure compliance with funding agency norms before project closure.

Annual audits by statutory auditors ensure compliance with financial regulation. D.P. Rao & Co. conducts a comprehensive assessment of financial records annually and submits findings to the governing body. Audit reports are filed with the Income Tax Department, maintaining accountability and transparency.

Through rigorous auditing practices, DSCDS maintains the integrity of its financial operations, ensuring effective fund utilization and enhancing its credibility among stakeholders, including students, faculty, and funding agencies.

| File Description   | Documents   |
|--|---|
| Documents pertaining to internal and external audits for the last year | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.4.2/6.4.2%20Doc%201%20Documents%20pertaining%20to%20internal%20and%20external%20audits.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.4.2/6.4.2%20Doc%201%20Documents%20pertaining%20to%20internal%20and%20external%20audits.pdf</a> |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.4.2/6.4.2%20Doc%202%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.4.2/6.4.2%20Doc%202%20Any%20other%20relevant%20information.pdf</a>   |

#### 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) |
|---|--|
| 3.345   | 1.395  |

| File Description   | Documents                 |
|--|---------------------------|
| Audited statements of accounts for the year  | <a href="#">View File</a> |
| Copy of letter indicating the grants/ funds received by respective agency as stated in metric  | <a href="#">View File</a> |
| Provide the budget extract of audited statement towards Grants received from Government / non-government bodies, individuals, philanthropist duly certified by chartered accountant/ Finance Officer | <a href="#">View File</a> |
| Information as per Data template   | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |

## 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

DSCDS has established IQAC in line with NAAC and UGC guidelines, operational since 2021.

### Structure and Objectives

IQAC is chaired by principal and comprises of diverse committee including faculty, students, industry representatives, alumni with the objective to improve quality of education through innovative planning

### Quality policy

IQAC focuses on raising educational standards, fostering culture of quality, innovative teaching methods, enhancing infrastructure and proposing value-added courses.

### Key Functions

1. Establish stakeholder feedback system.
2. Organize workshops and seminars for continuous development.
3. Encourage faculty research publications.
4. Prepare Annual Quality Assurance Report as per guidelines.

## 5. Hold quarterly meetings for planning and evaluation.

### Initiatives

IQAC has implemented various programs, including soft skill development for students. Faculty training, research support, learning assessment, technology integration, stakeholder feedback utilization, academic audits. It performs SWOC analysis and promotes green initiatives.

Goals IQAC aims to achieve academic and administrative efficiency, ensure accessibility of programs and foster networking for sharing research findings with other institutions. Is instrumental in enhancing educational quality through structured initiative and stakeholder engagement, promoting culture of excellence within the institution.

In addition to this, the management periodically conducts Institutional quality review meet with the focus on improving academics, research and development.

| File Description   | Documents   |
|--|---|
| The structure and mechanism for Internal Quality Assurance | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.5.1/6.5.1%20Doc%201%20Structure%20and%20mechanism%20for%20internal%20quality%20assurance.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.5.1/6.5.1%20Doc%201%20Structure%20and%20mechanism%20for%20internal%20quality%20assurance.pdf</a> |
| Minutes of the IQAC meetings                               | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.5.1/6.5.1%20Doc%202%20Minutes%20of%20IQAC%20meetings.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.5.1/6.5.1%20Doc%202%20Minutes%20of%20IQAC%20meetings.pdf</a>   |
| Any other relevant information                             | <a href="https://dscds.edu.in/pdf/aqar/Crit6/6.5.1/6.5.1%20Doc%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit6/6.5.1/6.5.1%20Doc%203%20Any%20other%20relevant%20information.pdf</a>   |

### 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 | <a href="#">View File</a> |
| List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year   | <a href="#">View File</a> |
| Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement        | <a href="#">View File</a> |
| Information as per Data template  | <a href="#">View File</a> |
| Any other relevant information  | <a href="#">View File</a> |

|   |                                   |
|---|-----------------------------------|
| <p><b>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.,)</b></p> | <p><b>A. All of the Above</b></p> |
|---|-----------------------------------|

| File Description  | Documents   |
|---|---|
| Information as per Data template  | <a href="#">View File</a>   |
| Annual report of the College  | <a href="#">View File</a>   |
| Minutes of the IQAC meetings  | <a href="#">View File</a>   |
| Copies of AQAR  | <a href="https://dscds.edu.in/pdf/Cycle1/KACOGN109738.pdf">https://dscds.edu.in/pdf/Cycle1/KACOGN109738.pdf</a> |
| Report of the feedback from the stakeholders duly attested by the Board of Management | <a href="#">View File</a>   |
| Report of the workshops, seminars and orientation program                             | <a href="#">View File</a>   |
| Copies of the documents for accreditation   | <a href="#">View File</a>   |
| Any other relevant information  | <a href="#">View File</a>   |

## 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

6

| File Description  | Documents                 |
|---|---------------------------|
| List of gender equity sensitization programmes organized by the Institution (Data template) | <a href="#">View File</a> |
| Copy of circular/brochure/ Report of the program  | <a href="#">View File</a> |
| Extract of Annual report  | <a href="#">View File</a> |
| Geo tagged photographs of the events  | <a href="#">View File</a> |

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

**Dayananda Sagar College of Dental Sciences has undertaken numerous**

measures to ensure there is gender equity within the campus creating a work environment that is free of bias and discrimination.

Internal complaints committee has been established as per Supreme Court of India to address any grievances faced by female staffs/students. The committee organizes programmes to create awareness about gender equity & the committee members are active and readily available to provide assistance.

Every year DSCDS celebrates International Women's Day to commend womanhood and create awareness about gender equity. There is a robust Mentor-mentee committee to address any sensitive issues faced by female staff/students. A counsellor has been appointed through mentorship committee to address any emotional/mental health issues experienced by them. The campus has security guards at every entrance. CCTV cameras have been installed throughout the campus, corridors, departments and common areas to ensure safety of Women.

CCTV cameras and female security guard are present at the entrance of the ladies hostel. Common rooms are provided for girls with sanitary pad vending machine. Maternity leave is given to all the eligible employees as per the norms of government. Day care facility is available to support the female faculty.

| File Description   | Documents   |
|--|---|
| Annual gender sensitization action plan  | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.2/7.1.2%20Doc1%20Annual%20gender%20sensitization%20action%20plan.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.2/7.1.2%20Doc1%20Annual%20gender%20sensitization%20action%20plan.pdf</a>   |
| Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.2/7.1.2%20Doc%202%20Specific%20facilities%20provided%20for%20women%20in%20terms%20of%20a.%20Safety%20and%20security%20b.%20Counselling%20c.%20Common%20Rooms%20d.%20Day%20care%20centre%20for%20young%20children%20(1).pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.2/7.1.2%20Doc%202%20Specific%20facilities%20provided%20for%20women%20in%20terms%20of%20a.%20Safety%20and%20security%20b.%20Counselling%20c.%20Common%20Rooms%20d.%20Day%20care%20centre%20for%20young%20children%20(1).pdf</a> |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.2/7.1.2%20Doc%203%20any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.2/7.1.2%20Doc%203%20any%20other%20relevant%20information.pdf</a>   |

**7.1.3 - The Institution has facilities for**

**B. Any 3 or 4 of the Above**

**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**

| File Description  | Documents   |
|---|---|
| Geotagged Photos  | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.3/7.1.3%20Doc%201%20Geotagged%20pictures%20of%20facilities%20available.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.3/7.1.3%20Doc%201%20Geotagged%20pictures%20of%20facilities%20available.pdf</a> |
| Installation receipts   | <a href="#">View File</a>   |
| Facilities for alternate sources of energy and energy conservation measures | <a href="#">View File</a>   |
| Any other relevant information  | <a href="#">View File</a>   |

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

The campus of DSCDS incorporates ecofriendly practices and promotes a clean and green campus that has many facilities and discourages the act of littering by the use of many signboards in multiple locations.

1. Solid waste management: the solid waste is of two types biodegradable/ wet and non-biodegradable/drywaste. The waste generated is segregated and collected separately and are eventually disposed-off by the BBMP

2.Liquid waste management: Waste water generated from various sources like hostel canteen etc are treated at the sewage treatment plant (STP) and the recycled water is used for flushing the toilet and gardening.

3.The biomedical waste management: DSCDS has a MoU with Maridi Eco Industries Pvt. Ltd. The medical waste by the dental hospital is segregated into properly color-coded garbage bins . The collection, disposal of biomedical waste will take place on all days of the week

except Sunday.

**4.E-Waste:** is sent to Electronic Data Processing (EDP) department after inspection and verification. These parts are disposed-off to scrap vendors as scrap material for further management.

**5.Hazardous chemicals:** Chemicals used in laboratories are collected in a container pit and then highly diluted in the pit and disposed-off in the sink

| File Description  | Documents   |
|---|---|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.4/7.1.4%20Doc%201%20Relevant%20documents%20like%20MoU%20and%20agreements.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.4/7.1.4%20Doc%201%20Relevant%20documents%20like%20MoU%20and%20agreements.pdf</a> |
| Geotagged photographs of the facilities   | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.4/7.1.4%20Doc%202%20Geotagged%20Photographs%20of%20the%20facilities.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.4/7.1.4%20Doc%202%20Geotagged%20Photographs%20of%20the%20facilities.pdf</a>           |
| Any other relevant information  | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.4/7.1.4%20Doc%203%20Any%20other%20information.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.4/7.1.4%20Doc%203%20Any%20other%20information.pdf</a>   |

**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**

**A. Any 4 or all of the above**

| File Description  | Documents   |
|---|---|
| Geotagged photos / videos of the facilities   | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.5/7.1.5%20Doc%201%20Geotagged%20Pictures%20of%20the%20facilities.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.5/7.1.5%20Doc%201%20Geotagged%20Pictures%20of%20the%20facilities.pdf</a> |
| Installation or maintenance reports of Water conservation facilities available in the Institution | <a href="#">View File</a>   |
| Any other relevant information  | <a href="#">View File</a>   |



| <b>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</b>   | <b>A. All of the Above</b>  |           |   |   |   |                           |                                |                           |  |                           |  |
|--|---|-----------|---|---|---|---------------------------|--------------------------------|---------------------------|--|---------------------------|--|
| <table border="1"> <thead> <tr> <th data-bbox="86 405 541 461">File Description</th> <th data-bbox="549 405 1471 461">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 465 541 656">Geotagged photos / videos of the facilities if available</td> <td data-bbox="549 465 1471 656"> <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.6/7.1.6%20Doc%201%20Geotagged%20pictures%20of%20facilities%20available.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.6/7.1.6%20Doc%201%20Geotagged%20pictures%20of%20facilities%20available.pdf</a> </td> </tr> <tr> <td data-bbox="86 660 541 797">Geotagged photo Code of conduct or visitor instruction displayed in the institution</td> <td data-bbox="549 660 1471 797"> <a href="#">View File</a> </td> </tr> <tr> <td data-bbox="86 801 541 857">Any other relevant information</td> <td data-bbox="549 801 1471 857"> <a href="#">View File</a> </td> </tr> <tr> <td data-bbox="86 862 541 958">Reports to be uploaded (Data Template)</td> <td data-bbox="549 862 1471 958"> <a href="#">View File</a> </td> </tr> </tbody> </table> | File Description  | Documents | Geotagged photos / videos of the facilities if available                | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.6/7.1.6%20Doc%201%20Geotagged%20pictures%20of%20facilities%20available.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.6/7.1.6%20Doc%201%20Geotagged%20pictures%20of%20facilities%20available.pdf</a> | Geotagged photo Code of conduct or visitor instruction displayed in the institution | <a href="#">View File</a> | Any other relevant information | <a href="#">View File</a> | Reports to be uploaded (Data Template) | <a href="#">View File</a> |  |
| File Description   | Documents   |           |   |   |   |                           |                                |                           |  |                           |  |
| Geotagged photos / videos of the facilities if available   | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.6/7.1.6%20Doc%201%20Geotagged%20pictures%20of%20facilities%20available.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.6/7.1.6%20Doc%201%20Geotagged%20pictures%20of%20facilities%20available.pdf</a> |           |   |   |   |                           |                                |                           |  |                           |  |
| Geotagged photo Code of conduct or visitor instruction displayed in the institution  | <a href="#">View File</a>   |           |   |   |   |                           |                                |                           |  |                           |  |
| Any other relevant information   | <a href="#">View File</a>   |           |   |   |   |                           |                                |                           |  |                           |  |
| Reports to be uploaded (Data Template)   | <a href="#">View File</a>   |           |   |   |   |                           |                                |                           |  |                           |  |
| <b>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</b>  | <b>A. All of the Above</b>  |           |   |   |   |                           |                                |                           |  |                           |  |
| <table border="1"> <thead> <tr> <th data-bbox="86 1615 541 1671">File Description</th> <th data-bbox="549 1615 1471 1671">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1675 541 1812">Geo tagged photos of the facilities as per the claim of the institution</td> <td data-bbox="549 1675 1471 1812"> <a href="#">View File</a> </td> </tr> <tr> <td data-bbox="86 1816 541 1872">Any other relevant information</td> <td data-bbox="549 1816 1471 1872"> <a href="#">View File</a> </td> </tr> <tr> <td data-bbox="86 1877 541 1933">Data template</td> <td data-bbox="549 1877 1471 1933"> <a href="#">View File</a> </td> </tr> <tr> <td data-bbox="86 1937 541 1993">Relevant documents</td> <td data-bbox="549 1937 1471 1993"> <a href="#">View File</a> </td> </tr> </tbody> </table>  | File Description  | Documents | Geo tagged photos of the facilities as per the claim of the institution | <a href="#">View File</a>   | Any other relevant information  | <a href="#">View File</a> | Data template                  | <a href="#">View File</a> | Relevant documents                     | <a href="#">View File</a> |  |
| File Description   | Documents   |           |   |   |   |                           |                                |                           |  |                           |  |
| Geo tagged photos of the facilities as per the claim of the institution  | <a href="#">View File</a>   |           |   |   |   |                           |                                |                           |  |                           |  |
| Any other relevant information   | <a href="#">View File</a>   |           |   |   |   |                           |                                |                           |  |                           |  |
| Data template  | <a href="#">View File</a>   |           |   |   |   |                           |                                |                           |  |                           |  |
| Relevant documents   | <a href="#">View File</a>   |           |   |   |   |                           |                                |                           |  |                           |  |

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).

**Cultural, regional inclusiveness:**

DSCDS values inclusiveness and has diverse population of students from different regions in the country and abroad. The college celebrates cultural programs like Freshers' Day, cultural week, sports activities and celebrates national festivals such as Christmas, Deepavali etc. Annual carnivals with games, food stalls and cultural activities to showcase unique traditional and cultural practices of different regions.

**Linguistic inclusiveness**

Students from other states and countries are oriented to basics of Kannada language for the benefit of better communication and rapport with the patients.

**Socio economic and communal inclusiveness:**

An inclusive environment where, oral screening, awareness and treatment programs are conducted catering to lower socio-economic strata, populations with limited access to dental care. DSCDS has five satellite dental clinics in PHCs within a radius of 04 km catering to the underprivileged.

The institution has MoUs with BBMP and Department of Health, GOK, NIMHANS and ISRO, to utilize its facilities and expertise for dental needs.

**Location**

The college is located in the southern hub of Bangalore. There are slums within a radius of 2 -3 kms where college conducts free routine screening, oral health awareness camps and referred patients are provided treatments at very nominal rates.

| File Description   | Documents   |
|--|---|
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.8/7.1.8%20Doc%201%20Supporting%20documents%20for%20the%20information%20provided.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.8/7.1.8%20Doc%201%20Supporting%20documents%20for%20the%20information%20provided.pdf</a> |
| Any other relevant information/documents   | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.8/7.1.8%20Doc%202%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.8/7.1.8%20Doc%202%20Any%20other%20relevant%20information.pdf</a>   |

**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 | <a href="#">View File</a>   |
| Web link of the code of conduct  | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.1.9/7.1.9%20Doc%205%20code%20of%20conduct%20(3).pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.1.9/7.1.9%20Doc%205%20code%20of%20conduct%20(3).pdf</a> |
| Details of the monitoring committee of the code of conduct   | <a href="#">View File</a>   |
| Details of Programs on professional ethics and awareness programs  | <a href="#">View File</a>   |
| Any other relevant information   | <a href="#">View File</a>   |
| Institutional data in Prescribed format (Data Template)  | <a href="#">View File</a>   |

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

**National and International Commemorative days, events and festivals celebrated by the institution**

**1. Health Observances**

1. World Health Day
2. World No Tobacco Day
3. World Oral Hygiene Day
4. Blood Donation Day
5. World Oral Health Day
6. World Aids Day
7. National Tooth brushing Day
8. World Environment Day

**2. Events Celebrated**

1. International Yoga Day
2. International Women's Day
3. Vivekananda Jayanthi/Youth Day
4. Gandhi Jayanthi
5. Teacher's Day
6. Children's Day
7. Independence Day
8. Ambedkar Jayanti

**3. Festivals Celebrated**

1. Holi
2. Deepavali
3. Christmas
4. Kannada Rajyotsava
5. Onam
6. Ugadi
7. Krishna Janmashtami
8. Bihu

**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)

**1. Digitalization of the Institution Objectives: Reduce carbon footprint, go paperless, digitize patient records, inventory management, and teaching methods; introduce advanced diagnostic tools. Context: Managing case records, inventories, attendance, and**

administrative tasks was challenging. The Practice: DSCDS is advancing in digitalization. Patient records are stored on a software, DMS, with digital radiographs accessible via LAN. The central library uses Libsoft for e-books and e-journals. The ERP system streamlines inventory, administration, and teaching. Nemoceph (3D orthodontic software) and a digital scanner assist with diagnosis, treatment planning, and digital impressions. Evidence of Success: Digital tools have streamlined patient handling, administration, and education. Challenges: Network issues sometimes disrupt digital access.

## 2: Extending Oral Healthcare to Deprived Populations

Objectives: Provide dental care to underprivileged populations, contribute to national development, and instill social responsibility in interns and postgraduates. Context: Rural areas face limited healthcare access, leading to high oral disease prevalence and unmet treatment needs. The Practice: DSCDS conducts dental camps, offering screenings, restorations, extractions, root canals, and dentures. Special camps at orphanages and old age homes provide free dental care. The Mobile Dental Unit (MDU) is equipped for complex procedures. Evidence of Success: Since 2015, the institution has screened many patients, reducing oral disease burden and enhancing public healthcare. Interns and postgraduates develop clinical skills and social responsibility. Challenges: Long travel times to rural areas limit working hours; additional staff and extended camp durations address this issue

| File Description                                 | Documents   |
|--|---|
| Best practices page in the Institutional website | <a href="https://dscds.edu.in/institutional-best-practices.htm">https://dscds.edu.in/institutional-best-practices.htm</a>   |
| Any other relevant information                   | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.2.1/7.2.1%20Doc%20%20Any%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.2.1/7.2.1%20Doc%20%20Any%20relevant%20information.pdf</a> |

### 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

DSCDS, offers quality dental education focused on holistic development. The institution supports students' physical, mental, social, and spiritual growth, creating a conducive learning environment.

The salubrious campus environment:

The scenic 23-acre hillock campus acts as a green lung space with rich flora and fauna. It features numerous trees that improve air quality and state-of-the-art sports facilities including a gym, squash court, basketball court, tennis court, and football and cricket grounds.

A Knowledge-boosting learning environment!

The institution promotes undergraduate and postgraduate research, supported by a structured IRB and an advanced research committee, enhancing faculty skills and leading to notable publications. Students receive employability support through placement programs and career guidance, encouraging diverse career paths.

Opportunity for Social cohesion and learning Life skills

DSCDS offers opportunities for diverse student interactions and collaboration with health organizations. Students engage in peripheral centers and outreach activities, providing oral healthcare to vulnerable populations and receiving periodic soft skills training from experts.

Adding the spiritual quotient!

The institution also offers yoga and meditation classes led by a yoga expert and features a 600-year-old Shiva temple that enhances the positive atmosphere. A well-designed mentorship program, with regular mentor-mentee meetings and psychological counseling, supports students in their personal growth.

| File Description                                  | Documents   |
|---|---|
| Appropriate web page in the institutional website | <a href="https://dscds.edu.in/institutional-distinctiveness.htm">https://dscds.edu.in/institutional-distinctiveness.htm</a>   |
| Any other relevant information                    | <a href="https://dscds.edu.in/pdf/aqar/Criteria7/7.3.1/7.3.1%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Criteria7/7.3.1/7.3.1%20Any%20other%20relevant%20information.pdf</a> |

| <b>DENTAL PART</b>   |  |                            |                         |
|--|--|----------------------------|-------------------------|
| <b>8.1 - Dental Indicator</b>  |  |                            |                         |
| <b>8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year</b>  |  |                            |                         |
| Number of students enrolled for the MBBS programme during the preceding academic year  | Range of NEET percentile scores<br>Mean NEET percentile score<br>SDNEET percentile score | Mean NEET percentile score | SDNEET percentile score |
| 60   | 96.7612023-44.7245555  | 67.5313023                 | 16.79066068             |
| File Description   | Documents  |                            |                         |
| List of students enrolled for the BDS programme for the preceding academic year  | <a href="#">View File</a>  |                            |                         |
| NEET percentile scores of students enrolled for the BDS programme during the preceding academic year.  | <a href="#">View File</a>  |                            |                         |
| Any other relevant information   | <a href="#">View File</a>  |                            |                         |
| <b>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</b>  |  |                            |                         |
| <p><b>THE INSTITUTION ENSURES ADEQUATE TRAINING FOR STUDENTS IN PRE-CLINICAL SKILLS</b></p> <p><b>Preclinical Training Overview :</b> Preclinical exercises follow guidelines from Statutory Regulatory Authorities (SRAs, RGUHS, DCI) and span from I BDS to Postgraduate levels, covering key dental specialties such as Prosthodontics, Conservative &amp; Endodontics, Periodontics, Pedodontics, Oral Surgery, and Orthodontics.</p> <p><b>Key Preclinical Exercises</b></p> <ul style="list-style-type: none"> <li>• I BDS: Basic skills like material mixing, anatomical landmarks, and dental model work.</li> <li>• II BDS: Denture base fabrication, occlusal rim preparation, and teeth arrangement.</li> <li>• III BDS: Crown preparation, cavity preparations, and smile</li> </ul> |  |                            |                         |

analysis.

- IV BDS: Study casts, partial dentures, and fixed partial dentures.
- Postgraduate: Advanced procedures like maxillofacial prosthesis, crown preparations, and endodontics.

Laboratory Infrastructure Specialized preclinical labs include:

- Prosthodontics lab with 40 student seats and equipment.
- UG Phantom head lab with 38 stations for simulated practice.
- PG labs for Prosthodontics and Conservative/Endodontics training.

Support Measures

- Structured postings for personalized instruction.
- Regular assessments to track progress.
- Postgraduate modules for advanced clinical skills.
- Ongoing dental education programs and workshops.

Faculty Development Faculty are encouraged to stay updated on new techniques and technologies through continuous education.

| File Description  | Documents                 |
|---|---------------------------|
| Geo tagged Photographs of the pre clinical laboratories | <a href="#">View File</a> |
| Any other relevant information                          | <a href="#">View File</a> |

**8.1.3 - Institution follows infection control protocols during clinical teaching during 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**

**A. All of the Above**



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

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

**ORIENTATION / FOUNDATION COURSES PRACTICED IN THE INSTITUTION FOR STUDENTS ENTERING THE COLLEGE / CLINIC / INTERNSHIP :**

**1. Orientation for Freshers:**

- Undergraduate Students: undergraduates receive motivational speeches, an academic overview, and are introduced to the institution's programs, rules, and facilities. A campus tour covers classrooms, labs, hostels, and canteens. Students are also encouraged to join Kannada communication and soft skills programs.
- Postgraduate Students: PG students are briefed on their curriculum, professional ethics, infection control, sterilization practices, and dental practice etiquette.

**2. White Coat Ceremony:**

- An annual event for third-year students before they start hands-on patient work. Faculty members cover clinical protocols, patient communication, record-keeping, sterilization, radiation safety, and professional ethics.

**3. Workshops on Patient Care:**

- Annual workshops focus on patient care, infection control, and professional ethics. Students participate in outreach programs like Oral Hygiene Day. PG students attend specialized soft skills training.

**4. Internship Orientation:**

- Prior to starting their one-year mandatory internship,

students are oriented on roles, department postings, and professional responsibilities as per RGUHS guidelines. Community engagement is also emphasized.

#### 5. Additional Activities for Interns:

- Interns gain hands-on experience in areas like Forensic Medicine and rural clinics. They also attend advanced courses on implants and laser dentistry and participate in campus placement drives for both national and international opportunities.

| File Description      | Documents   |
|-----------------------|---|
| Orientation circulars | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.4/8.1.4%20Doc%201%20Orientation%20Circulars.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.4/8.1.4%20Doc%201%20Orientation%20Circulars.pdf</a> |
| Programme report      | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.4/8.1.4%20Doc%202%20Programme%20Reports.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.4/8.1.4%20Doc%202%20Programme%20Reports.pdf</a>         |

**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**

**B. Any 5 or 6 of the Above**

| File Description  | Documents                 |
|---|---------------------------|
| Invoice of Purchase   | <a href="#">View File</a> |
| Usage registers   | <a href="#">View File</a> |
| Geotagged photos of the facilities, and list of studentstrained in the opted facilities | <a href="#">View File</a> |
| Institutional Data in Prescribed Format (Data Template)                                 | <a href="#">View File</a> |

**8.1.6 - Institution provides student training in specialized clinics and facilities for care and treatment such as: Comprehensive / integrated**

**A. All of the Above**

**clinic Implant clinic Geriatric clinic Special health care needs clinic Tobacco cessation clinic Esthetic clinic**

| File Description   | Documents                 |
|--|---------------------------|
| Certificate from the principal/competent authority                                       | <a href="#">View File</a> |
| Geotagged photos of the facilities, and list of students trained in the opted facilities | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| Institutional Data in Prescribed Format (Data Template)                                  | <a href="#">View File</a> |

**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**

**14**

| 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 | <a href="#">View File</a> |
| Attest ed e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships  | <a href="#">View File</a> |
| Any other relevant information   | <a href="#">View File</a> |
| Institutional Data in Prescribed Format (Data Template)  | <a href="#">View File</a> |

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.

**Meticulously, Three internal assessments are conducted, encompassing case history recording, examination, clinical or psychomotor skills, and theory evaluations. Faculty members assess students on diagnosis, treatment planning, critical thinking, problem-solving, and course-specific clinical skills on patients. The posting-end**

clinical internal assessment includes a viva voce to evaluate communication skills, diagnostic abilities, treatment planning, and critical thinking.

Students undertake short research projects to foster research aptitude, professionalism, and communication skills. Each course utilizes appropriate objective assessment methods, as outlined in the policy document. Assignments on specific topics are also evaluated, and scores from all methods are combined to determine internal assessment marks. The evaluation process is communicated at the beginning of the academic year to ensure transparency and objectivity.

Internship training includes the evaluation of clinical skills, projects, surveys, and specialized topics (e.g., implants, lasers) through MCQs. All IV-year BDS students and interns undergo Basic Life Support (BLS) training in collaboration with the American Heart Association, using mannequins and simulators to prepare for medical emergencies. Certified trainers evaluate successful candidates through MCQs, awarding Certified BLS certificates.

The comprehensive assessment process ensures UG and PG students achieve professional excellence in clinical practice, research, and community service.

| 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 | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.8/8.1.8%20DOC%201%20Report%20on%20the%20list%20and%20steps%20taken%20by%20the%20College%20to%20measure%20attainment%20of%20specific%20competencies%20by%20the%20BDS%20student,Interns%20stated%20in%20UG%20pgm.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.8/8.1.8%20DOC%201%20Report%20on%20the%20list%20and%20steps%20taken%20by%20the%20College%20to%20measure%20attainment%20of%20specific%20competencies%20by%20the%20BDS%20student,Interns%20stated%20in%20UG%20pgm.pdf</a> |
| Geotagged photographs of the objective methods used like OSCE/OSPE  | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.8/8.1.8%20DOC%202%20Geotagged%20photographs%20of%20of%20the%20objective%20methods%20used%20like%20OSCE%20&amp;%20OSPE.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.8/8.1.8%20DOC%202%20Geotagged%20photographs%20of%20of%20the%20objective%20methods%20used%20like%20OSCE%20&amp;%20OSPE.pdf</a>   |
| List of competencies  | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.8/8.1.8%20DOC%203%20List%20of%20competencies.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.8/8.1.8%20DOC%203%20List%20of%20competencies.pdf</a>   |
| Any other relevant information  | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.8/8.1.8%20DOC%204%20Any%20other%20relevant%20information%20BLS%20&amp;%20Suturing.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.8/8.1.8%20DOC%204%20Any%20other%20relevant%20information%20BLS%20&amp;%20Suturing.pdf</a>   |

**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 |
|--|--|
| 77   | 77   |

| 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 | <a href="#">View File</a> |
| List of students, teachers and hospital staff, who received such immunization during the preceding academic year   | <a href="#">View File</a> |
| Any other relevant information.  | <a href="#">View File</a> |
| Institutional Data in Prescribed Format (Data Template)  | <a href="#">View File</a> |

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.

**The College defines and implements Dental graduate attributes with a system of evaluation.**

### **1. Academic Attributes**

- Knowledgeable, skilled, and competent in providing dental care
- Perform procedures independently in rural and urban settings
- Analyze and apply knowledge with independent judgment

**Implementation:** Planned curriculum, student-centric learning, and hands-on experience.

### **2. Professionalism and Ethics**

- Understand and fulfill social responsibilities towards public health
- Uphold values and principles of the profession

**Implementation:** Orientation day, white coat ceremony, and topics on professionalism and ethics.

### **3. Community Oral Health Perspective**

- Understand patient needs at individual and community levels

- Participate in research and conceptualize evidence-based solutions

Implementation: Continuous dental education programs, Camps and oral health promotion activities.

#### 4. Soft Skills

- Communicate effectively with patients and professionals

- Work as a team member and team builder

Implementation: Annual programs for improvement in soft skills.

| File Description   | Documents   |
|--|---|
| Dental graduate attributes as described in the website of the College. | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.10/8.1.10%20DOC%201%20Dental%20graduate%20attribute%20as%20described%20in%20website%20of%20the%20college.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.10/8.1.10%20DOC%201%20Dental%20graduate%20attribute%20as%20described%20in%20website%20of%20the%20college.pdf</a> |
| Any other relevant information.  | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.10/8.1.10%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.10/8.1.10%20Any%20other%20relevant%20information.pdf</a>   |

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

**91.61428**

| File Description  | Documents                 |
|---|---------------------------|
| Audited statements of accounts.                         | <a href="#">View File</a> |
| Any other relevant information                          | <a href="#">View File</a> |
| Institutional Data in Prescribed Format (Data Template) | <a href="#">View File</a> |

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 Technology Unit (DETU), established in 2019, aims to enhance faculty teaching, learning, and assessment skills within our dental college. Managed by a dedicated committee, the unit focuses on continuous quality improvement and promoting innovative educational practices.

DETU's key objectives are:

1. Continuous Quality Improvement in teaching, learning, and assessment.
2. Updating Faculty on current dental education trends through seminars, workshops, and conferences.
3. Promoting Educational Research to develop new teaching and assessment techniques.
4. Encouraging Faculty Publications in high-impact journals like Medical Teachers and Advances in Health Science Education.
5. Fostering Inter-professional Education across dental, medical, physiotherapy, nursing, and allied health sciences.

The unit offers various faculty development programs, including BCEM training, workshops on mentorship, scientific writing, and OSCE/OSPE assessments. DETU adapted by organizing webinars on soft skills and Intellectual Property Rights (IPR). Additionally, two faculty members are Master Trainers certified by Rajiv Gandhi University of Health Sciences.

DETU's future plans include expanding faculty development initiatives to integrate international best practices in dental education.



| File Description   | Documents   |
|--|---|
| List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year- wise during the year.                                      | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.12/8.1.12%20DOC%201%20List%20of%20seminars%20,conferences%20or%20workshops%20on%20emerging%20trends%20in%20dental%20educational%20tecnology%20organised%20by%20DEU%20Year%20-wise%20during%20the%20year%202023-2024.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.12/8.1.12%20DOC%201%20List%20of%20seminars%20,conferences%20or%20workshops%20on%20emerging%20trends%20in%20dental%20educational%20tecnology%20organised%20by%20DEU%20Year%20-wise%20during%20the%20year%202023-2024.pdf</a>   |
| 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 | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.12/8.1.12%20DOC%202%20List%20of%20teachers%20who%20participated%20inthe%20seminars%20,conferences%20,workshop%20on%20emerging%20trends%20in%20medical%20educational%20tecnology%20organised%20by%20DEU%20of%20the%20%20college%20during%20the%20year.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.12/8.1.12%20DOC%202%20List%20of%20teachers%20who%20participated%20inthe%20seminars%20,conferences%20,workshop%20on%20emerging%20trends%20in%20medical%20educational%20tecnology%20organised%20by%20DEU%20of%20the%20%20college%20during%20the%20year.pdf</a> |
| Any other relevant information   | <a href="https://dscds.edu.in/pdf/aqar/Crit8/8.1.12/8.1.12%20DOC%203%20Any%20other%20relevant%20information.pdf">https://dscds.edu.in/pdf/aqar/Crit8/8.1.12/8.1.12%20DOC%203%20Any%20other%20relevant%20information.pdf</a>   |