

# **SELF STUDY REPORT**



## **KLE SOCIETY'S INSTITUTE OF DENTAL SCIENCES & HOSPITAL**

**NO 20 YESHWANTPUR SUBURB, BANGALORE-22**

**[www.kledentalbengaluru.com](http://www.kledentalbengaluru.com)**

# PREFACE

Karnataka Lingayath Education Society (KLE Society) was established nearly a century ago on 13<sup>th</sup> November 1916 by seven dedicated, selfless and passionate teachers, revered to as the 'Saptarshis' (Seven Sages). Those great souls embarked on this noble endeavor with a sole aim of empowering the people by providing education to the erstwhile backward part of Bombay Province, today's North Karnataka region. The society, which has its headquarters at Belagavi (Belgaum) kept growing in stature steadily since then.

Over the past three decades, under the able stewardship and visionary approach of Dr. Prabhakar B. Kore, Chairman KLE Society, Chancellor KLE University & Member of Parliament (Rajyasabha), the society has grown leaps & bounds to reach the present state of an education giant and an affordable, hi-tech, quality health care service provider! Today the '*Brand KLE*' has carved out a niche of its own epitomizing excellence in quality education not only regionally but globally as well!

This mega educational organization today caters to the knowledge aspirations of 1,10,262 students from diverse strata of society through its schools, colleges and professional institutes numbering 246 and its faculty force with a strength of more than 16,000 (as on 12.02.2015). The motto of KLE Society vividly reflects in the emblem adopted which depicts the core values of *Truth, Love, Service and Sacrifice*.

KLE Society's Institute of Dental Sciences, Bengaluru, established in 1992, is a self financed, strategically located institute imparting quality dental education at both undergraduate and postgraduate levels and also providing high standard oral health care services rendered with utmost care, concern and compassion at a very affordable cost.

The campus is situated on NH4, the Pune-Bengaluru highway, at the western entrance of the metropolitan city of Bengaluru, the Silicon City of India. Bengaluru is a global hub of IT, BT industry and education. The institution and hospital stands in an area of unique admixture of suburban, urban, industrial, residential and commercial zones. The vicinity of metro railway stations, Yeshwanthapur Railway Station & BMTC shuttle bus service stop makes it a convenient commuting destination for all. The proximity to research institutes like CMTI, IPRL, NID, IISc, MSR University and other industrial organizations provide an excellent opportunity for the faculty, undergraduate & postgraduate students to embark on diverse research activities. The college has longstanding collaboration with KC general hospital and ESIC hospital.

The infrastructure of the campus is very conducive for all the curricular and extracurricular activities. All the departments are well equipped and an ambience

prevails in the design of the entire structure. The self sustained campus houses a Dental College & hospital complex, adjoining medical & laboratory complex, separate hostels for boys & girls with good facilities and adequate security in place and includes both indoor and outdoor sports facilities. The central library of the institute with a digital wing is well maintained catering to the needs of undergraduate and postgraduate students and the faculty. The lecture halls, seminar rooms and the college auditorium have good audio-visual facilities to conduct academic and co - curricular activities. The institute responds to the social needs through its out reach activities like oral hygiene awareness camps, oral cancer screening camps and school oral health programs.

The stated vision, mission & objectives of the institute reflect the ethos and spirit of active learning, service to humanity, the zeal for research and innovation.

# EXECUTIVE SUMMARY

K.L.E.S Institute of Dental Sciences, Bengaluru is one among the flagship institutes of K.L.E society. It is situated at a very strategic location in West Bengaluru region catering to the diverse needs of oral health services and imparting quality dental education at both the graduate and postgraduate level. The institute is committed to keep excelling in the years to come by setting up clearly stated vision, mission and objectives. NAAC accreditation is a definite leap towards this goal.

The summary given here provides a glimpse of the organized, sustained and productive approach adopted by the institute's administrative authorities to achieve the set goals in the institute.

For a smooth and well coordinated functioning of all the departments, various cells have been established like the Tobacco cessation cell, Patient grievance cell, college administrative council, NAAC coordination committee, college administrative committees, Internal Quality check and assurance committee etc. The alumni association is the back bone of this institute and plays a very vital role in the overall progress.

The students of the institute are representatives of a cross section of the Indian population. Along with the local students of Karnataka, we have students from all parts of India including the farthest north east region and a few overseas students as well. The diverse strata of students learning together in a very congenial atmosphere with amazing bonhomie and mutual respect for all cultures and beliefs is an admirable trait of this institute.

The faculty of the institute is a right blend of experienced and young enthusiastic innovators, propelling high quality learning in a tension free environment. The ideal teacher student ratio makes learning on one to one basis feasible. Interest of both slow and advanced learners are catered to the best. ICT enabled student centric active learning approaches adopted are the highlights of academic activities.

The postgraduates, faculty, and undergraduate students are also encouraged to take up research in various aspects of dentistry. The academic stake holders participate regularly at local, state and national level scientific activities like conferences, symposia, workshops, debates, seminars, paper and poster presentations etc. The institute scores high on scientific publications in journals of repute.

The executive structure of the institute is based on the inclusive leadership and team building approach. Principal is the administrative head of the institute who is ably supported by the vice-principal, Heads of all departments, team members of various administrative committees, NAAC Coordination committee, steering committee, NAAC criteria teams, and the administrative staff of various sections. Periodic review meetings are called by the principal to assess the functioning and progress of the institute. Further, the governing council of the institute takes periodic feedback from concerned stake holders to take necessary measures to promote

continued quality sustenance and growth. The institute is committed for excellence in learning and teaching as well as imparting high quality oral health care for all seekers.

The institution in the coming years is aiming to have its own hospital in the adjoining campus. It is also planning to start PhD program, Dental mechanic course, Dental hygienist course, and certificate courses in esthetic dentistry and implantology apart of increasing the post graduate student intake in some of the departments. The overall aim is to become one of the most sought after dental institution in India.

The self study report reflects the achievements, strength, limitations and glimpses of prospective innovations, plan and strategies to grow as an institute of excellence for dental education and oral health care.

# PROFILE OF THE INSTITUTION

## PREPARATION OF SELF-STUDY REPORT

### 1. Profile of the Institution

(To provide information whichever is relevant to the HSI)

#### 1. Name and Address of the Institution:

Name:	KLE SOCIETY'S INSTITUTE OF DENTAL SCIENCES		
Address:	#20, YESWANTHPUR SUBURB, TUMKUR ROAD		
City: BANGALORE	Pin: 560022	State: KARNATAKA	
Website: <a href="http://www.kledentalbengaluru.com">www.kledentalbengaluru.com</a>			

#### 2. For communication:

Designation	Name	Telephone with STD code	Mobile	Fax	Email
<b>Vice Chancellor</b>	Dr. KS Ravindranath	O: 080 26961926 R:		080-26961927	vc@rguhs.ac.in
<b>Pro Vice Chancellor (s)</b>	Dr Sharanprakash R Patil	O: R:			
<b>Registrar</b>	Dr D Premkumar	O: 080 26961928 R:		080-26961929	registrar@rguhs.ac.in
<b>Principal / Dean / Director</b>	Dr. Srivatsa G	O:080-23474137 R:080-23528225	09845449452	080-23474305	principal@kledentalbengaluru.com
<b>Vice Principal</b>	Dr. Sudhir R Patil	O:080-23474137 R:	09845560110	080-23474305	zonaperiosrp@rediffmail.com
<b>Steering Committee / IQAC Co-ordinator</b>	Dr.Anup Belludi	O:080-23474137 R:080-42042777	09632629555	080-23474305	dranupbelludi@gmail.com

**3. Status of the Institution:**

Autonomous College	
Constituent College	
Affiliated College	✓
State University	
State Private University	
Central University	
University Under Section 3 Of UGC (A Deemed to be University)	
Any Other (Specify)	

**4. Type of University:**

Unitary	
Affiliating	✓

**5. Type of College:**

Ayurveda	
Dentistry	✓
Homoeopathy	
Medicine	
Nursing	
Pharmacy	
Physiotherapy	
Siddha	
Unani	
Yoga and Naturopathy	
Others (specify and provide details)	

**6. Source of funding:**

Central Government	
State Government	
Grant-in-aid	
Self-financing	
Trust	✓
Corporate	
Any other	

7. a. Date of establishment of the institution: ...**27/06/1992**... (dd/mm/yyyy)  
 b. In the case of university, prior to the establishment of the university, was it a/an

**NOT APPLICABLE**

- |                         |                              |                             |
|-------------------------|------------------------------|-----------------------------|
| i. Autonomous College   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ii. Constituent College | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iii. Affiliated College | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| iv. PG Centre           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| v. De novo institution  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| vi. Any other (specify) | .....                        |                             |

- c. In the case of college, university to which it is affiliated

**Rajiv Gandhi University of Health Sciences, Bangalore**

8. State the vision and the mission of the institution.

**OUR VISION**

*Learn and Employ*

- Provide an excellent active learning experience and nurture the new generation of Dental professionals to meet the emerging challenges by learning the latest in the field of Oral health care; encompassing, academics, clinical and research arenas and employing this knowledge to serve mankind.

**OUR MISSION**

- Develop a unique center of excellence for learning all facets of dentistry, which will generate dental professionals of global standards to render high quality dental care, teaching and research, with an integrated and ethical approach in pursuit of oral health care for all.

**OBJECTIVES**

- To promote dental education of high standards, that revolves around acquiring relevant knowledge and skills in rendering oral health services.
- To develop an active learning environment which inculcates the scientific temperament and reasoning that provides impetus for research in oral health care.
- To train young dental professionals in high quality of dental treatment rendered with utmost care, compassion, concern, competency and with an evidence based approach.
- To effectively implement the curricula prescribed for under



- graduate and postgraduate courses.
- Strive effectively to bring necessary changes (as dictated by the current needs of the profession) in the course structure and design, corroborating with the affiliating and apex bodies so that the course contents are contemporary.
  - To promote the culture of cooperation, corroboration of team work, collective responsibility, inclusive leadership and social commitment.
  - To train the under graduate in the fundamentals of both theoretical and clinical aspects of dentistry so that they can confidently practice general dentistry.
  - To introduce and involve under graduate students in research activities and scientific presentations thereby encouraging them for higher education.
  - To motivate and encourage postgraduate students and faculty to strive towards their potential and to bridge the gap between clinical research and practice.
  - To promote all-round development of the students, not only in academics but overall personality so that they can meet challenges in all walks of life.
  - To create awareness regarding oral hygiene and provide oral health care services at community level through well organized and sustained outreach programs.

**9. a. Details of UGC recognition / subsequent recognition (if applicable): NOT APPLICABLE**

Under Section	Date, Month and Year (dd/mm/yyyy)	Remarks (If any)
i. 2(f)*		
ii. 12B*		
iii. 3*		

\* Enclose the certificate of recognition, if applicable

**b. Details of recognition/approval by statutory/regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE, etc.)**

Under Section/clause	Day, Month and Year (dd/mm/yyyy)	Validity	Program/ institution	Remarks
<b>10(2) of the Dentists Act, 1948</b>			<b>BDS</b>	
<b>No.V.12017/30/96-PMS</b>	<b>11/02/2003</b>	-	<b>BDS</b>	-
<b>No.V.12017/47/2003-DE</b>	<b>21/01/2013</b>	-	<b>BDS 40 to 50 enhancement of seats</b>	-
<b>10(2) of the Dentists Act, 1948</b>			<b>MDS</b>	
<b>No.V-12017/52/2004-DE</b>	20/10/2010- Oral medicine and Radiology & Orthodontics	-	<b>MDS</b>	-
<b>No.V.12017/18/2012-DE</b>	15/04/2014- Orthodontics		<b>MDS enhancement of seats from 3 to 5</b>	
<b>F.No.V.12017/52/2004-DE</b>	07/12/2010- Oral and maxillofacial surgery	-	<b>MDS</b>	-
<b>F.No.V.12017/52/2004-DE</b>	31/10/2011- Prosthodontics	-	<b>MDS</b>	-
<b>No.V.12017/18/2012-DE</b>	15/04/2014		<b>MDS enhancement of seats from 2 to 5</b>	

<b>F.No.V.12017/52/2006-DE(Pt)</b>	31/07/2013- Pedodontics, Periodontics, Conservative dentistry and Endodontics	-	<b>MDS</b>	-
<b>No.V.12017/18/2012-DE</b>	15/04/2014- Public Health dentistry	-	<b>MDS</b>	-

(Enclose the Certificate of recognition/approval)

10. Has the institution been recognized for its outstanding performance by any national/ international agency such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO, etc.?

Yes  No

If yes, name of the agency .....

date of recognition: ..... (dd/mm/yyyy)

nature of recognition .....

11. Does the institution have off-campus centres?

Yes  No

If yes, date of establishment:

KLE society's dental satellite centers

1.	Rajajinagar	01/06/2005
2.	Srirampura	21/07/2011
3.	Kalkunte	04/04/2012
4.	Chikkballapura	14/03/2013

date of recognition by relevant statutory body/ies: ..... (dd/mm/yyyy)

12. Does the institution have off-shore campuses?

Yes  No

If yes, date of establishment: ..... (dd/mm/yyyy)

date of recognition by relevant statutory body/ies: .....  
(dd/mm/yyyy)

13. Location of the campus and area:

	Location *	Campus area in acres	Built up area in sq. mts.
i. Main campus area	URBAN	6.23 acres	13169 sq. mts
ii. Other campuses in the country	-	-	-
iii. Campuses abroad	-	-	-

(\* Urban, Semi-Urban, Rural, Tribal, Hilly Area, any other (specify))

If the institution has more than one campus, it may submit a consolidated self-study report reflecting the activities of all the campuses.

14. Number of affiliated / constituent institutions in the university

**NOT APPLICABLE**

Types of institutions	Total	Permanent	Temporary
Ayurveda			
Dentistry			
Homoeopathy			
Medicine			
Nursing			
Pharmacy			
Physiotherapy			
Siddha			
Unani			
Yoga and Naturopathy			
Others (specify and provide details)			

15. Does the University Act provide for conferment of autonomy to its affiliated institutions? If yes, give the number of autonomous colleges under the jurisdiction of the University.

**NOT APPLICABLE**

Yes  No  Number

**16. Furnish the following information:**

<b>Particulars</b>	<b>Number</b>
a. Accredited colleges by any professional body/ies	NA
b. Accredited course / department by any professional body/ies	BDS MDS- 8 Departments
c. Affiliated colleges	NA
d. Autonomous colleges	NA
e. Colleges with Postgraduate Departments	NA
f. Colleges with Research Departments	NA
g. Constituent colleges	NA
h. University Departments Undergraduate  Post graduate  Research centers on the campus and on other campuses	NA
i. University recognized Research Institutes/Centers	NA

**17. Does the institution conform to the specification of Degrees as enlisted by the UGC?**

Yes  No

If the institution uses any other nomenclatures, specify.

**18. Academic programs offered and student enrolment: (Enclose the list of academic programs offered and approval / recognition details issued by the statutory body governing the program)**

Programs	Number of Programs	Number of students enrolled
UG	1	50 /year
PG	8	24 /year
DNB	-	-
Integrated Masters	-	-
Integrated Ph.D.	-	-
PharmD.	-	-
M.Phil.	-	-
Ph.D.	-	-
Certificate		
Diploma		
PG Diploma	-	-
D.M. / M.Ch.	-	-
Sub / Super specialty Fellowship	-	-
Any other (specify)	-	-
Total	9	74 /year

**19. Provide information on the following general facilities (campus-wise):**

• Auditorium/seminar complex with infrastructural facilities	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Sports facilities * Outdoor * Indoor	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Residential facilities for faculty and non-teaching staff	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Cafeteria	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>

<ul style="list-style-type: none"> <li>• Health centre <ul style="list-style-type: none"> <li>* First aid facility</li> <li>* Outpatient facility</li> <li>* Inpatient facility</li> <li>* Ambulance facility</li> <li>* Emergency care facility</li> <li>* Health centre staff <ul style="list-style-type: none"> <li>Qualified Doctor    Full time <input checked="" type="checkbox"/>    Part-time <input type="checkbox"/></li> <li>Qualified Nurse    Full time <input checked="" type="checkbox"/>    Part-time <input type="checkbox"/></li> </ul> </li> </ul> </li> </ul>	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Facilities like banking, post office, book shops, etc.	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Transport facilities to cater to the needs of the students and staff	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Facilities for persons with disabilities	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Animal house	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
• Incinerator for laboratories	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
• Power house	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Fire safety measures	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Waste management facility, particularly bio-hazardous waste	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Potable water and water treatment	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
• Any other facility (specify).	

**20. Working days / teaching days during the past four academic years**

	Working days				Teaching days			
	0	2	9	4	0	2	4	0
Number stipulated by the Regulatory Authority	0	2	9	4	0	2	4	0
Number by the Institution	0	2	9	9	0	2	4	0

(‘Teaching days’ means days on which classes/clinics were held. Examination days are not to be included.)

**21. Has the institution been reviewed or audited by any regulatory authority? If so, furnish copy of the report and action taken there upon (last four years).**

DCI has been conducting inspections regularly

- 2010: PG recognition inspection for department of Orthodontics, Oral medicine, Oral surgery and 4<sup>th</sup> yr BDS renewal
- 2011: PG recognition inspection for department of Prosthodontics, 5<sup>th</sup> yr BDS renewal
- 2012: 40-50 BDS recognition inspection
- 2013: PG recognition inspection for department of Conservative dentistry and Endodontics, Pedodontics, Periodontics
- 2014: Inspection for increase in pg seats in department of Orthodontics, Prosthodontics and starting of post graduation in Preventive and community dentistry

Every year RGUHS has been conducting regular inspections for continuation of affiliations for both BDS and MDS

**22. Number of positions in the institution**

Positions	Teaching faculty						Non-teaching staff	Technical staff
	Professor	Associate Professor/Reader	Assistant Professor	Lecturer	Tutor/Clinical Instructor	Senior Resident		
Sanctioned by the Government  Recruited  Yet to recruit	-	-	-	-	-	-	-	-
Sanctioned by the Management/Society or other authorized bodies  Recruited  Yet to recruit	17	19	-	29	07	-	38	18



Positions	Teaching faculty						Non-teaching staff	Technical staff
	Professor	Associate Professor/Reader	Assistant Professor	Lecturer	Tutor/Clinical Instructor	Senior Resident		
Stipulated by the regulatory authority	11	27	-	30	-		35	20
Cadre ratio								
<b>Recruited</b>								
Yet to recruit								
Number of persons working on contract basis	-	-	-	-	-	-	-	-

### 23. Qualifications of the teaching staff

Highest Qualification	Professor		Associate Professor/Reader		Assistant Professor		Lecturer		Tutor/Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
<b>Permanent teachers</b>												
D.M./ M.Ch.	-	-	-	-	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./ M.S.	01	01	03	0	-	-	01	01	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	09	06	08	08	-	-	09	16	-	-	-	-
AB/FRCS/FRCP/MRCP/MRCS/FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-

Highest Qualification	Professor		Associate Professor/ Reader		Assistant Professor		Lecturer		Tutor/ Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
UG	-	-	-	-	-	-	03	02	01	01	-	-
<b>Temporary teachers</b>	-	-	-	-	-	-	-	-	-	-	-	-
D.M./ M.Ch.	-	-	-	-	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./ M.S.	-	-	-	-	-	-	-	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	-	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-
UG												
Contractual teachers	-	-	-	-	-	-	-	-	-	-	-	-
D.M./ M.Ch.	-	-	-	-	-	-	-	-	-	-	-	-
Ph.D./D.Sc./D.Litt/M.D./ M.S.	-	-	-	-	-	-	-	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	-	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/ MRCP/MRCS/FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-
UG	-	-	-	-	-	-	-	-	-	-	-	-
<b>Part-time teachers</b>	-	-	-	-	-	-	-	-	-	-	-	-
D.M./ M.Ch.	-	-	-	-	-	-	-	-	-	-	-	-

Highest Qualification	Professor		Associate Professor/Reader		Assistant Professor		Lecturer		Tutor/Clinical Instructor		Senior Resident	
	M	F	M	F	M	F	M	F	M	F	M	F
Ph.D./D.Sc./D.Litt/M.D./M.S.	-	-	-	-	-	-	-	-	-	-	-	-
PG (M.Pharm./ PharmD, DNB, M.Sc., MDS., MPT, MPH, MHA)	-	-	-	-	-	-	-	-	-	-	-	-
AB/FRCS/FRCP/MRCP/MRCS/FDSRCS	-	-	-	-	-	-	-	-	-	-	-	-
M.Phil.	-	-	-	-	-	-	-	-	-	-	-	-
UG	-	-	-	-	-	-	-	-	-	-	-	-

**24. Emeritus, Adjunct and Visiting Professors.**

	Emeritus		Adjunct		Visiting	
	M	F	M	F	M	F
Number	-	-	-	-	-	-

**25. Distinguished Chairs instituted**

Department	Chairs
	-

**26. Hostel**

- \* Boys' hostel
  - i. Number of hostels: **01 (2 blocks)**
  - ii. Number of inmates: **BDS- 25, MDS- 04**
  - iii. Facilities:
    - Transportation (Bus)

- Internet and CC camera
  - R/O water purifier with water cooler
  - Mess and canteen
  - Television
  - Gymnasium
  - Games: TT/ Carram/ Chess/ Basketball/ Volley ball
- \* Girls' hostel
- i. Number of hostels: **01**
  - ii. Number of inmates: **BDS- 112, MDS- 12**
  - iii. Facilities:
    - Transportation (Bus)
    - Internet and CC camera
    - R/O water purifier with water cooler
    - Mess and canteen
    - Television
    - Gymnasium
    - Games: TT/ Carram/ Chess/ Basket ball/ Volley ball
- \* Overseas students hostel: **NO**
- i. Number of hostels
  - ii. Number of inmates
  - iii. Facilities
- \* Hostel for interns: **NO**
- i. Number of hostels
  - ii. Number of inmates
  - iii. Facilities
- \* PG Hostel: **Boys**
- i. Number of hostels: **01 (2 blocks)**
  - ii. Number of inmates: **04**
  - iii. Facilities:
    - Transportation (Bus)
    - Internet and CC camera
    - R/O water purifier with water cooler
    - Mess and canteen
    - Television
    - Gymnasium
    - Games: TT/ Carram/ Chess/ Basketball/ Volley ball
- \* PG Hostel: **Girls**
- i. Number of hostels: **01 (2 blocks)**
  - ii. Number of inmates: **12**
  - iii. Facilities:

- Transportation (Bus)
- Internet and CC camera
- R/O water purifier with water cooler
- Mess and canteen
- Television
- Gymnasium
- Games: TT/ Carram/ Chess/ Basket ball/ Volley ball

**27. Students enrolled in the institution during the current academic year, with the following details**

Students	UG		PG				Integrate d Masters		M.Phi l	Ph.D.	Integrate d Ph.D.	
			PG		D M							
	* M	*F	* M	*F	* M * F	*M *F	*M *F	*M *F	*M *F	*M *F	*M *F	
From the state where the institution is located	07	14	06	10								
From other states	03	23	02	05								
NRI students	01	02	01	-								
Foreign students	-	-	-	-								
Total	11	39	09	15								

\*M-Male \*F-Female

**28. Health Professional Education Unit / Cell / Department**

- Year of establishment: 2005
- Number of continuing education programs conducted (with duration)
  - \* Induction: one induction programs per year are conducted for under graduate and post graduate students
  - \* Orientation: 7 orientation programs are held for under graduate and postgraduate students since 2009
  - \* Refresher: one per year for undergraduate and post graduate students

\* Post Graduate: 89 CDE programs since Nov 2005

**29. Does the university offer Distance Education Programs (DEP)?**

Yes  No

If yes, indicate the number of programs offered.

Are they recognized by the Distance Education Council?

**30. Is the institution applying for Accreditation or Re-Assessment?**

Accreditation  Re-Assessment

Cycle 1  Cycle 2  Cycle 3  Cycle 4

**31. Date of accreditation\* (applicable for Cycle 2, Cycle 3, Cycle 4)**

**NOT APPLICABLE**

Cycle 4: ..... (dd/mm/yyyy), Accreditation outcome/Result

Cycle 3: ..... (dd/mm/yyyy), Accreditation outcome/Result

Cycle 2: ..... (dd/mm/yyyy), Accreditation outcome/Result

Cycle 1: ..... (dd/mm/yyyy), Accreditation outcome/Result

\* Enclose copy of accreditation certificate(s) and peer team report(s)

**32. Does the university provide the list of accredited institutions under its jurisdiction on its website? Provide details of the number of accredited affiliated / constituent / autonomous colleges under the university. NOT APPLICABLE**

**33. Date of establishment of Internal Quality Assurance Cell (IQAC) and dates of submission of Annual Quality Assurance Reports (AQAR).**

IQAC .....8/01/2015..... (dd/mm/yyyy)

AQAR (i) ..... (dd/mm/yyyy)

(ii) ..... (dd/mm/yyyy)

(iii) ..... (dd/mm/yyyy)

(iv) ..... (dd/mm/yyyy)

**34. Any other relevant data, the institution would like to include (not exceeding one page).**

# **CRITERIA-WISE ANALYTICAL REPORT**

# **CRITERION I: CURRICULAR ASPECTS**

## **1.1 Curriculum Planning, Design and Development**

### **1.1.1 Does the institution have clearly stated goals and objectives for its educational program?**

Yes, the institution has well defined goals and objectives for the educational program. These have been prominently stated and displayed at the entrance lobby of the college, student information booklet, faculty diary and through orientation programs for undergraduate and post graduates students and also hosted on the institute website [www.kledentalbengaluru.com](http://www.kledentalbengaluru.com).

#### **OUR VISION**

##### ***Learn and Employ***

- Provide an excellent active learning experience and nurture the new generation of Dental professionals to meet the emerging challenges by learning the latest in the field of Oral health care; encompassing, academics, clinical and research arenas and employing this knowledge to serve mankind.

#### **OUR MISSION**

- Develop a unique center of excellence for learning all facets of dentistry, which will generate dental professionals of global standards to render high quality dental care, teaching and research, with an integrated and ethical approach in pursuit of oral health care for all.

#### **OBJECTIVES**

- To promote dental education of high standards, that revolves around acquiring relevant knowledge and skills in rendering oral health services.
- To develop an active learning environment which inculcates the scientific temperament and reasoning that provides impetus for research in oral health care.
- To train young dental professionals in high quality of dental treatment rendered with utmost care, compassion, concern, competency and with an evidence based approach.
- To effectively implement the curricula prescribed for undergraduate and postgraduate courses.
- Strive effectively to bring necessary changes (as dictated by the current needs of the profession) in the course structure and design, corroborating with the affiliating and apex bodies so that the course



contents are contemporary.

- To promote the culture of cooperation, corroboration of team work, collective responsibility, inclusive leadership and social commitment.
- To train the under graduate in the fundamentals of both theoretical and clinical aspects of dentistry so that they can confidently practice general dentistry.
- To introduce and involve under graduate students in research activities and scientific presentations thereby encouraging them for higher education.
- To motivate and encourage postgraduate students and faculty to strive towards their potential and to bridge the gap between clinical research and practice.
- To promote all-round development of the students, not only in academics but overall personality so that they can meet challenges in all walks of life.
- To create awareness regarding oral hygiene and provide oral health care services at community level through well organized and sustained outreach programs.

#### 1.1.2 How are the institutional goals and objectives reflected in the academic programs of the institution?

Academic programs are in line with institution goals and objectives. Students and faculty are encouraged to attend education programs regularly and actively participate in research activities and scientific presentations. Library with digital facility helps the students and faculty to update themselves with global trends. The academic programs are regularly revised to meet the global and national demands. Community and national development programs are undertaken through community based programs by departments and also in collaboration with NGOs. The institute has also adopted schools and has been regularly conducting school oral health programs. Through constant innovations, consistent quality enhancement and persistent value addition, the institution strives to fulfill the set goals and objectives.

#### 1.1.3 Does the institution follow a systematic process in the design, development and revision of the curriculum? If yes, give details of the process (need assessment, feedback, etc.).

Being affiliated to the Rajiv Gandhi University of Health Sciences (RGUHS), the institution has to abide by and follow the curriculum designed by the university. Feedback is taken from students and other stake holders like parents of the students, alumni and others, periodically to assess the need for restructuring the curriculum. Based on the feedback, valuable suggestions are sent to the university for necessary revisions. The views of teaching faculty at the college level have a considerable weightage in this

regard. Some faculty of our college are selected as members to attend university meetings and proffer creative suggestions in workshops regarding restructuring, framing, modifying and implementation of the university syllabi for degree courses. The head of the institution is on the academic council of Rajiv Gandhi University of Health Sciences. A Senior Professor is also the member of the Board of Studies (BOS).

#### 1.1.4 How does the curriculum design and development meet the following requirements?

##### \* Community needs

Both undergraduate and postgraduate students are trained to develop cognitive skills by regular training to treat the community. The knowledge is implemented in an uncompromised ethical way to treat patients who come to the institution and also by students and staff offering their free services at various community based programs. Camps are arranged to educate and motivate the general public to prevent and treat oral diseases at an early stage. The institute has also adopted schools and has been regularly conducting school oral health programs.

##### \* Professional skills and competencies

Invited talks by specialists of various disciplines and CDE programs are arranged in the institution for the benefit of the faculty and students. It is an honor for the institution as many senior faculty members in various specialties are also invited regularly to deliver guest lectures in distinguished scientific forums. Some of the faculty have also attended certified training programs in Educational methodology, workshops on research methodology and curricular reforms conducted by the Rajiv Gandhi University of Health Sciences. Faculty are also encouraged to attend and conduct CDE programs, symposia, workshops, webinars and conferences to update their skills and be competent with global trends.

##### \* Research in thrust / emerging areas

Students and faculty are encouraged at the department level and institute level to attend research programs, workshops webinars and even to take up research in emerging areas like stem cell technology, nanotechnology, implant- surface treatment etc. Institution has collaboration with research institutes like CMTI, M.S. Ramaiah Institute of advanced studies, BISS Pvt Ltd., Mazumdar Shaw Cancer Center, Biocon, Narayana Nethralaya, Turku university (Finland), Kidwai Institute of Oncology, GSR Craniofacial Institute (Hyderabad), NIMHANS, Bangalore Medical College (Dermatology and Cosmetology Centre), Bhagawan Mahaveer Jain Hospital, Fortis Hospital, St. Marthas Hospital & St. John's Medical College.

##### \* Innovation

Innovation in university prescribed curricula is encouraged in the institution, like implementation of Viva Cards, MCQs, OSPE and OSCE, specialty wise M.D.S course modules, research appraisal and critiquing in journal clubs etc. at the department level towards academic excellence.

**\*Employability**

In view of employability, the students are trained in specialty and comprehensive treatment, so as to be capable of handling individually the patient work, which in turn helps them for self employment i.e. establishing clinical practice and consultancy services. Utilization of library and internet facility by the students creates better exposure and experience with current trends that can help them in employment at government and corporate hospital set ups, Dental institutes etc.

**1.1.5 To what extent does the institution use the guidelines of the regulatory bodies for developing and/or restructuring the curricula? Has the institution been instrumental in leading any curricular reform which has created a national impact?**

Within the confines of the fixed university curriculum design, not much of changes are possible. Many departments follow modules to train post graduate students, which are verified through module checklists. Subject wise inputs and feedback are collected and forwarded to the university at regular intervals. The university may consider restructuring the curricula based on feasibility and justification.

**1.1.6 Does the institution interact with industry, research bodies and the civil society in the curriculum revision process? If so, how has the institution benefitted through interactions with the stakeholders?**

The institution has collaborations with various scientific/industrial organizations and also follows the guidelines laid by ICMR for ethical clearance.

**1.1.7 How are the global trends in health science education reflected in the curriculum?**

The students and staff are encouraged to attend scientific programs like CDE, webinars and conferences, both at the national and international level to keep in tune with global trends. The Institution has come up with an integrated dental implant department and also plans to start short-term programs in emerging areas. Global trend of ICTE enabled learning, teaching and research is also employed in the curriculum.

**1.1.8 Give details of how the institution facilitates the introduction of new programs of studies in its affiliated colleges.**

Institution has proposal for short term programs in implant dentistry, lasers in dentistry and esthetic dentistry.

**1.1.9 Does the institution provide additional skill-oriented programs relevant to regional needs?**

Yes, In addition to subject knowledge, attention is given to skill development like computer skills, language, communication, oral and written presentation skills in seminar, assignments, etc. Regional (kannada) lecture classes are organized for the students to help them communicate with patients and people in the regional/local language.

**1.1.10 Explain the initiatives of the institution in the following areas:**

**\* Behavioral and Social Science.**

Stress management and Spiritual lecture programs are regularly conducted. Attaining chemical balance of mind and social etiquettes are taught to the students in clinics. This is also explained in student diary.

**\* Medical Ethics / Bio Ethics / Nursing Ethics.**

The ethical issues and practices are taught. A functional ethics committee exists in the institution which regulates the ongoing research to be taken up.

**\* Practice Management towards curriculum and/or services.**

Existing curriculum has provision for practice management training and medico legal issues.

**\* Orientation to research and Rehabilitation.**

Research is facilitated at the department level, institute level and at university level by orientation programs. The staff and students are also encouraged to take up research projects. The institute has set up institution ethics committee (IEC) to look into the ethical aspects of research carried out in the organization following ICMR guidelines and disciplines.

**\* Ancient scriptural practices.**

Students are made aware regarding the ancient scriptural practices and rich cultural heritage of India, through events and lectures organized by the institution. Attempts are made to organize Yoga, Pranayama and meditation programs in the institution.

**\* Health Economics.**

Patients are treated at subsidized charges, and the patients of low socioeconomic status are even treated free of cost.

**\* Medico legal issues.**

The students and staff are trained to handle medico legal issues and are also encouraged to participate in programs such as forensic odontology.

**\* Enhancement of quality of services and consumer satisfaction.**

The quality is monitored by department review committee, institutional ethics and research committee and by the internal quality assurance committee regularly.

**1.1.11 How does the institution ensure that evidence based medicine and clinical practice guidelines are adopted to guide patient care wherever possible?**

Students are trained in diagnosis, treatment planning, handling the patient with utmost care under the supervision of the faculty. Clinical guidelines are adopted department wise separately to treat the patients. Asepsis is followed with utmost care. An informed consent is taken from each patient before treating them. Standard operating procedures (SOP) are adopted to carry out treatment procedures. Clinical practice and patient treatment modalities are followed in an evidence based approach.

**1.1.12 What are the newly introduced value added programs and how are they related to the internship programs?**

- a. Orientation programs for interns for career guidance.
- b. Research orientation programs
- c. Independently conducted camps – To imbibe the sense of social responsibility, interns are encouraged to conduct both rural and urban camps.

**1.1.13 How does the institution contribute to the development of integrated learning methods and Integrated Health Care Management?**

**\* Vertical and horizontal integration of subjects taught.**

Specialty seminars, journal clubs, symposia, workshops, discussions, etc. utilizing the library and internet facilities will update the knowledge and skills of the students. Students are encouraged to attend and even make presentations at scientific forums.

**\* Integration of subjects taught with their clinical application.**

Interdisciplinary seminars/workshops, webinars, Inter departmental meets are regularly conducted. The integrated Implant department (Periodontics, Prosthodontics & Oral surgery) caters to an ongoing process of treatment, learning and research. Students are encouraged to apply the practical knowledge and skills obtained to treat patients. Students are posted to attend few weeks of clinical postings in general hospital, cancer institutes, neurosciences, trauma centers, oral rehabilitation centers like cleft lip and palate.

**\* Integration of different systems of health care (Ayurveda, Yoga, Unani, Homeopathy, etc.) in the teaching hospital.**

There is an integration of different systems of health care (Ayurveda,

Yoga, Unani, Homeopathy, etc.) in the teaching hospital. Students are encouraged to take research projects in alternative health care systems like Ayurveda etc and adopt holistic oral health care services.

The curriculum has provision for outreach programs like water fluoridation, tobacco cessation, school oral health, Oral hygiene awareness, oral cancer screening and prevention with an aim of serving the society at large.

**1.1.14 How is compatibility of programs with goals and objectives achieved with particular reference to priority of interface between Public Health, Medical Practice and Medical Education?**

The various programs are planned to cater to public health needs by training the students at site. Basic and higher education to students is imparted by effective undergraduate and postgraduate training courses.

**1.2 Academic Flexibility**

**1.2.1 Furnish the inventory for the following:**

- \* **Programs offered on campus - Nil**
- \* **Overseas programs offered on campus - Nil**
- \* **Programs available for colleges/students to choose from Bachelor of Dental Surgery (BDS)**

Master of Dental Surgery (MDS) with 8 specialty programs:

- a. **Prosthodontics and Crown & Bridge**
- b. **Periodontology**
- c. **Oral and Maxillofacial Surgery**
- d. **Conservative dentistry and Endodontics**
- e. **Orthodontics and Dentofacial Orthopedics**
- f. **Public Health Dentistry**
- g. **Pedodontics & Preventive Dentistry**
- h. **Oral Medicine & Radiology**

**1.2.2 Give details on the following provisions with reference to academic flexibility**

- a. **Core options – Not Applicable**
- b. **Elective options– Not Applicable**
- c. **Bridge course – Not Applicable**
- d. **Enrichment courses-**

Enrichment courses in the following disciplines:

- **Laser application in soft tissue surgeries in the discipline of Periodontics.**

- Comprehensive program in the discipline of Oral Implantology.
- Esthetic Dentistry program involving the disciplines of Periodontics, Prosthodontics, Orthodontics and Conservative dentistry.
- Comprehensive Dental care- A multi-disciplinary approach in the discipline of Public health dentistry.
- CBCT application in dental practice in the discipline of Oral medicine and radiology.
- Micro endodontics in the discipline of Conservative dentistry and endodontics.
- Maxillofacial prosthetic rehabilitation in the disciplines of Oral and maxillofacial surgery and Prosthodontics.
- Dentofacial orthopaedics in the disciplines of Oral and maxillofacial surgery and Orthodontics.
- Management of differently abled children in the discipline of Pedodontics.
- Tissue processing for histopathological diagnosis in the discipline of Oral and maxillofacial pathology.
- e. **Credit accumulation and transfer facility** - Not applicable
- f. **Courses offered in modular form**
  - Each MDS specialty has its own planned syllabus module for the particular subject.
  - Short-term Implant and Esthetic Dentistry courses have been proposed in modules.
- g. **Lateral and vertical mobility within and across programs, courses and disciplines and between higher education institutions.**  
Attempts are on to make lateral mobility feasible through proposed interdisciplinary learning like esthetic dentistry program by involving specialties of Periodontics, Prosthodontics, Orthodontics and Conservative Dentistry. The comprehensive implant dentistry program involving the specialties of Periodontics, Prosthodontics and Oral and Maxillofacial surgery departments is also proposed.
- h. **Twinning programs** – Not applicable
- i. **Dual degree programs** – Not applicable

**1.2.3 Does the institution have an explicit policy and strategy for attracting students from**

**\* other states,**

Yes – Admission for undergraduate and postgraduate courses are through entrance examinations. Karnataka PGET is for indigenous students whereas COMEDK PGET is open for all, thus attracting students from other states of India. Hence, there is a Pan Indian representation of student community (North East, Kerala, Gujarat etc.)

\* **socially and financially backward sections,**

Yes, the institution follows the reservation rules laid down by government for seats reserved for socially and financially backward sections.

\* **international students?**

There is provision for admitting NRI students under the NRI quota the details of which are made available on the college website. The eligibility criteria set are well suited for foreign nationals, thus encouraging the overseas students seeking admission for professional courses. The institute has also established an overseas student welfare committee to cater to the specific needs of these students. The institution has students who are the natives of other countries like Nepal, Bangladesh and Iran.

**1.2.4 Does the institution offer self-financing programs? If yes, list them and indicate if policies regarding admission, fee structure, teacher qualification and salary are at par with the aided programs?**

Yes. The B.D.S and M.D.S courses offered by the institution are self financing programs. The admission policy of the institution complies with the guidelines framed by the Dental Council of India, Government of India, Government of Karnataka and Rajiv Gandhi University of Health Sciences. The fee structure followed is as per the guidelines of the government of Karnataka. The qualification of teachers and salaries are as per the Dental Council of India recommendations.

**1.2.5 Has the institution adopted the Choice Based Credit System (CBCS) / credit based system? If yes, for how many programs? What efforts have been made by the institution to encourage the introduction of CBCS in its affiliated colleges?**

Not applicable.

**1.2.6 What percentage of programs offered by the institution follow:**

- \* **Annual system - 100%**
- \* **Semester system- NA**
- \* **Trimester system - NA**

**1.2.7 How does the institution promote multi/inter-disciplinary programs? Name a few programs and comment on their outcome.**

- **Inter departmental meets (IDM) where in every dental specialty gets an equal opportunity to present research work, case reports etc. This is beneficial to the undergraduates, post graduates and the staff of all other dental specialties.**



- Inter-disciplinary meetings for case discussions are held.
- Hands-on workshop on Implant dentistry involving Prosthodontics, Periodontics and Oral and maxillofacial surgery departments are conducted.
- Inter-disciplinary meetings through Webinars.
- Oral implantology teaching involving Prosthodontics, Periodontics and Oral and maxillofacial surgery departments.
- Esthetic Dentistry teaching involving Prosthodontics, Periodontics, Orthodontics and Conservative Dentistry.
- Comprehensive Dental care program - A multi-disciplinary approach is also proposed.

#### 1.2.8 What programs are offered for practicing health professionals for skills training and career advancement?

- Practice management programs, CDE programs, Hands-on and workshops for skill training of practicing health professionals are organized periodically.
- Short term courses to enhance Clinical skills are also proposed.

### 1.3 Curriculum Enrichment

#### 1.3.1 How often is the curriculum of the institution reviewed and upgraded for making it socially relevant and/or skill oriented / knowledge intensive and meeting the emerging needs of students and other stakeholders?

As the institution is affiliated to RGUHS, the revision and up gradation of syllabi prescribed in the curriculum is carried out by the RGUHS once in 3 years. The latest revision was done in 2011. Keeping in mind the emerging trends, one year certificate course on oral implantology for BDS graduates and one year certificate course in aesthetic dentistry and aesthetic facial surgery for MDS degree holders has been introduced by the university. As a step towards value initiatives in institutions of higher learning, some faculty of the institute have attended a Two day national conference on Value initiatives in institutions of higher learning, key to youth empowerment, an IAQC initiative, at MLAC and IISC Bangalore on 3<sup>rd</sup> and 4<sup>th</sup> February 2015.

#### 1.3.2 During the last four years, how many new programs were introduced at the UG and PG levels? Give details.

- **multi/inter-disciplinary-** One year compulsory rotatory internship for undergraduates after revision of 5 year BDS course to 4 years BDS course plus 1 year compulsory rotatory internship as per notification issued by DCI in 2011.

- **programs in emerging areas** - MDS in 4 specialties in the last 4 years
  1. **Periodontology**
  2. **Conservative dentistry and Endodontics**
  3. **Public Health Dentistry**
  4. **Pedodontics & Preventive Dentistry**

**1.3.3 What are the strategies adopted for the revision of the existing programs? What percentage of courses underwent a syllabus revision?**

The institution follows the guidelines put forth by DCI and RGUHS. Regular meetings by curricular committee with respective departments are conducted and a feedback is obtained on curriculum reforms with suggestions and justifications and the same is forwarded to the DCI and RGUHS. The latest suggestions/views for the national workshop on curriculum reforms in revised BDS regulations 2007, was put forward by five specialty departments from the institution in August 2013.

**1.3.4 What are the value-added courses offered by the institution and how does the institution ensure that all students have access to them?**

The institution has been conducting the following programs periodically.

- Career development programs
- Community outreach programs
- Behavioral classes
- Basic course on local language
- Remedial lecture classes for slow learners
- Integrated teaching by monthly interdepartmental meets and webinars
- Periodic scientific programs being conducted by various departments keeping in mind the emerging trends and changing concepts.
- Compulsory rotatory internship program for one year for undergraduates for better exposure to different work atmosphere.
- Providing opportunities for both undergraduate and postgraduate to work at satellite centers established by the institute and acquire adequate knowledge and hone skills.

**1.3.5 Has the institution introduced skills development programs in consonance with the national health programs?**

The department of Public health dentistry has introduced water fluoridation and tobacco cessation programs in consonance with the national health programs.

**1.3.6 How does the institution incorporate the aspects of overall personality development addressing physical, mental, emotional and spiritual well being of the student?**

Overall development of a student is achieved by conducting the following programs-

- Spiritual alignment for the dental professional.
- Yoga and meditation.
- Lateral thinking
- Stress management
- Leadership mentoring
- Communication skills

**1.3.7 Does the curriculum provide for adequate emphasis on patient safety, confidentiality, rights and education?**

The curriculum prescribes all trainees to follow strict protocols for infection control, undergo ethical sensitization by lectures or discussion on ethical issues, discussion of cases with an important ethical component. The patient as a person has the right to be respected and has the right for autonomy of decision. For a good doctor patient relationship confidentiality pertaining to patient details are maintained. All research projects of the institution go through the institution ethics committee (ICE) for approval and follow ICMR guidelines. The consent for patient intervention follows the proper formality guidelines.

**1.3.8 Does the curriculum cover additional value systems?**

The institution believes in -

- Team work
- Co-operation
- Professional integrity and Leadership
- Oral health care service with competency, concern and compassion
- Ethics in research and innovative practices

**1.4 Feedback System**

**1.4.1 Does the institution have a formal mechanism to obtain feedback from students regarding the curriculum and how is it made use of?**

The institute has a systematic mechanism to obtain feedback from BDS and MDS students regarding the existing prescribed curricula. Feedback is collected through well-designed feedback forms at regular intervals and designated point of time.

**1.4.2 Does the institution elicit feedback on the curriculum from national and international faculty? If yes, specify a few methods such as conducting webinars, workshops, online discussions, etc. and their impact.**

The institute follows the prescribed curriculum for undergraduate and postgraduate courses as per RGUHS and DCI. However, at the institutional level, as feasible, innovative practices are introduced from time to time not only to implement but also to add novelty and new dimensions to learning and teaching methods. Workshops, seminars, webinars organized by University, apex body (DCI), specialty associations and other academic modules are earnestly attended by faculty members.

**1.4.3 Specify the mechanism through which affiliated institutions give feedback on curriculum and the extent to which it is made use of.**

The following workshops pertaining to curriculum were attended by faculty members:

1. Workshop for undergraduate curriculum by RGUHS.
2. Workshop for postgraduate curriculum recommendations for periodontology at GDC Mumbai.
3. Recommendations for reversal of BDS course from 5 years to 4 years plus 1 year of compulsory rotatory internship was endorsed by the institute
4. In response to DCI initiative for curricular changes in the BDS course, suggestions from all departments were taken and a compiled memorandum was forwarded through the principal.

**1.4.4 Based on feedback, what are the quality sustenance and quality enhancement measures undertaken by the institution in ensuring the effective development of the curricula?**

Following and implementing the set syllabus to sustain the quality is done meticulously. Further, to enhance quality of education imparted, measures like,

1. Customized specialty wise PG course modules.
2. Due emphasis for research at both UG and PG levels and faculty research orientation program, research collaborations and support for research promotions etc.
3. Thrust on publications in scientific journals are undertaken.

**1.4.5 What mechanisms are adopted by the management of the institution to obtain adequate information and feedback from faculty, students, patients, parents, industry, hospitals, general public, employers, alumni and interns, etc. and review the activities of the institution?**

Management obtains feedback through annual reports stating the progress of the institute in curricular and extracurricular activities

Faculty feedback – Management interacts with faculty by arranging periodic governing body meetings. There is also a provision for online feedback for faculty.

Student and interns feedback – Student evaluation is done periodically by conducting internal assessments and seminars. Feedback is obtained by the student support and progression committee which is periodically forwarded to the management.

Patients and General public feedback – Feedback on quality of treatment, emergency/priority treatment options, monitoring, follow up protocols, free/ subsidized treatment rendered to needy, grievance redress mechanisms etc. transport, ethical and safe health care at affordable cost, social obligations, community out reach programs are obtained.

Parents feedback – Feedback on the wards learning reports, progress, attendance, disciplinary issues, safety and emergency medical care, effective anti-ragging measures.

Industry feedback – Is taken from dental suppliers, manufactures, CMTI collaboration (under process)

Alumni feedback – feedback on association activities, stake in policy/ development of institute etc. are obtained

Feedback from other stake holders is also obtained through formal/informal contact and necessary changes are implemented.

***Any other information regarding Curricular Aspects which the institution would like to include.***

## Criterion II - Teaching-Learning and Evaluation

### 2.1 Student Enrolment and Profile

#### 2.1.1 How does the institution ensure publicity and transparency in the admission process?

2.1.1	Publicity in admission process	
a.	Through College website - <a href="http://www.kledentalbengaluru.com">www.kledentalbengaluru.com</a>	√
b.	Prospectus	√
c.	News paper notifications	-
d.	Any Other ( Specify):- As K.L.E. Society's Institute of Dental Sciences, Bengaluru, is situated in the center of the city, there is an optimal inflow of patients for treatment that gives good exposure for students to acquire necessary skills; word of mouth from alumni has also been very effective in bringing in new students.	√

#### 2.1.2 Explain in detail the process of admission put in place by the institution.

**List the criteria for admission: (e.g.: (i) merit, (ii) merit with entrance test, (iii) merit, entrance test, aptitude and interview, (iv) common entrance test conducted by state agencies and national agencies (v) any other criteria (specify).**

K.L.E Society's Institute of Dental Sciences is affiliated to Rajiv Gandhi University of Health Sciences. Admissions of students for BDS and MDS courses are done under three different sections:

#### **Admission to Undergraduate program:**

The institute has an intake of 50 undergraduate students every year. Eighteen students are admitted through Common Entrance Test (CET) of Karnataka Examination Authority by Government of Karnataka. Twenty two students are admitted through Entrance Test conducted by Consortium of Medical, Engineering and Dental colleges of Karnataka (COMED-K). The remaining ten admissions are through the institutional quota.

**1. CET Admissions:** -Thirty five percent of admissions are through Common Entrance Test (CET) of Karnataka Examination Authority conducted by Government of Karnataka for candidates with Karnataka domicile. As per regulations of Dental Council of India (DCI) the student must have passed 2nd PUC or 10+2 examination with minimum of 50% marks in Physics, Chemistry and Biology as the compulsory subjects for admission under General Merit (GM) Category. For student under OBC and SC/ST category, the candidate must have secured minimum of 40% marks

in Physics, Chemistry and Biology as the compulsory subjects. All admissions are made through centralized counseling process conducted by the Karnataka examination authority based on CET rank list.

**2. COMED-K Admissions:** - Forty five percent of admissions are through entrance test conducted by Consortium of Medical, Engineering and Dental colleges of Karnataka (COMED K) a Private state agency. The admissions under this section are open to candidates with Karnataka state Domicile and for candidates of Non-Karnataka origin. As per regulations of Dental Council of India (DCI) the student must have passed 2<sup>nd</sup> PUC or 10+2 examination or any other Equivalent qualifying examination recognized by Government of Karnataka with minimum of 50% marks in Physics, Chemistry and Biology as the combination subjects for admission under General Merit (GM) Category. For student under OBC and SC/ST category, the candidate must have secured minimum of 40% marks in Physics, Chemistry and Biology as the compulsory subjects. Admissions are made through centralized counseling process conducted by the COMED K based on the rank list published by COMED K.

**3. Institutional Quota Admissions:** - Twenty percent of admissions are done under Institutional preference quota through an admission process put in place by the College Council based on criteria set by Dental council of India.

Admission to BDS courses will be made based on the score obtained in CET or COMED-K qualifying examinations. The candidate should have secured not less than 50% of the aggregate marks in English, Physics, Chemistry and Biology as per the DCI rules. The institute prepares a new rank list of candidates who have applied to the admission for BDS courses in our institution under institutional quota (KLE Rank list), based on the score obtained in CET or COMED-K qualifying examinations. The names of the selected candidates shall be displayed on the college website.

**Admission to Postgraduate program:-**

The institute has an intake of 24 postgraduate students every year. Eight students are admitted through Post graduate Common Entrance Test (PGET) conducted by Government of Karnataka. Ten students are admitted through Entrance Test conducted by Consortium of Medical, Engineering and Dental colleges of Karnataka (COMED-KPGET). The remaining six students' admission is through the institutional quota.

**1. PGET Admissions** - Eight students are admitted through Post graduate Common Entrance Test (PGET) Government of Karnataka. The admissions under this section are open to BDS graduates with Karnataka state Domicile. To seek admission under PGET Quota, the candidate should appear for entrance examination and should have completed the rotary internship. The Government announces the PGET rank list on its website. Admissions are made from centralized counseling process conducted based on PGET rank list.

**2. COMED-K PGET Admissions** – Ten students are admitted through Post graduate entrance test conducted by Consortium of Medical, Engineering and Dental colleges of Karnataka (COMED K PGET), a Private state agency. The admissions under this section are open to BDS graduates with Karnataka state Domicile and for graduates with Non Karnataka origin. To seek admission under COMED K Quota, the candidate should appear for entrance examination and should have completed the rotatory internship. After announcement of COMED-K PGET rank list on the COMED K website, admissions are made through centralized counseling process conducted by the COMED K agency based on COMED-K PGET rank list.

**3. Institutional Quota Admissions:-** Twenty five percent of admission to MDS courses is made based on the score obtained in COMED-K /PGET. As per regulations of Dental Council of India (DCI) the candidate must have secured minimum of 50% marks in post graduate entrance examination for admission under General Category. For admission under OBC and SC/ST category, the candidate must have secured minimum of 40% marks in Post graduate entrance examinations.

The institute prepares a new rank list of candidates who apply for admission to MDS courses in our institution under institutional quota (KLE PG Rank list), based on PGET and COMED-K PGET scores.

Preference is given to candidates with seniority to pick the subject of their interest.

The names of the candidates selected for the different specialties of the MDS program are displayed on the college website.

2.1.2	The admission process put in place by the institution.	Entrance test for admissions	
a.	Common entrance test conducted by state government / university	CET - For BDS PGET - For MDS	√
b.	Common entrance test conducted by state agency - Consortium of Medical, Engineering and Dental colleges of Karnataka	COMEDK/ CET For BDS COMED K /PGET For MDS	√
c.	Based on Merit at previous qualifying examinations ( Institutional quota )	COMEDK/ CET-UG Rank list For BDS COMED K / PGET Rank list For MDS	√
d.	Any other ( specify )	-----	-



Categories	Marks Considered for Admission to BDS and MDS courses
As per Dental Council of India-Revised Regulations 2007	
SC/ST	40 %
OBC	40 %
General	50%

### **BDS Admission per year-50**

Seat Matrix for admissions to BDS course

<b>COMEDK - CET</b>	<b>UG-KCET</b>	<b>INSTITUTION QUOTA</b>
<ul style="list-style-type: none"> <li>• 45 % OF ADMISSIONS</li> <li>• 22 STUDENTS</li> </ul>	<ul style="list-style-type: none"> <li>• 35% OF ADMISSIONS</li> <li>• 18 STUDENTS</li> </ul>	<ul style="list-style-type: none"> <li>• 20% OF ADMISSIONS</li> <li>• 10 STUDENTS</li> </ul>

### **MDS Admission per year-24**

Seat Matrix for admissions to MDS course

<b>COMED K- PGET</b>	<b>RGUHS-PGET</b>	<b>INSTITUTION QUOTA</b>
<ul style="list-style-type: none"> <li>• 42 % OF ADMISSIONS</li> <li>• 10 STUDENTS</li> </ul>	<ul style="list-style-type: none"> <li>• 33% OF ADMISSIONS</li> <li>• 8 STUDENTS</li> </ul>	<ul style="list-style-type: none"> <li>• 25% OF ADMISSIONS</li> <li>• 6 STUDENTS</li> </ul>

### **2.1.3 Provide details of admission process in the affiliated colleges and the University's role in monitoring the same.**

The admission of CET and PGET students are done through centralized counseling conducted by Karnataka Examination Authority that is

monitored by Government of Karnataka. The students from COMED-K too are admitted through a centralized mechanism. The students for Institutional Preference quota are given admission based on an internal ranking mechanism of the above entrance examinations that is monitored by the Principal and the College Council.

**2.1.4 Does the institution have a mechanism to review its admission process and student profile annually? If yes, what is the outcome of such an analysis and how has it contributed to the improvement of the process?**

Yes, the institute has a mechanism to review its admissions to BDS and MDS program annually. The percentage of marks secured in qualifying examinations by the candidate is assessed to know the variation in the quality of students admitted. The students with the highest and lowest scores are identified and these scores are used as an indicator by the College Council to take necessary steps to further improve the quality of students admitted for under- and post- graduate programs.

Percentage of marks secured in qualifying examinations for the academic year 2013-14								
Sl. no.	PGET/CET		COMED-K/ COMED-K PGET		SC/ST/OBC		INSTITUTIONAL QUOTA (COMED-K/ CET/PGET)	
	Highest	Lowest	Highest	Lowest	Highest	Lowest	Highest	Lowest
UG	4352 <sup>th</sup> Rank	15307 <sup>th</sup> Rank	4177 <sup>th</sup> Rank	12987 <sup>th</sup> Rank	4352 <sup>th</sup> Rank	15307 <sup>th</sup> Rank	1736 <sup>th</sup> Rank	61924 <sup>th</sup> Rank
PG	10 <sup>th</sup> Rank	711 <sup>th</sup> Rank	81 <sup>st</sup> Rank	606 <sup>th</sup> Rank	10 <sup>th</sup> Rank	1061 <sup>th</sup> Rank	1572 <sup>th</sup> Rank	3048 <sup>th</sup> Rank

**2.1.5 What are the strategies adopted to increase / improve access for students belonging to, SC/ST, OBC, Women, disabilities, economically weaker sections, outstanding achievers in sports and other categories?**

**SC/ST and OBC:** The policy of the State Government is to provide adequate reservation to weaker sections of the society (Category-I Economically weaker section, Category IIA, IIB, IIIA, IIIB). These reservations are provided in both CET/PGET seat matrix during centralized counseling process.

**Women:** The student admission statistics and the number of female candidates clearly indicates the substantial amount of importance given to women in the institution.

**In-service students:** The PGET provides reservations in post-graduation program for a candidates working in Government health sector, to increase

the health care facility at Community Health Centers.

**2.1.6 Number of students admitted in the institution in the last four academic years:**

**Admission to BDS**

Categories	Year 2011		Year 2012		Year 2013		Year 2014	
	Male	Female	Male	Female	Male	Female	Male	Female
SC/ ST	00	01	00	01	01	02	01	02
OBC	00	01	01	05	02	04	05	07
General	17	31	11	32	08	28	05	30
Others	-	-	-	-	-	-	-	-
<b>Total</b>	<b>17</b>	<b>33</b>	<b>12</b>	<b>38</b>	<b>11</b>	<b>34</b>	<b>11</b>	<b>39</b>

**Admission to MDS**

Categories	Year 2011-12		Year 2012-13		Year 2013-14		Year 2014-15	
	Male	Female	Male	Female	Male	Female	Male	Female
SC/ ST	00	00	00	00	01 (In-service)	00	-	-
OBC	00	01	01	02	00	01	-	04
General	00	04	05	08	10	04	09	11
Others	06	05	-	-	-	-	-	-
<b>Total</b>	<b>06</b>	<b>10</b>	<b>06</b>	<b>10</b>	<b>11</b>	<b>05</b>	<b>9</b>	<b>15</b>

**2.1.7 Has the university conducted any analysis of demand ratio for the various programs of the university departments and affiliated colleges? If so, highlight the significant trends explaining the reasons for increase / decrease.**

The institution being one of the best Dental colleges in state, affiliated to Rajiv Gandhi University of Health Sciences has been consistently opted for admission during CET and COMED-K centralized counseling. It is a matter of prestige to our institution that all the 40 BDS and 18 MDS admissions are filled with lot of demand during CET and COMED-K centralized counseling. However, the institution has a mechanism to analyze the demand ratio for 10 BDS and 6 MDS admissions, of candidates seeking admissions through Institutional quota. This input of demand ratio is used to monitor and review the admission process every year.

- a. Demand Ratio for B.D.S through Institutional quota  
Applications received: Admission granted  
3: 1
- b. Demand Ratio for M.D.S through Institutional quota  
Applications received: Admission granted  
4: 1

**2.1.8 Were any programs discontinued/ staggered by the institution in the last four years? If yes, specify the reasons.**

No, the institution has not discontinued any program in the last four years. The institution has been very progressive and efficient enough to start post graduate programs in various specialties and increase the number of post graduate admissions in two of the departments.

**2.2 Catering to Student Diversity**

**2.2.1 Does the institution organize orientation / induction program for freshers? If yes, give details such as the duration, issues covered, experts involved and mechanism for using the feedback in subsequent years.**

Yes, the institution organizes freshers program for undergraduate and orientation/induction program for postgraduates for duration of two hours each.

The undergraduate program includes welcome speech by principal briefing about college, available infrastructure, subjects covered in each academic year, also introduces staff members. Principal emphasizes that ragging is strictly prohibited in college campus and it is a punishable offence. Student's information book is issued which contains information on

- Vision, Mission and objectives of college
- Code of conduct
- Instructions for parents
- Courses and Activities
- Examination pattern
- Curriculum and Time Table
- Co-curricular activities
- Dental Ethics
- Scholarship and awards
- College administration committee members and their phone

numbers

Parents are invited for induction programs and given a chance to put forth their views and their grievances are addressed. Prominent alumni members are also invited for induction program to boost the confidence among students and parents. Later it is followed by presentation about each department by respective head of departments. Students are taken on a college tour to have a glimpse of each department. Feedback forms are collected and evaluated by the student welfare committee. Suggestions from feedback are addressed by the concerned committees.

For post graduates, the program begins with a welcome speech by Principal. He introduces the faculty members and gives details of the infrastructure and the facilities provided. After this, presentation on topics like scope for postgraduate students, how to prepare synopsis, dissertation, journal club presentations, seminars, library dissertation, and importance of publications and brief overview of the examination process is given. Student information

booklet and postgraduate curriculum are issued to the students that contain information on course contents, pre-clinical work, teaching-learning modules for the three years and the examination pattern.

**2.2.2 Does the institution have a mechanism through which the “differential requirements of the student population” are analyzed after admission and before the commencement of classes? If so, how are the key issues identified and addressed?**

After the students are admitted, initially they are observed for a month to assess their academic performance, interest and professional skills. After assessing above said parameters and taking into account the previous qualifying examination marks, remedial classes are arranged to guide and mentor them to overcome their short comings.

Students coming from rural background or economically deprived/backward sections are given special classes to improve their language proficiency (English) and interpersonal relations. Kannada classes are arranged for students from other states/countries to improve their communication skills.

**2.2.3 How does the institution identify and respond to the learning needs of advanced and slow learners?**

- The freshers are observed to know their academic performance, interest and professional skills.
- The advanced and slow learners are identified after the first formative assessment examination.
- In each department, a mentor is assigned for a group of three students.
- The mentor identifies the weakness of each slow learners on an individual basis and gives individual training to the slow learner and ensures that he/she improves his/her performance by the second formative assessment examinations. The advanced learners are given special assignments for improving their theoretical knowledge and practical skills.
- Further advanced learners are guided to present papers and posters in conferences.
- Advanced learners are also encouraged to take up a short research studies and participate in competitions at various levels.

**2.2.4 Does the institution offer bridge / remedial / add-on courses? If yes, how are they structured into the time table? Give details of the courses offered, department-wise/faculty-wise?**

Not applicable

**2.2.5 Has the institution conducted any study on the academic growth of students from disadvantaged sections of society, economically disadvantaged, differently-abled, etc.? If yes, what are the main**

### **findings?**

- Information on the academic growth of above said sections of society is collected after every internal and final examination at the end of each academic year. It is analyzed and necessary steps are taken for their improvement.
- Information on obtaining scholarships from Government, Semi government and N.G.O's is given to these students.
- Circulars regarding scholarships obtained from above said bodies are displayed on general notice board and student's notice board.
- Separate SC/ST books section is maintained in Library.
- Individual counseling and parental counseling is done.
- Individual attention is given by respective mentors.
- For differently-abled students facilities like lift and wheel chairs are provided.

### **2.2.6 Is there a provision to teach the local language to students from other states/countries?**

Yes. The Kannada classes are arranged for students from other states and countries. It helps them to improve language proficiency, interact with the patients for recording their case history and maintain a good rapport. Faculty, local students and nonteaching staff help in translating language to students and patients initially. Easy to learn Kannada-English booklets are made available to the students.

### **2.2.7 What are the institution's efforts to teach the students moral and ethical values and their citizenship roles?**

Value based education is an integral part of our Institute's teaching learning activities. Eminent personalities from society are invited to give guest lectures on moral and ethical values and reinforcement of these values is done on a regular basis by our faculty. The students are encouraged to imbibe the moral values by experiential learning.

RGUHS curriculum includes Ethics in Dentistry for both undergraduates and postgraduates. This helps the students to incorporate good moral and ethical values for their holistic development.

Students are given projects related to citizenship roles.

### **2.2.8 Describe details of orientation/ foundation courses which sensitize students to national integration, Constitution of India, art and culture, empathy, women's empowerment, etc.**

NSS wing within college organizes programs to improve the student's citizenship roles and sensitize students towards national integration. Students are given opportunity to organize and take part in National festivals like Independence Day, Republic Day etc. Flag hoisting is done by one of the students, later the students are addressed by Principal/ Eminent staff emphasizing student's role and responsibilities in the society.

Experts from law colleges/firms are invited to take classes and make aware on constitution of India.

Student's welfare association committee organizes programs on art and culture in which students actively participate.

Women's grievance and redressal committee works for welfare of female students, teaching and non-teaching staff.

Renowned achievers or Speakers in field of women empowerment are invited as guest speakers to deliver speech and have interaction with students.

**2.2.9 Has the institution incorporated the principles of Life Style Modifications for students based on Eastern approaches in their day to day activities?**

Guest lectures by renowned spiritual leaders who live by their principles are arranged on topics like behavioral modification, moral values and principles of life style modifications for students based on Eastern approaches.

**2.2.10 Has Yoga/Meditation/any other such techniques been practiced by students regularly as self-discipline?**

The institute invites Yoga teachers or experts in field of meditation for guest lectures. The students are advised to practice yoga and meditation on regular basis. Workshop on meditation was conducted in the Institute for benefit of students and faculty.

**2.2.11 How does the institution attend to the diverse health issues (physical and mental) of students and staff?**

The institution has extended its interest to attend to health issues of the students, teaching and nonteaching staff.

- K.L.E Society, Belgavi, has instituted "Vaidyashree- Health Care" scheme primarily to extend health coverage for all the KLE Society employees which covers our college employees also. The employee can enroll their family members also for this facility. Certain hospitals are listed in Bengaluru for benefit of employees working here.

- Through Vaidyashree scheme, Institution has a tie up with Medical hospital from which consultants (Psychiatrist, General medicine and other fields) visit institution for psychological counseling of needy students and staff. They conduct general medical checkup, create awareness on general and personal hygiene.

- Students, staff and their family members can avail dental health facility at our own hospital.

**2.2.12 Does the institution cater to the needs of groups / individuals requiring special attention by conducting group classes / special individual trainings / focused group discussion / additional training measures etc.?**

- The slow learners are identified and group classes are taken for them. Individual attention is given by respective mentors in the departments.

Special classes/tutorials and additional training measure like self and peer assisted learning measures are taken. Individual training during Preclinical / clinical hours for needy students is given.

- Compensatory demonstrations and clinical postings are given for students who remain absent for regular classes on medical reasons for long duration.
- Predecided topics are given to students, divided into groups of 3 to 5 members, encouraged and motivated to do group discussions and later cross group discussions during which any doubts and difficulties faced by student are solved by the facilitator.
- Clinical demonstration videos and hand-outs of classes are given to students.
- Model work and project works are assigned.
- Students are encouraged to participate actively in awareness programs, rallies and role-plays.
- Students are exposed to webinars to have interaction with experts.

## **2.3 Teaching-Learning Process**

### **2.3.1 How does the institution plan and organize the teaching-learning and evaluation schedules such as**

- \* **academic calendar**
- \* **master plan**
- \* **teaching plan**
- \* **rotation plan**
- \* **course plan**
- \* **unit plan**
- \* **evaluation blue print**
- \* **outpatient teaching**
- \* **in-patient teaching**
- \* **clinical teaching in other sites**
- \* **teaching in the community**

**Academic calendar** - The academic calendar is prepared by the Curriculum committee every year before the commencement of the academic session.

**Master plan** - Curriculum committee also makes the master time table for both undergraduate and postgraduate programs. The departments have their own master plans for the students.

**Teaching plan** –Teaching is planned and followed meticulously with the learner centered approach. The teachers use newer ICT enabled student-centric teaching methods to facilitate learning of the undergraduate as well as the post graduate students. Innovative methods of teaching e.g., problem based learning, microteaching, reflective learning, simulations, evidence based dentistry, narrative medicine, peer assisted learning, group discussions etc. are used regularly in all the departments. The post graduate



training program is divided into modules to monitor the proper progress of teaching learning activities. In the first module, they are trained in the applied aspects of the basic subjects e.g., anatomy, physiology, pharmacology etc. Simultaneously, the preclinical work is also taught to them. The students collect material and read about a particular preclinical exercise from the latest books and journals and e- library. The teacher monitors their work, discusses the clinical applications and corrections are suggested if any. This ensures their thorough knowledge of the important aspects of diagnosis/differential diagnosis, etiopathology and treatment of various conditions before they start the clinical work.

**Rotation plan** – The III and IV year BDS students have two postings in each year on a rotation basis in various departments. The interns have to work in various departments on a rotation basis that helps them to work independently.

**Course plan** – The department teaching plans are made by the respective heads of the departments in association with the faculty. The didactic interactive lectures and practical classes are planned for the entire academic session of the undergraduate students. The teachers are given the choice of selecting the topics of their interest. The undergraduate lesson plans are circulated to the students a week ahead of their classes. The students have to complete a minimum quota of work in each department to be eligible to appear for the final examinations.

**Evaluation blue print** – This is prepared by the respective departments for assessment after tests and internal assessment examinations.

**Outpatient teaching and in-patient teaching** - These are planned by each department and followed as per the schedule. The clinical teaching is given emphasis to ensure the basics of diagnosis and treatment are learnt properly by the students. Their training is planned and well organized to make them independent in taking decisions on diagnosis and evidence based treatment of various clinical problems by the end of their course.

They learn the clinical skills required for lifelong learning and knowledge management with ICT enabled learning methods. This ensures the competency of our students in management of all types of cases.

They are trained in case history recording, clinical examination, diagnostic aids and investigations, setting treatment goals, planning treatment, case presentations and executing treatment procedures. They learn to diagnose the cases with the basic as well as the latest diagnostic equipments and treatment modalities. The faculty gives demonstrations in the clinics after an interactive discussion on the clinical procedure with the students. Problem based projects are given to them and their progress is facilitated by the faculty. Interdisciplinary case presentations are done with all the faculty

and postgraduate students to foster the comprehensive interdisciplinary management of complex cases.

In addition to excellent clinical training, the students are encouraged to conduct clinical research in various emerging subspecialties and interdisciplinary topics. The students are encouraged to publish their clinical and research work in peer reviewed journals. The students are taught to follow the values in treating patients

**Clinical teaching at other sites-** The students learn clinical work by working at the satellite clinics too. They learn to work in the rural set up. They identify the problems of that population and give advice on how to improve their oral hygiene. The mobility of students between the institutes is planned for their exposure to a wide variety of clinical cases especially unique and complex cases. This improves their theoretical and practical knowledge. Our students get an opportunity to interact with other specialists and super specialists in their respective fields to enhance their clinical knowledge, competency and communication skills.

**Teachings in the community -** Camps are conducted regularly to screen the patients in the adopted schools and other places. Teachers advice and monitor their activities. Well planned field visits to create awareness about the craniofacial and dental problems in the society that helps the students realize their social responsibility. They are trained to take part in counseling regarding quitting smoking and tobacco products and other carcinogens. They explain the adverse effects of these agents to the public in the vernacular language. The faculty also organizes street plays involving students to sensitize the public for these problems.

**2.3.2 Does the institution provides course objectives, outlines and schedules at the commencement of the academic session? If yes, how is the effectiveness of the process ensured?**

Yes. The respective departments provide the students with the specific course objectives at the beginning of academic session. The schedule of the preclinical exercises, tests, internal assessment examinations is also given at the commencement of the session. The effectiveness of the process is ensured by conducting the formative assessment exams. The preclinical work module is subdivided into smaller units to ensure proper learning in small groups.

**2.3.3 Does the institution face any challenges in completing the curriculum within the stipulated time frame and calendar? If yes, elaborate on the challenges encountered and the institutional measures to overcome these.**

No. the institution follows a blue print for the classes to be conducted. The lecture classes are taken regularly on the designated days and time to ensure

coverage of all the topics well ahead of the final internal assessment examination. If a class cannot be conducted due to some unavoidable reasons, a compensatory class is taken.

**2.3.4 How is learning made student-centric? Give a list of participatory learning activities adopted by the faculty that contributes to holistic development and improved student learning, besides facilitating life-long learning and knowledge management.**

The institutes' emphasis on **ICT enabled student-centric learning** and an **Holistic approach of Value based education** not only improves their intellectual capabilities but also ensures their emotional, physical, spiritual and psychological well being.

**ICT enabled teaching methods** are adopted for student - centric learning. Most of the work is done by the students and the faculty act as facilitators.

**Interactive ICT enabled lectures** for undergraduates - They are taught by didactic lectures with PowerPoint presentations. Active participation of the students is encouraged.

**Self and peer assisted learning** – The advanced learners are engaged to assist the slow learners. The students are given case presentations, problem based projects, and home assignments. The students also make the three dimensional models and posters as their projects. Seminars and journal clubs are conducted regularly. All these activities are done by the students and the teachers are facilitators. The postgraduate students are guided for preparing powerpoint presentations of seminars and journal clubs.

**Seminars** – the students on basic and advanced topics for improving their knowledge. **Webinars** are also accessed regularly.

**Research integrated teaching** to encourage research culture amongst the students.

**Journal clubs** on research and clinical articles are conducted to improve their critical **appraisal** skills.

**Case discussions-** the faculty act as facilitators and students develop critical thinking skills for diagnosis, differential diagnosis, treatment planning and treatment.

**Reflective learning** is followed

**Problem based projects** are given for acquisition of life-long learning skills.

**Clinical innovations** to nurture their creativity and thinking skills.

**Evidence based dentistry** is taught and practiced in the departments for knowledge **management**.

**Three dimensional models** are also shown before explaining about them.

**Simulations / Mannequins** are used in the preclinical work.

**Objective assessment methods** for evaluation of performance.

MCQs are given at the end of the lectures or in tests so that they clearly understand the basics.

**Microteaching** is done for small group of students in the clinics and laboratories.

**Interdisciplinary seminars, journal clubs and case discussions** are also conducted once in a month.

**Interdepartmental presentations** are also conducted to cover the latest methods of diagnosis and treatment.

**Publications** - the students are trained to write research/clinical articles as per the ICMJE guidelines and sent for publication in peer reviewed journals.

**Scientific presentations at national/ Zonal conferences** – to nurture their scientific temper, academic progress and presentation skills.

Co-curricular activities are conducted at interdepartmental and intercollegiate level to nurture creative skills for their holistic development.

**Value based education** is an integral part of the institutions' education policy. The goal of the institution is not only to encourage academic excellence amongst students but also imparting moral and ethical values to make them responsible and socially sensitive citizens. All the undergraduate and postgraduate students imbibe values of life that are essential for their holistic development through advice from faculty, guest lectures and experiential learning.

**2.3.5 What is the institution's policy on inviting experts / people of eminence to augment teaching-learning activities?**

The institution invites experts from other institutions to give guest lectures and conduct workshops on various novel methods of diagnosis and treatment periodically following the academic calendar. This encourages students and staff to take up newer fields of research.

**2.3.6 Does the institution formally encourage learning by using e-learning resources?**

Yes. All the faculty and students have to take Windows certified test for ICT enabled teaching learning activities. The students and faculty make use of the well equipped e- library facility (Helinet) regularly. The seminars of previous batches of students are kept in the department libraries. They have access to the webinars too. The students are given projects so that they can learn how to use e- library facilities to the maximum potential. Peer Assisted learning is followed and the advanced learners help the slow learners. The students interact with their batchmates and senior students to complete their projects.

**2.3.7 What are the technologies and facilities such as virtual laboratories, e-learning and open educational resources used by the faculty for effective teaching?**

Faculty members update themselves through various e -learning resources before teaching a particular topic. They make use of the Helinet facility of the Rajiv Gandhi University, Pubmed, Embase, Scopus, Cochrane Database Reviews and online peer reviewed journals and other open sources. Content of good quality articles from various journals is added to make the lectures more informative and interesting. They also use E-learning – Open

resources from DPES - Dental Program Education System from international universities, animation videos to teach various procedures from You Tube and other open source dental websites.

**2.3.8 Is there any designated group among the faculty to monitor the trends and issues regarding developments in Open Source Community and integrate its benefits in the institution's educational processes?**

Yes. Each department has a designated group of faculty to update the developments in the open source community. The benefits of these are incorporated in the educational process by referring to the case reports of difficult or unique cases and novel methods of treatment in the journal clubs and seminars. Interesting research articles are also discussed in detail by the faculty and students.

**2.3.9 What steps has the institution taken to transition from traditional classrooms into an e-learning environment?**

All the seminar rooms have internet connection. The students and staff can access Pubmed, Pubmed Central, Embase, Helinet and related open source websites for cross references during the seminars and journal clubs. The videos of various diagnostic and treatment procedures are shown to the students in the classes. Webinars are attended by the faculty, students and interns regularly in all the departments.

**2.3.10 Is there provision for the services of counselors / mentors/ advisors for each class or group of students for academic, personal and psycho-social guidance? If yes, give details of the process and the number of students who have benefitted.**

Yes. There is a central mentoring system in the institution for the overall mentoring. The ratio of mentor and undergraduate students is 1:3 and postgraduates 1:1. In addition to this, each department has mentors for the students to identify the slow learners and advanced learners for their proper academic guidance.

A group of students have a mentor in each department. They not only take care of the academic progress, they also help the students in personal and psycho-social problems. They are counseled for various problems by their mentors and student welfare committee. They take help of the psychiatrist for complex psychological problems. Most of the problems are efficiently solved by the mentors themselves.

**Academic guidance** - The mentors in each department counsel the slow learners for improving their theoretical knowledge through remedial classes and home assignments. They are instructed to attend the classes regularly to understand the topics properly. The quality of their preclinical work is improved by giving them step by step demonstrations of the difficult exercises. The mentor discusses how to avoid mistakes in a particular clinical procedure before they start the work and monitors every step for efficient treatment. They are counseled to maintain a good rapport with their

patients. They are taught the skill of answering the questions appropriately in the examinations.

They counsel all the students, especially advanced learners regarding pursuing higher education, taking national and international peer reviewed examinations, setting up private practice and its management, the need for upholding the integrity, ethical and moral values of the profession. The mentors identify and nurture their skills to make them confident and competent professionals.

**Personal and psycho-social guidance** - The students with psychological problems have been benefitted to a great extent by this mentor system. These problems are more common among the first year B.D.S and M.D.S students. Some students due to their personal and/or preexisting psychological problems, find it difficult to get acclimatized to the new environment and are unable to cope with the needs of the academic curriculum. Hence they cannot concentrate on the work and keep pace with others that further accentuate the problem. Their mentors listen to their problems patiently and find solutions. They are encouraged to work without any time bound assignments at their own pace under their mentor's supervision till they overcome their problems.

**Number of students benefitted by the mentor system** - All the UG and PG students

**2.3.11 Were any innovative teaching approaches/methods/practices adopted and implemented by the faculty during the last four years? If yes, did they improve learning? What were the methods used to evaluate the impact of such practices? What are the efforts made by the institution in giving the faculty due recognition for innovation in teaching?**

The innovative teaching approaches are encouraged by the head of the institution and heads of the departments.

The innovative posters and three dimensional models are made by the students under the guidance of faculty and used for teaching the students.

The faculty prepares power point presentations on their topics, deliver the lectures effectively through LCD projectors and the audiovisuals are used to enrich the knowledge of our students.

They are taught beyond the syllabus.

They present clinical innovations in scientific conferences.

The students are encouraged by the faculty to participate in debates on controversial topics.

Small groups of students are given various topics of different weightages and engaged in group discussions.

OSCE/OSPE, Problem based learning are initiated. Two batches of I BDS students were taught carving using an innovative method of SPAM (Student Peer Assisted Mentoring) by Dr Sangeetha  
Microteaching is also practiced.

Faculty encourage peer assisted and self directed learning of students on the must know, desirable and nice to know topics.

They are given problem based projects, case discussions and presentations in updated format following the paradigm shifts in diagnosis and treatment.

**2.3.12 How does the institution create a culture of instilling and nurturing creativity and scientific temper among the learners?**

The faculty encourages students to present scientific posters, research/clinical papers and table clinics in the conferences and conventions. They select the topics of their interest for these projects and work hard to the best of their ability. The post graduate students are given other research projects in addition to their dissertations. They are encouraged to think independently and make new innovations in diagnostic aids, preventive and treatment procedures. This encourages and improves their critical appraisal skills. The patients are benefitted by many of these projects.

**2.3.13 Does the institution consider student projects mandatory in the learning program? If yes, for how many programs have they been (percentage of total) made mandatory?**

- \* **number of projects executed within the institution**
- \* **names of external institutions for student project work**
- \* **role of faculty in facilitating such projects**

Yes. The post graduates have mandatory projects as per RGUHS guidelines.

Number of projects  
executed within the institution – 114.

Names of external  
institutions for student project work –  
CMTI –Central Manufacturing Technology Institute, Bangalore. MSRIT-  
M. S. Ramaiah Institute of Technology, Bangalore

Clumax Diagnostics, Bangalore

Oral D Diagnostics, Bangalore

BIS (Bureau of Indian Standards), Bangalore

Padmashree diagnostics Bangalore

MG Diagnostics, Bangalore

People tree hospitals, Bangalore

National Institute of Mental Health and Neurosciences(NIMHANS)

Rajarajeshwari Dental College

Krishnadevaraya Dental College

K.L.E Pharmacy College

MS Ramaiah Institute of Advance Learning Centre

Excellent Biotechnologies, Bengaluru

Bangalore pharmaceuticals Pvt Ltd.

KLE Society's PreUniversity College

Narayana Hrudayalaya Health City

Dept. of Instrumentation Physics, IISC, Bangalore

Dept. of Nanoscience, IISC, Bangalore

**Role of faculty in facilitating such projects** - The institution regularly interacts with other reputed institutions for transdisciplinary project works of students. The external institutions for postgraduate students project work



are selected by the concerned faculty based on the topics of projects. The faculty initiates the discussion on the project work with the concerned faculty in the external institution that is followed up by the students. The faculty supervises the project work on a regular basis and discusses the problems faced by the students. They provide valuable guidance to the students for completing their projects efficiently.

**2.3.14 Does the institution have a well qualified pool of human resource to meet the requirements of the curriculum? If there is a shortfall, how is it supplemented?**

Yes. The apex body, Dental Council of India has made it mandatory to have a minimum pool of human resources necessary prior to giving approval for starting undergraduate and postgraduate courses. There is no shortfall of human resources to meet the requirements of the undergraduate and postgraduate curriculum.

**2.3.15 How are the faculty enabled to prepare computer-aided teaching / learning materials? What are the facilities available in the institution for such efforts?**

It is mandatory for the faculty to take an online certificate examination of Microsoft on basic computer knowledge. They pass that exam only when their score is 80 percent or above. The entire faculty is well versed with the computers and has their own laptops and tablets. They prepare interesting audiovisual lectures on various topics.

The institution has a well equipped digital library to assist faculty in their endeavors. The digital library has the Helinet facility of Rajiv Gandhi University of Health Sciences. This facility provides access to numerous e-journals.

The central library is well equipped with the library software, latest books and journals. The faculty has access to computers with internet, scanner and printer facility. They download the teaching material from Helinet and various open resources from the digital library.

All the departments have computers with internet facility for faculty.

**2.3.16 Does the institution have a mechanism for the evaluation of teachers by the students / alumni? If yes, how is the evaluation feedback used to improve the quality of the teaching-learning process?**

Yes. The student feedback of teachers is an essential part of teaching learning process. The students/ alumni give feedback on evaluation of teachers for effective teaching methodology. The feedback forms are objective. The student welfare committee collects the feedbacks on all the teachers and keeps the evaluative report confidential. The report is submitted to the head of the Institution. The Head of the Institution counsels the teachers with negative attributes to improve their teaching. The teachers improve their teaching by addressing to their weak points and they further improve their strong points too.



**2.3.17 Does the institution use telemedicine facilities for teaching-learning processes? If yes, cite a few instances.**

No.

**2.3.18 Does the institution utilize any of the following innovations in its teaching-learning processes?**

- \* ICT enabled flexible teaching system.
- \* Reflective learning.
- \* Simulations.
- \* Evidence based medicine.
- \* Emphasis on development of required skills, adequate knowledge and appropriate attitude to practice medicine.
  - \* Problem based learning (PBL).
  - \* Student assisted teaching (SAT).
  - \* Self directed learning and skills development (SDL).
  - \* Narrative based medicine.
  - \* Medical humanities.
  - \* Drug and poison information assistance centre.
  - \* Ayurveda practices.
  - \* Yoga practices.
  - \* Yoga therapy techniques.
  - \* Naturopathy and its practices.
  - \* Any other.

Yes. All these innovative methods of teaching are followed by the faculty in all the departments. Two batches of I BDS students were taught carving using an innovative method of SPAM (Student Peer Assisted Mentoring) by Dr Sangeetha.

**2.3.19 Does the institution have an Electronic Medical Records facility, staffed by trained and qualified personnel? Is it used for teaching-learning process?**

Yes. All the departments have maintained e-records that are available for teaching and learning. The entire teaching faculty responsible for maintenance of records is also ICT enabled. This helps in meticulous maintenance of the documents. The medical records are used by the faculty for teaching learning process. All the medical records which include photographs and radiographs are stored in digital format by the doctors who are in- charges of the patient from the beginning to the completion of treatment.

**2.3.20 Does the institution have well documented procedures for case sheet writing, obtaining informed consent and the discharge process of the patients?**

Yes. Each department has its own standard procedure for all these.

**2.3.21 Does the institution produce videos of clinical cases and use them for teaching-learning processes?**

Yes. Interesting video clips of special cases are made for diagnosis and treatment. The same are shown for teaching various clinical procedures. The faculty discusses the important aspects of the procedure interactively.

**2.3.22 Does the institution perform medico legal/post-mortem procedures with a view to train the undergraduate and post-graduate students in medico legal procedures?**

Yes. The institution has a tie up with a government hospital K C General Hospital for post mortem cases.

**2.3.23 Does the institution have drug and poison information and poison detection centres? How are these used to train the students?**

No. The institution has collaboration with the hospitals that have drug and poison information and poison detection centers. The specialists at those hospitals train the students regarding drugs and poisoning.

**2.3.24 Does the institution have a Pharmacovigilance / Toxicology centre /clinical pharmacy facility / drug information centre/Centre for disease surveillance and control/ Prevention through Yoga/Promotion of positive health/Well-equipped Psychology Laboratory/ Naturopathic diagnostic centre, etc.?**

The institution has a clinical pharmacy facility within the campus.

**2.3.25 Laboratories / Diagnostics**

- \* **How is the student`s learning process in the laboratories / diagnostics monitored? Provide the laboratory time table (for the different courses).**
- \* **Student staff ratio in the laboratories / diagnostics.**

The faculty monitors their work keenly in the laboratories / clinics. They check the progress of laboratory and clinical work after every step of the procedure.

Students are given separate tables and phantoms heads to work with. Personal attention is given to every student.

The faculty supervise case history recording, examining the patients, regular discussion, demonstrations of the clinical procedures and by conducting regular test and viva.

Throughout the course of treatment the progress in treatment of each patient in the clinics is monitored by the following table.

Name of the student (I/II/III/MDS)

Sl. No	Patient Name	Age /sex	OPD No.	Case allotted date	Staff-in charge for guiding the case	Date of case presentation by the PG	Treatment plan decided during case discussion	Date of commencement of treatment and completion of treatment

Student staff ratio in the labs/ diagnostics is 1: 5 for undergraduates  
 Student staff ratio in the labs/ diagnostics is 1: 1 for postgraduates  
 The lab and clinics timetable for different courses are designed and followed as per RGUHS Curriculum.

**2.3.26 How many procedures / clinical cases / surgeries are observed, assisted, performed with assistance and carried out independently by students in order to fulfill learning objectives?**

Department wise data is included in the report

**Department of Oral medicine and Radiology**

<b>No. of clinical cases:</b>	<b>UG</b>	<b>PG</b>
<b>Observed</b>	10	25
<b>Assisted</b>	10	25
<b>Performed under observation</b>	20	25
<b>Performed independently</b>	30	175

<b>Sl.No</b>	<b>Procedures for B.D.S</b>	<b>No. of cases as per the curriculum per student</b>
1.	Recording routine cases	50
2.	Presentation of special cases	10
3.	Interpretation of IOPA radiographs and processing	25
4.	Taking bitewing radiographs and processing	2

<b>Sl.No</b>	<b>Procedures for M.D.S</b>	<b>No. of cases as per the curriculum per student</b>
1.	Case history recording	75
2.	Intra oral radiograph	200
3.	Extra oral, digital radiograph	75
4.	Dental treatment to medically compromised patients	5
5.	Giving intramuscular and intravenous injection	10
6.	Administration of life saving drugs	1, assisted
7.	Performing CPR and certification	1
8.	Interesting cases	25

### Department of Oral and Maxillofacial Surgery

<b>No. of clinical cases:</b>	<b>UG</b>	<b>PG</b>
Observed	10-15	10-15
Assisted	5-10	30 – 40
Performed under observation	5-10	50-60
Performed independently	20-30	102-110

<b>Sl. No</b>	<b>Procedures for B.D.S</b>	<b>No. of cases as per the curriculum per student</b>
1	Extractions	20 – 30 cases
2	Suturing	5-10 cases

<b>Sl. No</b>	<b>Procedures for M.D.S</b>	<b>No. of cases as per the curriculum per student</b>
1	Injection - IM and IV	60-70 cases
2	Minor suturing and removal of suturing	150cases
3	Incision and drainage of an abscess	10-15 cases
4	Extraction	250 – 300 cases
5	Surgical extraction	30- 40 cases
6	Impacted tooth removal	50 - 70 cases
7	Pre-prosthetic surgeries	20 – 30 cases
8	OAF closure	0 - 1 cases
9	Cyst enucleation	5 – 10 cases
10	Mandibular fractures	5 – 10 cases
11	Peri apical surgery	5 – 8 cases
12	Biopsy procedures	40- 50 cases

13	Removal of salivary calculi	Nil
14	Benign tumours	5 – 10 cases assisted
15	Midface fractures	4 – 8 cases assisted
16	Implants	3- 5 cases
17	Tracheostomy	2 – 3 cases observed
18	Skin grafts	2 – 3 cases assisted
19	Orthognathic surgeries	5 – 10 cases assisted
20	Harvesting bone grafts	2 – 5 cases under supervision
21	T M Joint surgery	1 – 2 cases observed
22	Jaw resections	3 – 5 cases assisted
23	Onco surgery	10 – 15 cases observed
24	Microvascular anastomosis	1 – 2 cases observed
25	Cleft lip and palate	40 – 50 cases assisted
26	Distraction osteogenesis	1 – 2 cases assisted
27	Rhinoplasty	10- 15 cases assisted

### Department of Prosthodontics

No of clinical cases	UG				PG
	I	II	III	IV	
<b>Observed</b>	8	6	3	8	7-8
<b>Assisted</b>	-	-	-	-	4-5
<b>Performed with assistance</b>	9	6	5	4	6-7
<b>Performed independently</b>	-	3	-	3	20-25

Sl.No	Procedures for B.D.S	No. of cases as per the curriculum per student
1.	Interim Removable partial denture	05
2.	Complete denture fabrication on mean value articulator	04
3.	Tooth preparations on typodont	10

Sl.No	Procedures for M.D.S	No. of cases as per the curriculum per student
<b><u>I-year M.D.S:</u></b>		
1	Interim Removable partial denture	20
2	Complete denture fabrication on mean value articulator	10
3	Single complete denture	2
4	Crowns	5
<b><u>II-year M.D.S:</u></b>		
1	Interim Removable partial denture	5
2	Cast partial dentures	2
3	Complete denture fabrication on mean value articulator	15
4	Complete denture fabrication on semi adjustable articulator	3
5	Single complete denture	3
6	Immediate complete denture	2
7	Over denture	Observation
8	Maxillofacial prosthesis	3
9	Full mouth rehabilitation	Observation
10	Crown & Bridge	20
11	Anterior all ceramics crowns and bridges	5
12	Laminates	1
13	Post and core	5
14	Implant prosthesis	2
<b><u>III-year M.D.S:</u></b>		
1	Cast partial dentures	3

2	Complete denture fabrication on mean value articulator	5
3	Complete denture fabrication on semi adjustable articulator	7
4	Over denture	2
5	Maxillofacial prosthesis	2
6	Full mouth rehabilitation	1
7	Crown & Bridge including All ceramics	15
8	Laminates	2
9	Post and core	5
10	Implant prosthesis	3

### **Department of Pedodontics**

<b>No. of clinical cases as per curriculum per student</b>	<b>UG</b>	<b>PG</b>
<b>Observed</b>	10	10
<b>Assisted</b>	10	10
<b>Performed under observation</b>	10	10

<b>Sl. No</b>	<b>Procedure for B.D.S</b>	<b>No. of cases as per the curriculum per student</b>
1.	Preventive measures- Oral Prophylaxis, sealant application	20
2.	Topical fluoride application	10
3.	Restorations – Class I and II	45
4.	Extractions	25
5.	Case history recording & treatment planning	10
6.	Education & motivation of the patients using disclosing agents	

<b>Sl No.</b>	<b>Procedures for M.D.S</b>	<b>No. of cases as per the curriculum per student</b>
1	Behaviour management of different age group children with complete records.	17
2	Detailed Case Evaluation with complete records , treatment planning and presentation of case with chair side discussion	17

3	Step-by-step chair side preventive dentistry scheduled for high risk children with gingival and periodontal diseases and Dental Caries	11
4	Practical application of preventive dentistry concepts in a class of 35-50 children & Dental health Education and Motivation	7
5	Pediatric Operative Dentistry with application of recent concepts. (a). Management of Dental Caries	
	(i) Class I	50
	(ii) Class II	100
	(iii) Other Restorations	20
	(b). Management of traumatized anterior teeth	15
	(c). Aesthetic Restorations	25
	(d). Pediatric Endodontics Procedures	
	• Deciduous Teeth Pulpotomy/pulpectomy	150
	• Permanent molars	20
	• Permanent Incisor	15
	• Apexification & Apexogenesis	20
6	Stainless steel crowns	50
7	Other crowns	05
8	Fixed : Space Maintainers Habit Breaking appliances	30
9	Removable: Space Maintainers Habit Breaking appliances	20
10	Functional appliances	05
11	Preventive measures like fluoride applications & Pit & fissure Sealants application with complete follow up and diet –counselling	20
12	Special Assignments	
	(i) School Dental Health Programmes	03
	(ii) Camps etc.	02



### Department of Periodontics

Procedure	III BDS				IV BDS			
	A	B	C	D	A	B	C	
Hand Scaling	5	-	5	20	-	-	-	
Ultra sonic Scaling	5	5	-	-	5	10	2	
Case History taking	5	5	2	10	-	5	-	
Demonstration of all Surgical procedures	-	-	-	-	5	5	-	

- A-** Observed  
**B-** Assisted  
**C-** Performed under assistance  
**D-** Performed independently

Sl. NO	Procedures	A	B	C	D
<b>MDS – First Year</b>					
1.	Case history and treatment planning	2	3	3	10
2.	Scaling and root planning and polishing (a. Hand (b. Ultrasonic)	5 5	5 5	5 5	3 0 3 0
3.	Local Drug Delivery techniques	1	2	2	5
4.	<b>Coronoplasty</b>	1	1	2	5
5.	<b>Minor surgeries:</b> polyp excision Crown lengthening Depigmentation	1 2 1 2	2 3 2 3	2 3 2 3	5 1 0 5 1

	Operculectomy	4	5	5	0
	Gingivectomy	2	3	3	1
	and	1	2	3	5
	Gingivoplasty				1
	Abcess				0
	drainage				5
	Splinting				

<b>MDS – Second and Third Year</b>					
1	Case history and treatment planning	5	10	10	40
2	Local Drug Delivery techniques	1	2	2	5
3	Periodontal surgical procedures	5	10	10	30
	<u>Pocket therapy</u>				
	a) Modified widman flap/ Access flap	2	3	3	5
	b) Apically displaced flap	2	3	3	5
	c) Coronally displaced.	1	1	2	3
	d) Distal molar surgery				
	<u>Muco-gingival surgeries</u>				
	a. Techniques to increase the width of attached gingival	1	1	2	3
		1	1	2	3
		1	1	2	3
	b. Treatment of gingival recession	1	1	2	3
	1. Laterally displaced flap.	1	1	2	3
	2. Double				

	<p>papilla graft.  3. Free gingival graft.  4. Sub-epithelial connective tissue graft.  5. Guided tissue regeneration.  6. Pouch and tunnel technique.</p> <p>Implants</p> <p>Management of perio- endo problems</p>	1 1	2 2	2 2	3 3
4	Coronoplasty	1	1	2	5
5	Periodontal splints	1	2	2	5
6	<p>Osseous surgeries</p> <p>a. Resective osseous surgery</p> <p>b. Reconstructive osseous surgery</p>	1 3	2 4	2 5	5 1 5
7	<p>Management of Advanced Furcation involvement</p> <p>a. Bicuspidization</p> <p>b. Hemisection</p> <p>c. Root resection</p>	1 1 1	1 1 1	1 1 1	2 2 2
8	Medically compromised cases				

A. Diabetes mellitus	1	1	2	5
B. Geriatric (60 +)	1	1	2	5
C. Hormonal influence	2	2	4	1
D. Acute and Localized gingival Lesions				0

### Department of Public Health Dentistry

No. of clinical cases as per curriculum per student	UG	PG
<b>Observed</b>	5	5
<b>Assisted</b>	0	0
<b>Performed under observation</b>	10	30
<b>Performed independently</b>	0	30

Sl.No	Procedure for B.D.S	No. of cases as per the curriculum per student
1	Case History recording	10
2	Indices recording ( OHI; OHI-S; DMFT; DMFS; WHO; Proforma; CPI)	5 Each
3	Pit & Fissure Sealants	3
4	Topical Fluoride Application	3
5	ART	3
6	Survey	1
7	Field visit	1
8	Private dental clinic visit	1
9	Satellite centre visit	1
10	Health talk	1
11	Tobacco Cessation Counseling	10

Sl.No	Procedures for M.D.S	No. of cases as per the curriculum per student
1	Case History recording	30
2	Indices recording ( OHI; OHI-S; DMFT; DMFS; WHO; Proforma; CPI)	10 Each
3	Pit & Fissure Sealants	10

4	Topical Fluoride Application	10
5	ART	10
6	Research projects	3
7	Comprehensive dental care	30
8	Problem solving	10
9	Satellite centre visit	4
10	Health talk	20
11	Field visit and report	1
12	Dental camps	60
13	Tobacco Cessation Counseling	30

**Department of Conservative Dentistry and Endodontics**

Number of Clinical Cases	UG	PG
Observed	10	10
Assisted	10	10
Performed under observation	10	10
Performed independently	72	10

Sl.No	Procedures for B.D.S	No. of cases as per the curriculum per student
1	Pit and fissure Sealants	10
2	Pulp Capping	10
3	Glass Ionomer Restorations	10
4	Composite restorations in anterior teeth	10
5	Composite restoration in posterior teeth	10
6	Class I Amalgam restorations	10
7	Class II Amalgam restorations	10
8	Root Canal Treatment for Anterior teeth	2

Sl.No	Procedures for M.D.S	No. of cases as per the curriculum per student		
		I MDS	II MDS	III MDS
1	Composite restorations	30	05	
2	GIC restorations	30		
3	Complex amalgam	05		

	restorations			
4	Composite Inlay + veneers (direct and indirect)	05		
5	Ceramic Jacket crowns	05	10	
6	Post & Core for anterior teeth	05	10	20
7	Bleaching Vital Non Vital	05 05		
8	RCT Anterior	20	20	
9	RCT Posterior		30	50
10	Post & core for Posterior teeth		05	20
11	Full crown for posterior teeth		15	
12	Cast gold Inlay		05	10
13	Special cases- Splinting / Reattachment of fractured teeth etc.		05	
14	Endosurgery performed independently		05	05
15	Management of EndoPerio problems		05	
16	Crown lengthening, perioesthetics, hemisectioning, splinting, reimplantation, endodontic implants			05

**Department of Orthodontics and Dentofacial orthopaedics**

<b>No. of clinical cases</b>	<b>UG</b>	<b>PG</b>
<b>Observed</b>	<b>5</b>	<b>10</b>
<b>Assisted</b>	<b>1</b>	<b>20</b>
<b>Performed under observation</b>	<b>1</b>	<b>20</b>
<b>Performed independently</b>	<b>5</b>	<b>50</b>

<b>Sl.No</b>	<b>Procedures for B.D.S</b>	<b>No. of cases as per the curriculum per student</b>
1	Making upper/lower alginate impression	1 Case
2	Study model preparation	1 Case
3	Case discussion	5 Cases

Sl.No	Procedures for Postgraduates	No. of cases as per the curriculum per student 70 Cases
1	Removable active appliances	5 cases
2	Fixed mechano therapy cases Class-I malocclusion with Crowding Class-I malocclusion with bi-maxillary protrusion 25 cases Class-II division-1 Class-II division-2 Class-III (Orthopedic, Surgical, Orthodontic cases) Inter disciplinary cases	
3	Removable functional appliance cases like activator, Bionator, functional regulator, twin block and new developments	5 cases
4	Fixed functional appliances - Herbst appliance, jasper jumper etc	5 cases
5	Dento-facial orthopedic appliances like head gears, rapid maxillary expansion, Niti expander etc.	5 cases
6	Appliance for arch development such as molar distalization	5 cases
7	Continuation of treatment of transferred cases	A minimum of 20 cases

**2.3.27 Does the institution provide patients with information on complementary and alternative systems of Medicine?**

Yes. The department of Oral Medicine and Radiology - topical application of curcumin is advised for a few mucosal conditions. The department of Conservative Dentistry and Endodontics has taken up research topics on herbal root canal irrigants.

**2.3.28 What are the methods used to promote teaching-learning process in the clinical setting?**

The teaching – learning process is Student – centric with innovative methods of teaching. This process broadens their clinical perspectives

and motivates them for lifelong self directed learning and ICT enabled knowledge management. The faculty follows a systematic approach for diagnosis and treatment planning and treatment in various departments. The students participate actively in the learning process and the faculty act as facilitators.

The students are given home assignments and discussions on various clinical topics.

Standard operating procedures are followed for the diagnostic and therapeutic procedures at our Institute.

**Evidence based dentistry** is followed in all the departments that is based on the sound clinical research methodology. They learn the skills of searching for the best evidence and critical appraisal of the clinical and research articles.

**ICT enabled diagnostic records maintenance** - After their preclinical training and prior to the clinical work, they are given demonstrations of case history and clinical examination in an interactive manner. They analyze the case records and discuss the cases in the powerpoint format. They use diagnostic videos too in some cases. They present their independently decided diagnosis, differential diagnosis and treatment plan and treatment alternatives to the faculty. Treatment alternatives if any are discussed too and the best suitable option for treatment is chosen. The other students also participate actively with their own ideas. This process improves their critical thinking skills and ensures self directed and peer assisted learning.

Reflective and experiential learning is followed.

Problem based learning has been initiated.

OSCE/ OSPE have been initiated.

Viva cards for increasing objectivity of assessment.

As a part of value based education, all the students imbibe the moral and ethical values. They are empathetic to the patients and maintain a good rapport with them. They follow discipline of time to treat their patients.

**2.3.29 Do students maintain log books of their teaching-learning activities?**

Yes. The log books include records of all the teaching – learning activities of the students i.e., their preclinical work, clinical work with special cases treated and special procedures done, conferences and CDE programs attended, paper and poster presentations, publications and clinical innovations etc.

**2.3.30 Is there a structured mechanism for post graduate teaching-learning process?**

Yes. The structured mechanism for post graduate teaching-learning process in all the departments is prepared as per the guidelines of the DCI and Rajiv Gandhi University. PG teaching modules are structured and the progress of the postgraduate work is monitored and evaluated on regular basis in all.



**2.3.31 Provide the following details about each of the teaching programs:**

- \* **Number of didactic lectures**
- \* **Number of students in each batch**
- \* **Number of rotations**
- \* **Details of student case study / drug study**
- \* **Nursing Care Conference (NCC)**
- \* **Number of medical / dental procedures that the students get to see**
- \* **Mannequins / Simulation / skills laboratory for student teaching**
- \* **Number of students inside the operation rooms at a given time**
- \* **Average number of procedures in the ORs per week, month and year**
- \* **Autopsy / Post-mortem facility**

**Department of Oral and Maxillofacial Surgery**

- \* Number of didactic lectures—IIIrd year- 19 classes, IV year – 54 classes
- \* Number of students in each batch – 40 - 50
- \* Number of rotations - 5; 2 each in 3<sup>rd</sup> and 4<sup>th</sup> years, 1 in internship
- \* Details of student case study – As per RGUHS Curriculum
- \* Number of medical / dental procedures that the students get to see- 4 – 5 cases per day
- \* Mannequins / Simulation / skills laboratory for student teaching- used
- \* Number of students inside the operation rooms at a given time –5 - 6
- \* Average number of procedures in the Operating rooms per week, month and year-

Per week : 1 -2 cases

Per month : 3 – 4 cases

Per year :40- 50 cases

**Department of Prosthodontics**

- \* Number of didactic lectures –

Year	Lectures
I	8
II	34
III	12
IV	19

- \* Number of students in each batch –

Year	No. of Students
I	50
II	50
III	3-5
IV	3-5

- \* Number of rotations – 5; 2each in 3<sup>rd</sup> and 4<sup>th</sup> years, 1 in internship
- \* Details of student case study – As per RGUHS Curriculum
- \* Number of medical / dental procedures that the students get to see-  
 III BDS – 20 -30 per year  
 IV BDS- 20-30 per year  
 PG's – 5-6/ month
- \* Mannequins / Simulation / skills laboratory for student teaching- **50**
- \* Number of students inside the operation rooms at a given time - **2-5**
- \* Average number of procedures in the Operating rooms per week, month and year-

Week	5
Month	5
Year	30

### **Department of Oral Medicine and Radiology**

- \* Number of didactic lectures – III BDS -20 hours IV- 45 hours
- \* Number of students in each batch – 5 for B.D.S and 2 for MDS
- \* Number of rotations - 5; 2each in 3<sup>rd</sup> and 4<sup>th</sup> years, 1 in internship
- \* Details of student case study – BDS – 10 Special cases and 25 IOPA radiographs
- \* MDS – 25 Special cases 200 IOPA, 50 Extraoral Radiographs
- \* Number of medical / dental procedures that the students get to see- 10 for BDS and 25 for MDS
- \* Mannequins / Simulation / skills laboratory for student teaching- NA
- \* Number of students inside the operation rooms at a given time - 5 for B.D.S and 6 per MDS
- \* Average number of procedures in the Operating rooms per week, month and year-

### **Department of Pedodontics and Preventive Dentistry**

- \* Number of didactic lectures  
 BDS III year – 20hrs  
 IVyear- 45 hrs
- \* Number of students in each batch – BDS -50 , MDS – 2 per batch
- \* Number of rotations – 5; 2each in 3<sup>rd</sup> and 4<sup>th</sup> years, 1 in internship
- \* Details of student case study - As per RGUHS Curriculum
- \* Number of medical / dental procedures that the students get to see- 10
- \* Mannequins / Simulation / skills laboratory for student teaching- Phantom head with typodonts
- \* Number of students inside the operation rooms at a given time –

BDS- 4 to 5

MDS- 4

- \* Average number of procedures in the Operating rooms per week, month and year-

Week – 311

Month –1362

Year - 15700

#### **Department of Periodontics**

- \* Number of didactic lectures—IIIrd year- 31 classes, IV year – 55 classes
- \* Number of students in each batch – III yr – 60-70; 5-6 per batch ; IV yr - 40 – 50;5-6 per batch
- \* Number of rotations - 5; 2 times in 3<sup>rd</sup> and 4<sup>th</sup> years, 1 in internship
- \* Details of student case study – As per RGUHS Curriculum
- \* Number of medical / dental procedures that the students get to see- 4 – 5 cases per day
- \* Mannequins / Simulation / skills laboratory for student teaching- used
- \* Number of students inside the operation rooms at a given time –5 - 6
- \* Average number of procedures in the Operating rooms per week, month and year-
  - Per week : 5-6 cases
  - Per month : 25 – 30 cases
  - Per year :150- 200 cases

#### **Department of Oral Pathology**

- \* Number of didactic lectures – 220 (both DADH and Oral Pathology)
- \* Number of students in each batch – I BDS – 50; III BDS – 40 (regular batch) + 16 (odd batch)
- \* Number of rotations -
- \* Details of student case study – NA
- \* Number of medical / dental procedures that the students get to see- NA
- \* Mannequins / Simulation / skills laboratory for student teaching- NA
- \* Number of students inside the operation rooms at a given time - NA
- \* Average number of procedures in the Operating rooms per week, month and year- NA

#### **Department of Orthodontics and Dentofacial Orthopaedics**

- \* Number of didactic lectures for undergraduates - 50
- \* Number of students in each batch - 6 in B.D.S clinical postings, 5 in M.D.S Programs
- \* Number of rotations – 5; 2 times in 3<sup>rd</sup> and 4<sup>th</sup> years, 1 in internship
- \* Details of student case study – As per RGUHS Curriculum
- \* Number of dental procedures that the students get to see- 4 – 5 cases per

- day
- \* Mannequins / Simulation / skills laboratory for student teaching- Typodonts, Diagnostic set up, Implant placement simulation
  - \* Number of students inside the operation rooms at a given time - 5 BDS and 11 MDS
  - \* Average number of procedures in the Operating rooms per week, month and year- 6 per day.

### **Department of Conservative Dentistry and Endodontics**

- \* Number of didactic lectures –

II BDS		III BDS	FINAL BDS
Dental materials	Pre Clinical Opertive	30	80
30	25	TOTAL	165

- \* Number of students in each batch –

I BDS	II BDS		III BDS	FINAL BDS
	Dental materials	PreClinical Opertive	30	80
50	40	40	40	40

- \* Number of rotations - TWO rotations per year for both III and IV BDS, I internship
- \* Details of student case study- As per RGUHS Curriculum
- \* Number of medical / dental procedures that the students get to see- 4 – 5 cases per day
- \* Mannequins / Simulation / skills laboratory for student teaching-

UNDERGRADUATE	POSTGRATUATE
50 Mannequins	02 Mannequins

- \* Number of students inside the operation rooms at a given time –  
Undergraduate: 04 per batch, Postgraduate: 06
- \* Average number of procedures in the Operating rooms per week, month and year-

Clinical procedures	Per week	Per month	Per year
Silver Amalgam	25	101	1212
Glass Ionomer	19	74	892
Composites	15	58	690
RCT	13	50	551
Post & Core	03	9	100
Crown	3	11	128
Bleaching	2	10	112

Inlay/Onlay	03	12	71
Veneers		03	31
EndoSurgery		02	23
Others	14	57	686

## 2.4 Teacher Quality

### 2.4.1 How does the institution plan and facilitate its faculty to meet the changing requirements of the curriculum?

The staff is encouraged to conduct and attend continuing dental education programs on newer topics in various fields of dentistry. They learn new technology, epidemiology, diagnosis and treatment modality related aspects there by keeping them abreast with the changing requirements of the curriculum. Calendar of events is formulated in the beginning of the academic year incorporating CDE programs in the changing trends and emerging concepts in the related topics.

### 2.4.2 Does the institution encourage diversity in its faculty recruitment? Provide the following details (department / school-wise).

Department	% of faculty from the same institution	% of faculty from other institutions within the State	% of faculty from institutions outside the State	% of faculty from other countries
Oral Medicine	Nil	100%	Nil	Nil
Oral Surgery	20%	80%	Nil	Nil
Prosthodontics	22.2%	66.6%	11.1%	Nil
Conservative	37.5%	62.5%	Nil	Nil
Pedodontics	20%	40%	40%	Nil
Community	33.3%	33.3%	33.3%	Nil
Periodontics	Nil	80%	20%	Nil
Orthodontics	28.5%	57.1%	14.2%	Nil
Oral Pathology	Nil	66.6%	33.3%	Nil
<b>Total</b>	20%	66%	14%	Nil

### 2.4.3 How does the institution ensure that qualified faculty are appointed for new programs / emerging areas of study? How many faculty members were appointed to teach new programs during the last four years?

No new programs.

### 2.4.4 How many Emeritus / Adjunct Faculty / Visiting Professors are on the rolls of the institution? NIL

### 2.4.5 What policies/systems are in place to academically recharge and rejuvenate teachers? (e.g. providing research grants, study leave,

**nomination to national/international conferences/seminars, in-service training, organizing national/international conferences etc.)**

The institute encourages its faculty to carry out quality research. Separate budgetary allocation for each department is made annually for research work and to procure equipments, instruments to improve research and consultancy at the institute. The institute supports with all infrastructure and other facilities for sponsored project laboratories and special labs in the departments. A separate dedicated section for Collaborative Research and Consultancy activities is provided. In addition, all support is provided to faculties seeking grants from outside funding agencies. Sabbatical and study leaves are granted for higher studies or specialized training in a professional or technical subject for Doctorate, Fellowships, PhDs and other higher studies based on request. Teachers are encouraged by all means to participate and present papers in conferences (both national and international), attend seminars and workshops. In-house training programs funded by the institute and external agencies are regularly organized for both faculty and staff .The institute supports and stimulates every department and its faculty to conduct more activities and organize conferences, conventions, symposiums and workshops both at national and international levels and contribute to the scientific community and the fraternity.

**2.4.6 How many faculty received awards / recognitions for excellence in teaching at the state, national and international level during the last four years?**

Three faculty have received awards / recognitions for excellence in teaching at the state, national and international level during the last four years.

**2.4.7 How many faculty underwent professional development programs during the last four years? (add any other program if necessary)**

<b>Faculty Development Programs</b>	<b>Number of faculty attended</b>
Induction programs	78.8 percent
Re-orientation programs	94.2 percent
Refresher courses	96.1 percent
Capacity building programs	86.5 percent
Programs by regulatory / apex bodies	25 percent

**2.4.8 How often does the institution organize academic development programs (e.g.: curriculum development, teaching-learning methods, examination reforms, content / knowledge management, etc.) for its faculty aimed at enriching the teaching-learning process?**

**Curricular Development and Teaching-learning methods:** Workshop on

outcome based education, soft skills for better course delivery and curricular development programs are organized.

**Examination reforms:** Any information regarding changes in the examination norms under autonomy is disseminated to all departments and faculty members by the competent authorities.

**Content / knowledge management:** Institute organizes several faculty development programs, seminars, workshops, conferences, symposiums in contemporary and novel areas to improve and update the knowledge of faculty members. Guest lectures are also organized under the departmental Society's activities and professional bodies of subjects and also under Indian Dental Association.

Any other (please specify): Institute has collaboration with leading organizations such as CMTI, Silk Board and research collaborations with NIMHANS, Rajarajeshwari Dental College, Krishnadevaraya Dental College and CMTI with regard to various research projects have been established.

The institution organizes academic development programs once in two months.

**2.4.9 Does the institution have a mechanism to retain faculty? What is the annual attrition rate among the faculty?**

Yes. Encourages staff members to carryout research by providing them infrastructural facilities as well as funds, thus creating a scientific temperament. Recognition is given to faculty by providing incentives for their publications, paper presentations at various forums.

Leave is also granted for pursuing higher studies.

Staff welfare committee has been formed to address the staff issues and requirements in regard to which the Institution has provision for sick leave, Promotions, Increments, awards for excellence in teaching, counseling and addressing the issues of the staff to retain them in the institute.

The annual attrition rate among the faculty - Five percent.

**2.4.10 Does the institution have a mechanism to encourage**

**\* mobility of faculty between institutions /universities for teaching/research?**

**\* faculty exchange programs with national and international bodies?**

**If yes, how have these schemes helped in enriching the quality of the faculty?**

Yes, The institution has encouraged the mobility of faculty to different institutions and universities for teaching and research programs and projects, which has brought about a drastic improvement in these aspects, with explicit work being carried out in research and teaching. Members of the faculty are encouraged to present guest lectures, be resource persons for seminars, conferences, training programs, workshops etc.

This has facilitated the institute's objective of developing a diverse and vibrant faculty with an ability to deliver very effectively.

**2.4.11 Does the institution have well defined career advancement policy for Health Science professionals? If yes, outline the policy.**

Orientation program are conducted for interns & Postgraduate regularly. The institution conducts career counseling courses or programs every year for the benefit of students and promotes recruitment of staff studied from the same college and also assists in the placement of the graduates of the institution into different institutions.

**2.4.12 How does the institution create synergies with other PG institutes for generating required number of specialists and super specialists?**

Eminent International and National Speakers, Researchers and clinicians from different coveted Institutions are invited for continuing Dental Education, Workshops, Hands-On, Guest Lectures and Demonstrations in various specialties and super specialties to the institution. The institution create synergies with other PG institutes for generating required number of specialists and super specialists by signing an– MOU

**2.4.13 Does the institution conduct capacity building programs / courses in subspecialties for its faculty?**

Capacity building programs such as seminars, workshops, symposium and conferences in different specialties and subspecialties are continuously being conducted throughout the year for its faculty.

**2.5 Evaluation Process and Reforms**

**2.5.1 How does the institution ensure that all the stakeholders are aware of the evaluation processes that are in place?**

- The curriculum and calendar of events committee prepares college calendar and students diary which comprises of tentative dates of internal exams and university exams, last date for submission of marks to office and process of evaluation.
- Periodic circulars are released by the principal to supplement the plan of action. The curriculum and calendar of events committee work in-tandem to evaluate the implementation of decision taken up in periodic meetings.
- Double evaluation process for institute exams to avoid evaluation bias.
- The evaluation blue print is shown to the students so that they are aware of the evaluation process before the examinations.

**2.5.2 What are the important examination reforms implemented by the institution? Cite a few examples which have positively impacted the examination system.**

- The institution has installed CCTV in all the examination halls and the students are made aware of this before starting the exam. This reduces the chances of discussion and copying.
- The evaluation blue print is shown to the students so that they are aware of



the evaluation process before the examinations.

- Single Coded answer booklet is issued to each student instead of additional sheets. This has a positive impact on the examination system.
- Question papers are sent online from Rajiv Gandhi University of Health Sciences (RGUHS) on the day of exams.
- The university sends the password through e-mail to the chief superintendent and deputy superintendent 30 minutes before the examination starts.
- Question papers are downloaded from RGUHS university website in the presence of the observers and atleast two students who are taking the exams.
- Use of electronic gadgets by students is banned in examination hall and premises.

**2.5.3 What is the average time taken by the University for Declaration of examination results? In case of delay, what measures have been taken to address them? Indicate the mode adopted by the institution for the publication of examination results (e.g. website, SMS, email, etc.).**

- Average time taken by the University for declaration of examination results is 20 to 40 days.
- Examination results are displayed on website, college notice board, Email.
- To avoid delay in declaration of results, once theory exams are over, answer sheets are dispatched to university on same day. The university will dispatches the answer scripts to different nodal centers for further evaluation process immediately.
- In evaluation center, marks are uploaded online to university website within given date.
- Practical exam marks are uploaded to the university website immediately after the exams.

**2.5.4 How does the institution ensure transparency in the evaluation process?**

- Checking the students thoroughly for any malpractice
- Installation of CCTVcameras
- Internal assessment marks are displayed on notice board.
- Showing the evaluated answer scripts to the students to check and ask doubts if any to ensure transparency and taking their signatures after every evaluation.
- Average of the three internal assessment marks is considered for the final internal assessment
- The marks of the practical/clinical examinations are uploaded to the RGUHS University website.

**2.5.5 What are the rigorous features introduced by the university to ensure confidentiality in the conduct of the examinations?**

- The institution has installed CCTV in all the examination halls.

- Coded answer booklets are given to students instead of additional sheets.
- Question papers are sent online from Rajiv Gandhi University of Health Sciences (RGUHS) on the day of exams.
- The university sends the password through e-mail to the chief superintendent and deputy superintendent 30 minutes before the examination starts.
- Question papers are downloaded from RGUHS university website in the presence of the observers and at least two students who are taking the exams.
- Use of electronic gadgets by students is banned in examination hall and premises.
- Sitting squad and flying squad are designated for examination centers from university.
- The examiners are chosen from different zones.
- Three step evaluation procedure is followed by RGUHS.

**2.5.6 Does the institution have an integrated examination platform for the following processes?**

- \* **Pre-examination processes – Time table generation, hall ticket, OMR, student list generation, invigilators, squads, attendance sheet, online payment gateway, online transmission of questions and marks, etc.**
- \* **Examination process – Examination material management, logistics, etc.**
- \* **post-examination process – Attendance capture, OMR-based exam result, auto processing, result processing, certification, etc**

Yes, all the above mentioned features are in existence and are being followed in the institution.

**2.5.7 Has the university / institution introduced any reforms in its evaluation process?**

- Yes, as per the university rules, evaluation of answer scripts is done through two evaluations. If the difference between the first and second evaluation is less than 15 marks then the average of the two evaluations is taken in to consideration. If the difference between the first and second is more than 15marks then the papers are sent to third evaluation. Third evaluation is made final.
- The answer scripts are bar-coded.
- The practical and viva exams are conducted by the university with two examiners, one internal and one external for U.G exams. For P.G exams two internal and two external examiners are appointed by RGUHS.
- Introduction of Objective Structured Clinical Examination (OSCE), Objective Structured Practical Examination (OSPE) in the formative examinations.
- Viva cards for objective assessment.

**2.5.8 What is the mechanism for redressal of grievances with reference to examinations? Give details.**

- The student with grievances regarding the evaluation of the answer script can apply to the RGUHS for re-totaling of marks.
- The student is permitted to have a look at xerox copy of the valued answer script if asked for.
- The student can approach the concerned faculty of the institution for the feedback of answer script.

**2.5.9 Does the institution have a Manual for Examinations and if yes, does it specifically take cognizance of examination malpractices by students, faculty and non-teaching staff?**

- The examinations are conducted under strict supervision and external observers are appointed by the University to avoid malpractice by students, faculty and non-teaching staff.

**2.5.10 What efforts have been made by the university to streamline the operations at the Office of the Controller of Examinations? Mention any significant efforts which have improved the process and functioning of the examination division/section.**

- Confidentiality is maintained of all the operations at Office of the Controller of Examinations of Rajiv Gandhi University which helps in smooth functioning of the examination section.
- Regular meetings are held with University authorities and college principals to suggest improvement in the functioning of the examination section.
- The following efforts have been made at the institution as per university guidelines:
  - Installation of CCTV cameras in the examination halls mandatory.
  - Examination centers must be fully equipped with computer and internet connection, printer and xerox machine.
  - Observer and flying squads are appointed by the university.
  - Each examination center has a Chief Superintendent, Deputy Chief Superintendent, Room superintendent to maintain the confidentiality and to improve the process of functioning of the examination division.
- Answer booklets must be sent on the same day to the university.

**2.5.11 What are the efforts of the institution in the assessment of educational outcomes of its students? Give examples against the practices indicated below:**

- **Compatibility of education objectives and learning methods with assessment principles, methods and practices.**

The education objectives and learning methods with assessment principles, methods and practices is in accordance with the regulations of Dental Council of India and Rajiv Gandhi University. The assessment methods

are also uniformly followed by all departments. Practical skills taught are evaluated objectively through OSCE/OSPE in internal assessment exams.

**\*Balance between formative and summative assessments.**

- The academic planning is designed to balance the formative and summative assessments in the institution.
- Three formative and one summative assessments are conducted every year.
- Two internal assessments (Theory and Posting end), one mock examination (Theory and clinical), exactly similar to the final university exams followed by the summative examination. These examinations cover the syllabus taught during that period of assessment.
- Remedial teaching classes are organized for slow learners to improve their performance in summative examination.

**\* Increasing objectivity in formative assessments.**

Objectivity is an important aspect of assessment. To increase objectivity in formative assessments departments conduct

- OSCE/OSPE examinations are conducted
- Use simulators, models in formative assessments.
- Structured theory question paper
- Structured marking system
- Viva cards.

**\* Formative (theory / orals / clinical / practical) internal assessment; choice based credit system; grading / marking.**

Formative (theory / orals / clinical / practical) internal for UG assessed by marking

I Year	Practical / Viva voce 2 Internal Exams + 1 mock exam.
II Year	Preclinical / Viva Voce, 2 Internal Exams + 1 mock exam.
III Year	Clinical / Viva voce, 2 end posting 2 internal exams + 1 mock exam.
IV Year	Clinical / Viva Voce 2 End posting , 2 Internal Exams + 1 mock exam.

**Formative Assessment For PG**

I Year	I Term paper
II Year	II Term paper
III Year	1 Mock exam 4 Theory papers + 1 Clinical

- **Summative (theory / orals / clinical / practical).**
- Summative assessments are conducted as part of Rajiv Gandhi University exams for BDS from first to final year as theory/practical/viva voce.
- For MDS as theory/clinical/viva voce/pedagogy at the end of the Third year.
- Theory– Essays, long answers, shorts answers.
- The theory examination for BDS is structured as:

Long Essays – 2  
Short Essay – 6  
Short Answers – 10

- The theory examination for MDS is structured as 4 papers 75 marks each.
- Paper I, II and III consists of:
  - Long Essays – 2 (2 x 20 =40)
  - Short Answers –5 (5 x 7 =35)
- Paper IV- An essay (1x75 =75)
- Practical / clinical/ viva voce exams are conducted as per RGUHS scheme for both BDS and MDS students.
- The department and the central library maintain a question bank of at least 10 years for students.
- Adjuncts to regular formative assessments are conducted like MCQ's and OSCE/OSPE that will enable students to face summative exam more confidently for better educational outcome.

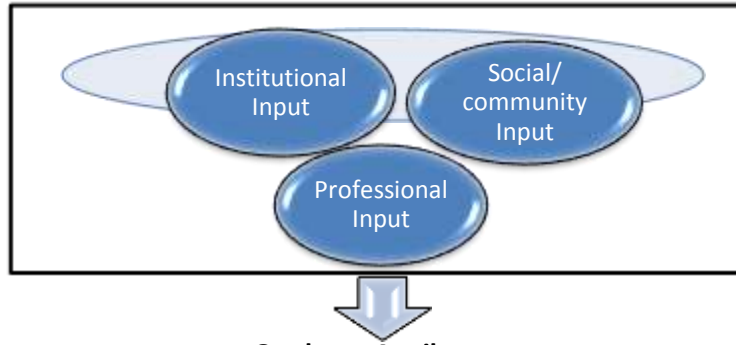
**2.5.12 Describe the methods of prevention of malpractice, and mention the number of cases reported and how are they dealt with?**

- The examinations are conducted under strict supervision and external observers are appointed by the Rajv Gandhi University to avoid malpractice by students, faculty and non-teaching staff.
- CCTV cameras are installed in the examination halls and surrounding areas
- Through checking of hall tickets and students.
- The cell phones and other electronic gadgets are not allowed.
- No case of malpractice has been reported.

**2.6. Student Performance and Learning Outcomes**

**2.6.1 Has the institution articulated its Graduate Attributes? If so, how does it facilitate and monitor its implementation and outcome?**

Yes, the institution clearly articulates its Graduate Attributes. The students are sensitized to the attributes through institutional, social and professional inputs.



### Graduate Attributes

[Problem Based Learning, ability to apply evidence-based treatment, analytical thinking, critical appraisal, communication, presentation, team work skills, ethical and social responsibilities]

**Institutional Input:** Constantly monitoring students, assignment of mentor for students to identify their weakness and help them overcome their weakness.

**Social Input:** To inculcate empathy and a sense of social responsibility in students, encouraging participation in social awareness (Health education and promotion, HIV, Anti-tobacco), community screening and treatment camps, sensitizing students to special needs of pediatric and geriatric populations.

**Professional Input:**

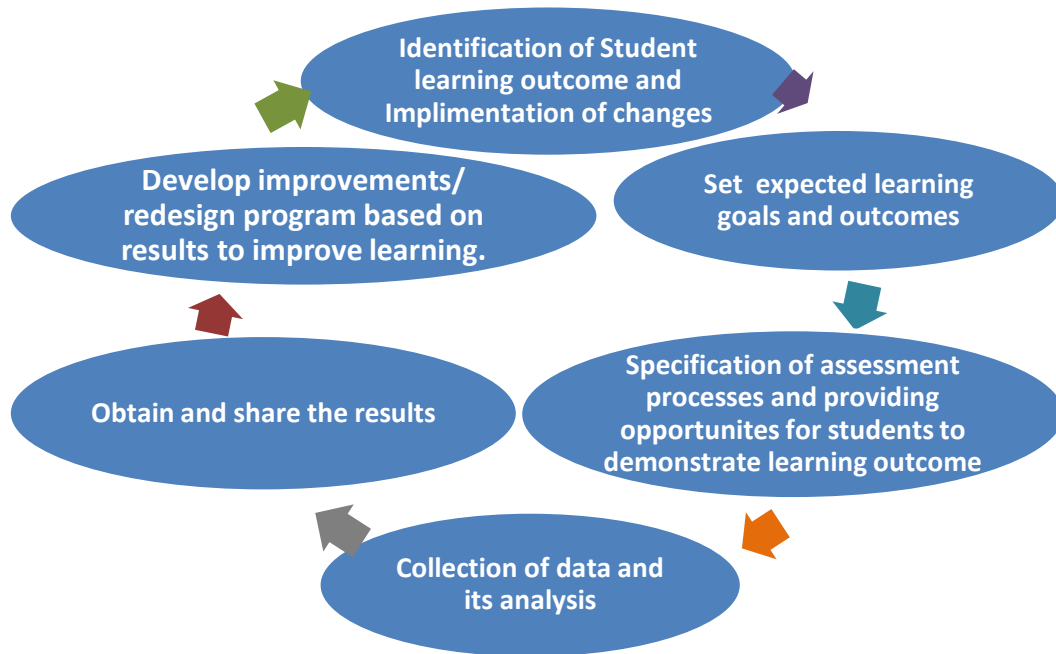
- Development of critical thinking, problem-solving and innovative thinking through student engagement in workshops, group exercises and debates.
- Development of presentation and communication skills through seminars, journal clubs, inter-departmental meets, table-clinics, pedagogies and case presentations.
- Development of team work skills through group activities and multi-disciplinary approach to planning and treatment

**2.6.2 Does the institution have clearly stated learning outcomes for its academic programs/departments? If yes, give details on how the students and staff are made aware of these?**

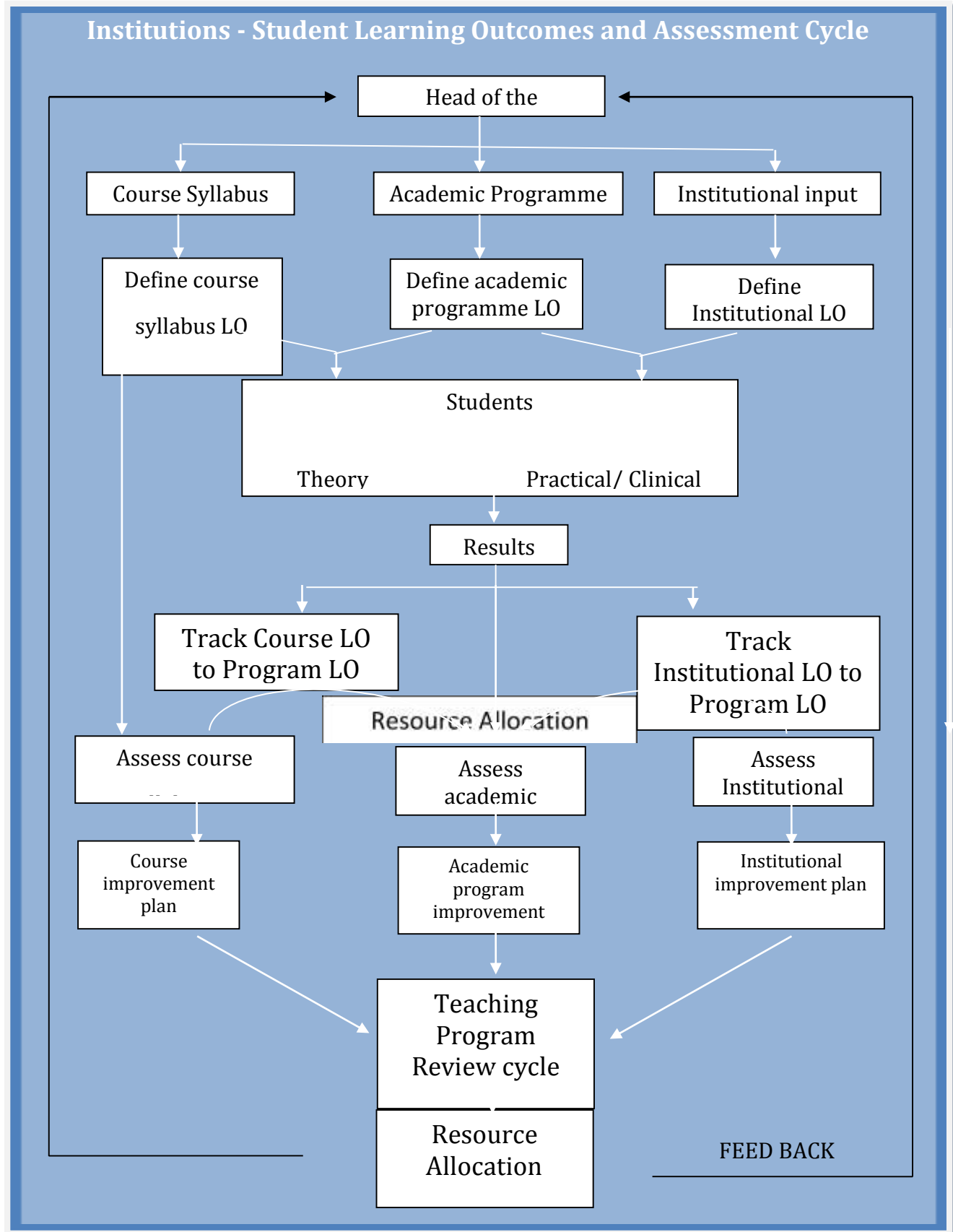
Yes, each department in the institution has clearly stated learning outcomes for its academic program. Most of these are common to all the departments with few modifications to meet the specific requirements of the respective departments. These learning outcomes of all the departments will be submitted to the college council, and the same will be discussed during academic planning at the beginning of the year. The learning outcomes are brought to the notice of students and parents through academic calendar and the same will be displayed in display boards of all the departments, curricular books and the college notice board.

**2.6.3 How are the institution’s teaching-learning and assessment strategies structured to facilitate the achievement of the intended learning outcomes?**

Institution has its own mechanism to assess the student learning outcome and to implement the required changes to facilitate stated objectives which will constantly refine and improve the learning outcomes.



**2.6.4 How does the institution ensure that the stated learning outcomes have been achieved?**





## **CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION**

### **3.1 Promotion of Research**

3.1.1 Is there an Institutional Research Committee which monitors and addresses issues related to research? If yes, what is its composition? Mention a few recommendations which have been implemented and their impact.

Yes there is a research committee to monitor and facilitate the activities of research.

Institutional Research Committee consists of following members:

Dr. Praveen Birur.N., Head;

Dr Sphoorthi A Belludi,

Dr Ramdas Balakrishna.

Committee meets bi-annually for reviews.

Recommendations by the committee and its impact:

- Institution has started its own Scientific Journal- “KLE Dental Journal”.
- Eminent resource persons are invited periodically for monitoring the academic activities.

As an impact of this we have several International research projects:

- We have linkages and MOU's with National organizations and collaborations with International agencies. This has recognized the Institution as international collaborative sub site to conduct research.
- Collaborated with Biocon foundation for outreach programs for early Oral Cancer Detection.
- Engineers and peers from Central Manufacturing Technology Institute (CMTI) had visited our institution for research collaboration for material sciences; also have received Invitation to CMTI to conduct research activities.

3.1.2 Does the institution have an institutional ethics committee to monitor matters related to the ethics of inclusion of humans and animals in research?

Yes. Institution has an ethical committee that monitors human research.

Members of the committee are:

Dr Sudhir. R. Patil

Dr Sumithra

Dr Aravind. M

3.1.3 What is the policy of the university to promote research in its affiliated / constituent colleges?

RGUHS provides grants for conducting research.

### 3.1.4 What are the proactive mechanisms adopted by the institution to facilitate the smooth implementation of research schemes/projects?

#### a. Externally funded projects (both Government and private agencies):

##### \* advancing funds for sanctioned projects

Institution encourages for research by providing the infrastructure, material resources and faculty expertise to implement research. Institution has been successful in implementing few research projects with globally renowned centers.

##### \* providing seed money -

\*simplification of procedures related to sanctions /purchases to be made by the investigators

\*autonomy to the principal investigator/coordinator for utilizing overhead charges

\* timely release of grants

\* timely auditing

\* submission of utilization certificate to the funding authorities

\* writing proposals for funding

\* any training given for writing proposals

Funds are received by the Institution Research Committee, which transfers funds to the Principal Investigator/ coordinator. Institution has international projects funded by private organization.

For Eg. ‘Oncogrid’ funded by a private organization. An amount of Rs 60,000 has been sanctioned. Funds were released in two installments; first installment was released to conduct the outreach program. Quarterly auditing is carried out. Utilization certificate for the funds has been submitted to the funding authorities. Second installment is in process.

Material resources are received from external sources for conducting several research projects.

Eg. Materials procured from 3M Unitek Company to carryout in vitro and in vivo studies-

Materials provided by Dentose Company to conduct invivo research studies.

One of the research projects is self funded and partially funded by Medical Education and Research Trust (MERT) on “Evaluation of platelet rich fibrin matrix (PRFM) in the management of Chronic Periodontitis patients with intraosseous defects using Radiovisiography”. The research project has essentially been self funded and partially funded by Medical Education and Research Trust (MERT).

Funds received for sanctioned projects - Total of Rs 50,000 had been sanctioned by MERT. Out of which Rs 30,000 had been released initially by the trust at the beginning of the project. Along with the self-funding, SELPHYL PRFM KITS was procured by the investigators from MESOTHERAPY WORLDWIDE, Dubai. The request for the release of remaining amount was submitted to the trust along with the mid-term report. Following, remaining amount of Rs 20,000 was released by the trust.

#### b. Institution sponsored projects

\* proportion of funds dedicated for research in the annual budget

Institution has allocated funds for conducting research work.

Year	Dental Research and Scientific fund
2011-12	5,05,000
2012-13	6,20,000
2013-14	5,30,000
2014-15	5,45,000
2015-16	6,60,000

- **availability of funding for research/ training/resources.**
- The institution has sponsored the project “Evaluation of platelet rich fibrin matrix (PRFM) in the management of Chronic Periodontitis patients with intraosseous Defects using Radiovisiography” by sponsoring the centrifugation machine to the department for the procurement of PRFM graft. An amount of Rs 19116 was funded by the institution towards the centrifugation machine
- The institution has sponsored an amount of Rs3,25,000/- towards the Diode Laser unit (Sunny Gold 6 Diode surgical laser – S.No. DNL0140) for all laser related projects.
- Dental Operating Microscope (Carlzeiss U.S.A) for conducting various microsurgical and non surgical endodontic and conservative procedures; and also various research studies.

Institution has encouraged and provided funding for purchase of materials for research/ training/ resources. To quote few of them:

- Anatomical study using digital Orthopantomogram to determine safe zone for implantation of micro-implants.
- Comparison of hard and soft tissue changes of bimaxillary protrusion patients, treated with begg and straightwire techniques - A Cephalometric study
- Evaluation of skeletal and dental changes with Cephalometric and Model analysis after rapid maxillary expansion
- Survival analysis of orthodontic mini-implants - A prospective clinical study
- Arch width changes in extraction and non-extraction treatment in angles class I malocclusion treated with mbt prescription technique - An observational study
- Evaluation of shear bond strength and adhesive remnants of three adhesive systems
- Assessment of soft tissue profile changes in orthodontics cases treated with all first premolar extractions - A Cephalometric study
- Comparison of hard and soft tissue changes of bimaxillary protrusion patients, treated with begg and straightwire techniques - A Cephalometric study
- Efficacy of miniscrew implants for enmass retraction of maxillary anterior teet with sliding mechanics- A prospective clinical study

- Evaluation of modified micro osteo perforations on the rate of tooth movement – A prospective clinical study.

**\* availability of access to online data bases.**

Data bases available at library: We have online access to Helinet Consortium data bases for all the students and faculty. Institution has budget allocated for utilization of library resources.

**3.1.5 How is multidisciplinary/ interdisciplinary/ transdisciplinary research promoted within the institution?**

**\* Between/among different departments:**

Several studies have been encouraged and promoted by the institution. Institution has emphasized multidisciplinary and interdisciplinary researches for both Undergraduates and postgraduate students.

Few research studies are as follows:

1. “Correlation of Clinical features of the Homogenous Leukoplakia with the grades of Oral Epithelial Dysplasia” between Department of Oral Medicine & Oral Pathology.
2. “Study of Applicability of modified Demirijan's Method of Age Estimation in Karnataka Population.” between Department of Oral Medicine & Orthodontics.
3. Evaluation of modified micro osteo perforations on the rate of tooth movement – A prospective clinical study between department of Oral and Maxilla facial surgery and Orthodontics.
4. The oral health status of the institutionalized children of life convicts
5. Efficacy of denture cleansers in reducing microbial counts from removable partial dentures- a randomized clinical trial
6. Comparison of Dill seed oil mouthrinse and chlorhexidine mouthrinse on plaque and gingivitis - a double blind randomised cross over trial
7. Concerns and attitude of Dental students towards HIV infected individuals- A Questionnaire study in Bangalore city
8. Oral health status of the pre-school children at All India Institute of Speech and Hearing, Mysore

**\* Collaboration with national/ international institutes /industries.**

Research being conducted in collaboration with the following

- a) Mazumdarshaw Medical center
- b) Narayana Nethralaya
- c) Biocon foundation.
- d) Saphthagiri Medical College and Hospital
- e) GSR Institute of Craniofacial Surgery.
- f) MS Ramaiah School of Advanced Studies
- g) Central Silk Technological Research Institute.

- h) National Institute of Mental Health and Neurosciences (NIMHANS)
- i) The memorandum of Understanding with CMTI is in process
- j) Research collaborations with Rajarajeshwari Dental College, Krishnadevaraya Dental College and CMTI with regard to various research projects have been established.
- k) Collaboration with M S Ramaiah school of advance studies, Bangalore

3.1.6 Give details of workshops/ training programmes/ sensitization programmes conducted by the institution to promote a research culture in the institution. State and National level CDE programs are organized by all the departments that promote research culture in the institution.

Eminent Research Scholar has visited the department of Oral Medicine to conduct and promote research in the field of early oral cancer diagnosis. Faculty from Minnesota University have collaborated for a study in the institution. The study is in process. Research protocol for clinical testing of experimental DCP- 100paste material resources sponsored by provided from Kuraray Noritake, Japan.

To promote statistical analysis of research studies a workshop on SPSS software and bibliographic endnote was conducted

To aid in publication of research findings in scientific journals, a Hands-on workshop on Mendeley software (Reference Manager) was conducted.

Students are encouraged to conduct research projects. They are encouraged to present papers at National and International conferences.

3.1.7 How does the institution facilitate researchers of eminence to visit the campus? What is the impact of such efforts on the research activities of the institution?

The institution invites researchers of eminence in all fields to address the faculty and students of our institution. Guided by these eminent speakers many research studies are being conducted in our institution.

3.1.8 What percentage of the total budget is earmarked for research? Give details of heads of expenditure, financial allocation and actual utilization.

Research activities will be funded through scientific committee of the institution. Expenditure and financial allocation is being structured for the next financial year.

3.1.9 In its budget, do the university earmark funds for promoting research in its affiliated colleges? If yes, provide details.

RGUHS earmarks funds annually for research studies.

**3.1.10 Does the institution encourage research by awarding Post Doctoral Fellowships/Research Associateships? If yes, provide details like number of students registered, funding by the institution and other sources.**

The students pursue fellowship programs after completion of post graduation in orthodontics. Indian Board orthodontics governed by Indian orthodontic society conducts Orthodontic fellowship examinations in two Phases. Phase 2 comprises of theory and Phase 3 comprises of clinics. The postgraduate students are guided and trained by faculty to take their Phase 2 examinations during the course of post graduation.

Sl no	Name	Faculty/ Student	Phase 2 Exam	Phase 3 Exam
1.	Dr. Girish. G. Sarada	Student	Cleared	Yet to appear
2.	Dr. Siddarth Arya	Student	Cleared	Yet to appear
3.	Dr. Pushpalatha	Student	Cleared	Yet to appear
4.	Dr. Nilanjana Sarkar	Student	Cleared	Yet to appear
5.	Dr. Akanksha Ranjan	Student	Cleared	Yet to appear
6.	Dr. Sumit Goel	Student	Cleared	Yet to appear

**3.1.11 What percentage of faculty have utilized the sabbatical leave for pursuit of higher research in premier institutions within the country and abroad? How does the university monitor the output of these scholars?**

Institution provides Sabbatical leave to their faculty members to pursue higher research under defined terms and conditions. Only confirmed faculty member at the level of professor/ Associate professor are eligible for the leave. Sabbatical leave of 1 year will be permissible for any 10 years of service as faculty in KLE Society's institute. In special cases 2 years of leave is permissible for 15 years of service in the institution

**3.1.12 Provide details of national and international conferences organized by the institution highlighting the names of eminent scientists/scholars who participated in these events.**

The details of the National and International conferences organized by the Institution along with the names of the eminent speakers participated in the program are enlisted:

SI No	Event	Year	Eminent Scholars
1.	Onconet- Cancer prevention, detection and care	2010	Dr Moni Abraham Kuriakose Dr Vikram Kekatpure
2.	Symposium on Orthognathic Surgery	2012	Dr David Tauro
3.	“Update in Oral Medicine and Pathology with Oral Imaging and strategies for Research”	2013	Prof Peter A Reichart Dr Michael M Bornstein
4.	Lecture and hands on predictable restorative and esthetic dentistry	2013	Dr. Elliot Mechanic
5.	CDE Program on ‘Diagnosis and Management of Obstructive Sleep Apnea’	2014	Dr Radhika Chigurupathi
6.	Symposium on “Stemposium – A Symposium on Stem Cells”	2014	Dr. Shankarnarayan, Dr, Ramesh Bhonde and Dr, Nadig
7.	Dental Imlant Workshop	2014	Dr Hans Malmstrom

**3.1.13 What are the initiatives of the institution in the following areas to facilitate a research culture in the below mentioned areas?**

**a. Training in Research methodology, research ethics and biostatistics**

Yes, Faculty have obtained training in Research methodology, research ethics and biostatistics.

Research orientation and sensitization program was conducted by the Institution in collaboration with the Staff of Central Manufacturing Technology Institute on the topic “Treasure Hunt for Research Resources”.

**b. Development of scientific temperament.**

**c. Presence of Medical/ Bio Ethics Committee.**

Institution has the Ethics committee that scrutinizes all the studies proposed to be conducted.

**d. Research linkages with other Institutions, Universities and centers of excellence. (National and International).**

Collaborations with national/ international institutes /industries have been accomplished.

Research being conducted in collaboration with the following:

Mazumdarshaw Medical center, Narayana Nethralaya, Biocon foundation, Sapthagiri Medical College and Hospital, MS Ramaiah School of Advanced Studies, G S R Institute of Caraniofacial Surgery, also have a research linkage with M S Ramaih school of advanced studies

The institution has established Linkages with other Institutions like Central Silk Technological Research Institute, Central Manufacturing Technology Institute (CMTI), National Institute of Mental Health and Neurosciences (NIMHANS), Rajarajeshwari Dental College and Krishnadevaraya Dental College with regard to various research projects.

**e. Research programmes in Basic Sciences, Clinical and Operational research, Epidemiology, Health Economics etc.-**

Various research programmes conducted in the field of epidemiology

**f. Promotional avenues for multidisciplinary, interdisciplinary research.**

**g. Promotional avenues for translational research.**

**h. Instilling a culture of research among undergraduate students**

A culture of research among undergraduate students is instilled by encouraging them to prepare Models, Charts, Posters and Paper presentation and participation in other scientific activities in scientific topics related to the subject.

**i. Publication based promotion/ incentives**

Faculty members are promoted based on publication.

**j. Providing travel grant for attending national/ international conference and workshops.**

Yes. Institution encourages and provides the travel grants if faculty members are presenting a paper or poster at International conference.

**3.1.14 Does the institution facilitate**

**\* R & D for capacity building and analytical skills in product development like diagnostic kits, biomedical products, etc. for the national and international market**

**\* Development of entrepreneur skills in health care**

**\* Taking leadership role for stem cell research, organ transplantation and harvesting, Biotechnology, medical Informatics, Genomics, Proteonomics, Cellular and Molecular Biology, Nanoscience, etc.**

Yes. We are doing translational research in cellular and molecular biology to find the way for noninvasive mode of early cancer detection.

Medical informatics in the form of Electronic data capture for early detection of Oral Cancer.

Institution has encouraged and conducted a Symposium on “Stemposium – A Symposium on Stem Cells”. Dr. Shankarnarayan, Dr, Ramesh Bhonde and



Dr,Nadig were among the eminent scientists and scholars who made us to envision our department role for stem cell research.

Dental Stem cells for corneal lineage research study in association with Narayan Nethralaya.

**3.1.15 Are students encouraged to conduct any experimental research in Yoga and/ or Naturopathy?**

Yes, CDE program was conducted on “Introduction to spirituality and meditation- A way to health and happiness”.

**3.2 Resource Mobilization for Research**

**3.2.1 How many departments of the university have been recognized for their research activities by national / international agencies (ICMR, DST, DBT, WHO, UNESCO, AYUSH, CSIR, AICTE, etc.) and what is the quantum of assistance received? Mention any two significant outcomes or breakthroughs achieved by this recognition.**

No

**3.2.2 Provide the following details of ongoing research projects of faculty:**

	Year wise	Number	Name of the project	Name of the funding agency	Total grant received
<b>A. University awarded projects</b>					
	2012	14	*details are mentioned below.	Self funded	Nil
	2013	16			
	2014	22			
Major projects	2012	03	“Evaluation of platelet rich fibrin matrix(PRFM) in the management of Chronic Periodontitis patients with intraosseous Defects using Radiovisiography”	Medical Education and Research Trust (MERT)	50,000
	2014		Evaluation of different gutta-percha obturation techniques for filling main and lateral canals using tooth cleaning technique.	K.L.E Society’s institute of dental sciences. Bangalore.	

B. Other agencies - National and international (specify)					
Minor Project	2010	01	Evaluation of shear bond strength and adhesive remnants of three adhesive systems.	Jamuna International	
Major projects	2013	2	International Projects – 1. A Pilot Study & 2. “ONCOGRID”- A Mobile Health (mHealth) approach to Prevention and early Diagnosis of Oral Cancer in Rural South India	Boston University	“Study site”
	2014	3	Observation of Oral Premalignant and Malignant lesions using exogenous Fluorophores and Handheld Fluorescence Imaging	University of Minnesota Medical Center Vista Dental products	“Study site”
	2014		Salivary Biomarkers in Tobacco induced mucosal lesions	Turku University, Finland	“Study site”
	2014		The Cellscope as a telemicroscopy tool for oral cancer screening	Mazumdar Shaw Medical center- Narayana Hrudayalaya	“Study site”

\*Names of the projects (year wise):

During 2012:

1. Comparison of Hounsfield Units Of CBCT And MSCT In Mandibles: An Vitro Study Association Of Oral Mucosal Lesions With Hba1c Levels In Patients With Diabetes Mellitus.
2. Comparison of Marginal accuracy and diametral tensile strength of provisional restorative material- An in Vitro Study
3. Evaluation of stress distribution in maxillary anterior region during retraction in lingual orthodontics. A finite element study.
4. Comparative study of the biomechanics of en-masse retraction in labial and lingual orthodontics- a 3d finite element model analysis

5. Stress appraisal with simulation of en-masse intrusion and retraction deploying strategic mini implant locations-finite element model analysis.
  6. Three-dimensional finite element analysis of force system for upper molar distalization with palatal mini-implant and trans-palatal arch.
  7. Use of lag screws using 3 D miniplate in anterior mandibular oblique fractures – A clinical study.
  8. Trigeminal somatosensory evokea potentials elicited by electrical stimulation of endosseous oral implants.
  9. “A Comparative evaluation of alveolar bone healing after impacted 3rd molar surgery using Platelet Rich Fibrin and Bone graft” – A Clinical and radiological study.
  10. Three-dimensional finite element analysis of force system for upper molar distalization with palatal mini-implant and trans-palatal arch.
  11. A Clinical study to determine the flexure of mandible in various dentate arch forms
  12. Survey on dentists and patients perspective on denture esthetics
  13. Treatment with flexible removable partial dentures: a 3-year longitudinal study on patient satisfaction, tissue health and denture survival.
  14. A cross sectional study to assess Prosthodontic out patient's interdependence with the other departments attending KLE Dental College
- During 2013:
1. Evaluation of surgical stent generated with the aid of CBCT for precise implant placement.
  2. A CBCT analysis of Buccal bone thickness in maxilla and mandible and its clinical screws placement.
  3. Pre – operative Assessment of impacted mandibular third molar using CBCT and its clinical correlation intra operatively.
  4. Study of Applicability of modified Demirijan's Method of Age Estimation In Karnataka Population.
  5. Effect of tube current on cone beam computed tomography image quality: An in vitro study
  6. Clinical and transcutaneous ultrasonographic evaluation of Oral Submucous Fibrosis: A Comparative Study
  7. TNM Staging in Oral Cancer
  8. A comparison of elastic recovery time and dimensional accuracy of 3 medium viscosity elastomers, following multiple pours, using a fiber Bragg grating sensor- An in Vitro study
  9. Orthodontic intrusion with conventional and mini-implant assisted intrusion mechanics- An FEM Study

10. A comparison of elastic recovery time and dimensional accuracy of 3 medium viscosity elastomers, following multiple pours, using a fiber Bragg grating sensor- An in Vitro study
11. Torque control in lingual sliding mechanics using lever arm mechanics- An FEM Study.
12. A comparative study between newer antioxidants with micronutrients and physiotherapy in treatment of Oral Submucous Fibrosis.
13. Orthodontic intrusion with conventional and mini-implant assisted intrusion mechanics- An FEM Study
14. Evaluation of modified micro -osteoperforations on the rate of tooth movement - A prospective clinical study
15. The relationship between mandibular incisal inclination, alveolar bone and gingival levels during orthodontic space closure -a prospective cbct study.
16. An in-vitro evaluation of colour stability and flexural strength of two commercially available flexible denture base materials with ageing.

During 2014:

1. Comparison of yon angle, Beta angle & W angle to assess sagittal skeletal discrepancy –A cephalometric study.
2. Alveolar bone thickness at symphyseal region in various malocclusions- a cephalometric study.
3. Comparison of yon angle, Beta angle & W angle to asses sagittal skeletal discrepancy –A cephalometric study.
4. Alveolar bone thickness at symphyseal region in various malocclusions- a cephalometric study.
5. Assessment Of Simulated Lesions On Mandibular Condyle By Panoramic Radiography And Cone Beam Computed Tomography.
6. Comparison Of CT And CBCT In Determining The Accuracy Of Volumetric Analysis Of Mandibular Condyle: An In Vitro Study
7. Efficiency of RME in patients with maxillary transverse deficiency- An retrospective study
8. Effectiveness of molar de-rotation and distalization with TPA- An FEM study
9. Effectiveness of molar de-rotation and distalization with TPA- An FEM study
10. Efficiency of RME in patients with maxillary transverse deficiency- An retrospective study
11. Evaluation of different gutta-percha obturation techniques for filling main and lateral canals using tooth cleaning technique.
12. Incidence of MB1and MB2 canals in maxillary first and second molars under operating microscope in Bangalore population
13. Labial guided lingual indirect bonding technique- An in vivo study

14. Assessment of the mid-palatal suture –a CBCT cross sectional study.
15. Surface topographic evaluation of enamel deproteinization in normal and fluorosed teeth: an atomic force microscope study.
16. Evaluation of cervicovertebral dimension and craniocervical postural angulation in adults with average, vertical and horizontal growth pattern”- a digital cephalometric study.
17. Relationship between tongue volume and intra arch dimensions, incisor axial inclination, interincisal angle and lips
18. Effect of Psychoactive substances and Socio economic status on the prevalence of Leukoplakia and Submucous fibrosis among industrial workers in Bengaluru city.
19. Comparison and evaluation of caries risk assessment tool and caries management by risk assessment – Caries risk assessment tools among 12-15 years old government school children of Bengaluru city
20. To assess and compare the influence of life style factors on oral health status among 7-15 years visually impaired and sighted school children of Bengaluru city.
21. Comparative evaluation of apically extruded debris using single and multiple continuous wave motion rotary file systems and the influence of apical patency on apical extrusion of debris- In vitro study
22. Comparative evaluation of antimicrobial efficacy of 5.25% sodium hypochlorite and tiphala as root canal irrigants with and without photoactivated disinfection against enterococcus faecalis – An in vitro study

### 3.2.3 Does the institution has an Intellectual Property Rights (IPR) Cell

No

### 3.2.4 Has the institution taken any special efforts to encourage its faculty to file for patents? If so, how many have been registered and accepted?

Yes, the institution encourages its faculty to file patents. At present, we have a patency; approved from patent office for making a device to facilitate feeding in patients having trouble in consuming food is provided.

### 3.2.5 Does the institution have any projects sponsored by the industry / corporate houses? If yes, give details such as the name of the project, funding agency and grants received.

Yes. Institution has sponsored project from a private company- Vista Dental products, University of Minnesota Medical Center

Name of the project: Observation of Oral Premalignant and Malignant lesions using exogenous fluorosphores and hand held fluorescence Imaging.

Our Institution being the subsite for the research study, a sum of Rs 3,00,00 has been sanctioned to our Institution to conduct this project.

### 3.2.6 List details of

#### a. Research projects completed and grants received during the last four years (funded by National/International agencies).

A total of 2 research projects have been completed during the last 4 years funded by international agency.

#### b. Inter-institutional collaborative projects and grants received

##### i) All India collaboration

An inter institutional collaborative Finite Element Modeling project was planned and completed with M S Ramaiah school of advanced studies Bangalore. The title of the project was “Torque control in lingual sliding mechanics- An FEM Study”.

##### ii) International

Our Institution is the study subsite for international projects: Eg.

1. Observation of Oral Premalignant and Malignant Lesions using Exogenous Fluorophores and Handheld Fluorescence Imaging with University of Minnesota Medical Center, Vista Dental products.
2. “ONCOGRID”- A Mobile Health (mHealth) approach to Prevention and early Diagnosis of Oral Cancer in Rural South India with Boston University

### 3.2.7. What are the financial provisions made in the institution budget for supporting students’ research projects?

Yes. Financial provisions have been made in the institution budget for supporting students’ research projects. Institution also provides grants for the infrastructure and materials required to accomplish research projects.

## 3.3 Research Facilities

### 3.3.1 What efforts have been made by the institution to improve its infrastructure requirements to facilitate research? What strategies have been evolved to meet the needs of researchers in emerging disciplines?

Year	Dental Research and scientific fund
2011-12	5,05,000
2012-13	6,20,000
2013-14	5,30,000
2014-15	5,45,000
2015-16	6,60,000

Institution facilitates and encourages conducting the research work. The Institutional research committee is organized which looks after the various needs of researchers of other departments. There are various funded projects that are being facilitated by the institution through the research committee.

Department of Oral Medicine and Radiology has a dedicated clinical space to carry out research work. Students have acquired their NIH certification online to carry out research work on human beings. Various departments have been on a continuous spree of upgrading its infrastructure by investing and procuring hi-tech machinery like:

1. Radiovisiography – for all diagnostic projects,

2. Centrifugation machine - for the procurement of PRFM graft and all types of Platelet derived materials,
3. Diode Laser unit (Sunny Gold 6 Diode surgical laser – S.No. DNL0140) for all laser related projects in the department on 6/3/2010
4. MIS Implant Kit and Physiodispenser for Implant placement and related projects and research
5. Dolphin Imaging software for surgical prediction in Department of Orthodontics.
6. Microsurgical endodontic Microscope in Department of Conservative and Endodontics Dentistry for various research studies.

**3.3.2 Does the institution have an Advanced Central research facility? If yes, provide details of the facility.**

No.

**3.3.3 Does the institution have a Drug Information centre to cater to the needs of researchers? If yes, provide the details of the facility.**

Yes. There is display of information regarding drugs dealt in dentistry in Department of Pharmacology, which is updated regularly.

**3.3.4 Does the institution provide residential facilities (with computer and internet facilities) for research scholars, post-doctoral fellows, research associates, summer fellows of various academies and visiting scientists (national/international)?**

Yes. Institution provides residential facilities for visiting eminent speakers and research scholars.

**3.3.5 Does the Institution have centers of national and international recognition/repute? Give a brief description of how these facilities are made use of by researchers from other laboratories.**

Yes Institution have centers of national and international recognition. i.e.

- KLE University and KLE ‘S Dr Prabhakar Kore Hospital and Medical research center, Belgaum.
- Advanced Research studies are conducted in association with KLE University and Mazumdar Shah Center for translational research –Narayana Hrudyalaya.

**3.3.6 Clinical trials and research**

**\* Are all clinical trials registered with CTRI (Clinical Trials Research of India)?**No

**\*List a few major clinical trials conducted with their outcomes.**

Nil. From 2015 all clinical trials will be recommended to register under CTRI.

### **3.4 Research Publications and Awards**

**3.4.1 Does the institution publishes any research journal(s)? If yes, indicate the composition of the editorial board, editorial policies and state whether it/they is/are listed in any international database.**

Yes the institution has its own journal referred as “K L E Dental Journal”. It is indexed in Index Copernicus International Data base.

Editorial board constitutes of the following members:

Chairman of the Journal	Dr. Srivatsa G
Editor in Chief:	Dr. B.K. Srivastava
Treasurer:	Dr. Rajeshwari C.L.
Coordinators:	Dr. Prashant Moogi Dr. Rohit Shetty
Editorial Board	Dr. Sudhir Patil Dr. Sandya Devi S Patil Dr. K. Uma Dr. Sumitra Dr. Praveen B.N Dr. Ramdas Balakrishna Dr. Shruthi Eshwar Dr N C Desai Dr Vipin Jain



### 3.4.2 Give details of publications by the faculty and students:

\* Number of papers published in peer reviewed journals (national / international)-

#### International Publications-

SI No	Department	Publications number
1.	Oral and Maxillofacial Surgery	15
2.	Oral Medicine and Radiology	15
3.	Prosthodontics	08
4.	Pedodontics	04
5.	Periodontics	28
6.	Conservative and Endodontics	06
7.	Orthodontics	30
8.	Community Dentistry	03
9.	Oral Pathology	05
Total		114

#### National Publications:-

SI No	Department	Publications number
1.	Oral and Maxillofacial Surgery	24
2.	Oral Medicine and Radiology	07
3.	Prosthodontics	49
4.	Pedodontics	27
5.	Periodontics	23
6.	Conservative and Endodontics	16
7.	Orthodontics	18
8.	Community Dentistry	08
9.	Oral Pathology	09
Total		181

#### \* Monographs

\* **Chapters in Books-** Oral Medicine and Radiology – 3 authors - 2 chapters  
Pedodontics -1chapter  
Prosthodontics – 1 chapter  
Periodontics- 4 authors -7 chapters.

\* **Books edited** -3 books

\* **Books with ISBN with details of publishers**

Text book of Oral Medicine, Oral Diagnosis and Oral Radiology.

ISBN : 978-81-312-1567-B

Published by Elsevier, A division of reed Elsevier India private limited.

- **Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google Scholar, etc.):**

We have citations in several International databases- Eg.

Google scholar: 26, Scopus: 2 ; Pub Med: 4

- **Citation Index – range / average:** Articles have been cited : 2-25

- **Source Normalized Impact per paper SNIP:**0.465, 1.133, 2.907.

\* **SCI Image Journal Rank (SJR):** 09 Articles –1.159, 0.103,0.54, 0.182

- **Impact Factor – range / average:** 0.7-2.95.
- **H-Index:** 2articles 42, 11.

**3.4.3 Does the institution publish any reports/ complaint/clinical round ups as a part of clinical research to enrich knowledge, skills and attitudes?**

Yes. Institution has provision to publish reports/complaints/clinical round ups as a part of clinical research through Institution website.

**3.4.4 Give details of**

**\* faculty serving on the editorial boards of national and international journals**

Faculty	Position held	Journal
Dr Praveen B N	Reviewer	Journal of Indian Academy of Oral Medicine and Radiology K L E Dental Journal. International research journal of public health and environmental health
	Former Editor in chief	World Dental Journal
Dr. Sudhi R Patil	Reviewer	World Dental Journal International Journal of Dental Sciences K.L.Es Dental Journal
Dr. Sandyadevi S Patil	Peer Reviewer	European Journal of General Dentistry
Dr. Sandyadevi S Patil	Reviewer	Journal of Indian Society of Pedodontics & Preventive Dentistry
Dr. Sandyadevi S Patil	Reviewer	Dental Era a Journal of Dentistry
Dr. Madhu	Reviewer	Journal of Indian Society of Pedodontics & Preventive Dentistry
Dr. Srivatsa. G,	Editorial board and reviewer	Journal of Indian Prosthodontic Society, AMDD Dental J & J of Orofacial & Health sciences
Dr. Rohit M shetty	Editorial board and reviewer	Journal of international oral health, The Journal of Contemporary dental practice, Dental poster journal, Journal of dental and Orofacial research, Journal of dental research and review, World J of Dentistry & KLES Dental Journal

Dr Yamini Nandini	Reviewer	Journal of Indian Prosthodontic Society
Dr. Supriya Manvi	Associate Editor Reviewer	KLE Dental journal Journal of Indian Prosthodontic Society
Dr Chandrakala V	Reviewer	Journal of Indian Prosthodontic Society Journal of evolution of Medical and Dental Scieces.
Dr Prashanth Moogi	Reviewer	European Journal of General dentistry World journal of Dentistry JADR International Journal of clinical Dental practice Journal of advanced research
Dr Vinay Kumar G	Reviewer	British Medical journal Journal of Contemporary Dental practice World Journal of Dentistry
Dr Prashanth B R	Reviewer	Journal of College Dental Sciences
Dr. Srivastava B K	Editor-in-chief	KLES Dental Journal
Dr. Shruthi Eshwar	Editorial Board	KLES Dental Journal
Dr. Vipin Jain K	Editorial Board	KLES Dental Journal
Dr Uma K	Editorial Board	World Journal of Dentistry
Dr Prashanth Moogi	Editorial Board	KLE Dental journal European Journal of Dentistry
Dr Vivek	Editorial Board Reviewer	AMDD journal  Journal of Maxillofacial Oral Surgery Official journal of AOMSI.

- Faculty serving as members of steering committees of National and international conferences recognized by reputed organizations / societies

Faculty	Position held	Association/agency
Dr. Srivatsa. G	Scientific committee member	6 <sup>th</sup> Prosthodontic PG Convention, Bangalore 2004( Indian Prosthodontic Society).
	Joint organizing secretary	36 <sup>th</sup> IPS Conference, Bangalore 2008 ( Indian Prosthodontic Society)
Dr. Rohit M Shetty	Organizing committee member	6 <sup>th</sup> National ISPRP Conference held on 4 <sup>th</sup> to 6 <sup>th</sup> oct 2013 at Bangalore (Indian

		Society of Prosthodontics-Restorative – Periodontics)
Dr Praveen B N	Mentor	Consortium for Affordable Medical Technology (CAM Tech) at Massachusetts General Hospital's for global health. Invited speaker for WHO sponsored workshop on preventive dentistry in association with International association of dental research (IADR) at Budapest, Hungary.
	Chairman, Souvenir committee	National P G Convention 2014, held at DSCDC in Bangalore.
	Secretary from 2005	Committee Overseeing Dental Education (CODE), K L E Institute of Dental Sciences.
Dr Sudhir R Patil	Chairman, Souvenir Committee	Indian Society of Periodontology National Conference- 2010.
	Member Scientific Committee	An Integrated Colloquim series on periodontal- Systemic interconnect perspectives & strategies for management.
Dr Sphoorthi Belludi	Communication Committee	An Integrated Colloquim series on periodontal- Systemic interconnect perspectives & strategies for management.
Dr Ashwin Prabhu	Members Souvenir Committee	Indian Society of Periodontology National Conference- 2010.
Dr Veena H R	Members Souvenir Committee	Indian Society of Periodontology National Conference- 2010.
Dr Shubhasini A R	Organizing committee member	National U G Convention 2014, held at Oxford Dental College, Bangalore.
	Souvenir committee	National OOO Symposium 2014, held at Ramaiah Dental College and Hospital in Bangalore.
	Organizing committee member	National U G Convention 2014, held at Oxford Dental College, Bangalore.
	Souvenir committee	National OOO Symposium 2014, held at Ramaiah Dental College and Hospital in Bangalore.

Dr Shubha G	Organizing committee member	National U G Convention 2014, held at Oxford Dental College, Bangalore.
Dr Bhanushree R	Organizing committee member	National P G Convention, held at DSCDC in Bangalore 2014.
Dr Keerthi G	Organizing committee member	National P G Convention, held at DSCDC in Bangalore 2014.
Dr. Rajeshwari. C L	Scientific committee member	36 <sup>th</sup> IPS Conference, Bangalore 2008 (Indian Prosthodontic Society).

### 3.4.5 Provide details for last four years

\* Research awards received by the faculty and students

Awards received by Students:

Sl No	Date	Name	Category	Topic	Event	Venue
1.	25-26 <sup>th</sup> Aug 2012	Dr Sumsum P Sunny	Award for Best paper	Comparison of the accuracy and reliability of linear transtomography and CBCT in dental implant site measurements	National IAOMR P.G. convention	Guntur, Vijaywada
2.	20-10-2012	Dr Sumsum P Sunny	3 <sup>rd</sup> prize for paper presentation	Comparison of the Hounsfield units in CBCT with spiral CT in dry human mandibles	Keral dental meet 2012	Thrissur.
3.	25-26/08/12	Dr.Darshana Nayak	Award for Best Session paper	Session Best Paper on "Multiple myeloma of the jaw- a case report"	National IAOMR P.G. convention	Guntur Vijayawada.
4.	21-23 <sup>rd</sup> November 2014	Dr Pramila Mendonca	Best dissertation award	Three dimensional Evaluation of inferior alveolar canal course using Cone beam Computed Tomography: An invitro study.	National IAOMR Conference	Mangalore
5.	21-23 <sup>rd</sup> November 2014	Dr Rahul Kumar	IIIrd prize for Poster presentation	Biochemical methods of age estimation from human dentin-A review	National IAOMR Conference	Mangalore
6.	27/7/2012	Dr. Rohit Dhole	2 <sup>nd</sup> prize	Resin bonded Prosthesis: concept redefined	14 <sup>th</sup> IPS PG Convention	Mangalore]
7.	27/7/2012	Dr. Ganeshdev B	2 <sup>nd</sup> prize	Velopharengelial Prosthesis	14 <sup>th</sup> IPS PG Convention	Mangalore

8.	05-12-2012	Dr. Jagrati	Best Scientific paper award	Maxillofacial facial prosthesis enhancing function in speech and deglutition disorders	40 <sup>th</sup> IPS Conference 2012	Chennai
9.	11/7//2013	Dr. Adarsh NB & Dr. Nishant G	III prize in poster presentation	“Together we can ... make speech Better”	Ambedkar Dental college, Bangalore	
10	29/8/11	Dr. Nithin	Award for Best paper	Reattachment of Fractured Natural Tooth Fragment”	IAACD	Bangalore
11	20/10/11	Dr. Simran	2 <sup>nd</sup> BEST PAPER	Try-In and Cementation of Ceramic and Composite Inlays / Onlays		Ramaiah Dental College , Bangalore
12	11 <sup>th</sup> to 13 <sup>th</sup> Nov 2011	Dr. Simran	BEST PAPER	Revascularization procedure for treatment of immature pulpless teeth with chronic periapical abscess	26 <sup>th</sup> FODI & 16 <sup>th</sup> IES National Conference	
13	15-11-2013	Dr. Chittiappa	BEST PAPER	Bridging the gap: A Case Series of Intraradicular Rehabilitation.	28 <sup>th</sup> IACDE & 21 <sup>st</sup> IES National Conference	Hyderabad
14	15-11-2013	Dr. Nandini	BEST PAPER	Restoration- Natures own alternative/Restoration by using novel enamel bio-fillers for improving properties of marginal leakage	28 <sup>th</sup> IACDE & 21 <sup>st</sup> IES National Conference	Hyderabad

Awards received by the faculty:

Sl No	Date	Name	Category	Topic	Event	Venue
1.	06-11-2011 to 08-11-2011	Dr. Srivatsa G	Best Scientific paper	Complete denture treatment for pedodontic case of Arnold Sherrie; A case report	37 <sup>th</sup> IPS Conference 2009	Trichur
2.	12-11-2014 to 14-11-2014	Dr. Srivatsa G	Best Scientific paper	'Make a difference- Be a Proud Prosthodontic	38 <sup>th</sup> IPS Conference 2010	Indore
3	13/11/2013	Dr.Praveen B.N	Award Best Teaching Faculty	Academic excellence	95 <sup>th</sup> KLE Foundation day	KLE International school, Bangalore
4	14-10-11 to 16-10-11	Dr Sphoorthi Belludi	Second prize	Essay competition	Indian Society of Periodontology 2011	
5	27-10-2010 to 30-10-2010	Dr Sphoorthi Belludi	First prize	Essay competition	Indian Society of Periodontology 2010	
6.	05-12-2012	Dr. Chandrakala V	Best poster award	Bite force until denture dislodgement- an innovative approach to record.	40 <sup>th</sup> IPS Conference 2012	Chennai
7.	13-02-2015	Dr. Chandrakala V	Best Scientific Paper	Innovative Gnathometer to record complete Denture retention- An Enigma resolved	68 <sup>th</sup> Indian Dental Conference	Bengaluru



8	14-17 <sup>th</sup> November 2014	Dr Anubhav Jannu	Best Scientific paper award	A2 feeding Plate – A System to facilitate feeding in patient’s having difficulty in consuming food- A ryles tube replacer.	39 <sup>th</sup> Association of Oral and Maxillofacial Surgeons of India,  National Conference.	Goa
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- National and international recognition received by the faculty from reputed professional bodies and agencies.
- One of our faculties was an Invited speaker of International association of Dental Research (IADR) at Budapest, Hungary and was also been invited as a mentor for “Hack-a Thon” for Consortium for Affordable Medical Technology (CAM Tech) organized by Massachusetts General Hospital for Global health and Biocon foundation. Is also being invited as Guest speaker for IADR conference, Boston.

Our faculty is recognized by professional bodies and international agencies. They are been invited as guest speaker at various International conferences at Srilanka, Malaysia, Jakarta, Kaulampur, Indonesia and conducted workshops at Melaka Dental Conference and trade exhibition, is also been invited as keynote speaker at Jakarta, China.

Guest speaker at International Orthodontic Congress and Asian Pacific Orthodontic Society at New Delhi.

**3.4.6 Indicate the average number of post graduate and doctoral scholars guided by each faculty during the last four years.**

On an average, each postgraduate guide enrolls one postgraduate student per year.

**3.4.7 What is the official policy of the institution to check malpractices and plagiarism in research? Mention the number of plagiarism cases reported and action taken.**

All research projects are reviewed and approved by IEC to check malpractice. Editorial board of College Journal looks into plagiarism, so far none have been reported.

**3.4.8 Does the institution promote multi/ interdisciplinary research? If yes, how many such research projects have been undertaken and mention the number of departments involved in such endeavors?**

Yes, the Institution promotes the multi/interdisciplinary research for the advancement of science and knowledge. The details of interdepartmental and

interdisciplinary research projects have been undertaken which are mentioned below:

- Effect of in-situ application of simvastatin gel in the surgical management of osseous defects in chronic periodontitis - A clinico-radiographic study. – K.L.E Pharmacy College
- Comparative evaluation of gingival tissue response and tensile strength of suture materials : A histomorphometric and in vitro study - Central Silk Technological Research Institute and Krishnadevaraya Dental College
- Evaluation of the effect of 980nm Diode Laser as an adjunct to SRP in the management of chronic periodontitis - A Clinical & Microbiological Study. - Rajarajeshwari Dental College

3.4.9 Has the university instituted any research awards? If yes, list the awards. No.

3.4.10 What are the incentives given to the Faculty and students for receiving state, national and international recognition for research contributions?

Rs 10,000 travel grant given to faculty members who present paper/ posters at International Conference.

Award given to best teaching faculty for academic excellence during foundation day.

Also to enrich and encourage research work, faculty can utilize paid leave for research activities

3.4.11 Give details of the postgraduate and research guides of the institution during the last four years.

Department of Oral Medicine and Radiology

Course duration	Post Graduate students	Guide
2010-2013	Dr Sumsum P Sunny	Dr Praveen B N
2010-2013	Dr Sushma C N	Dr Shubhasini A R
2011-2014	Dr Pramila Mendonca	Dr Praveen B N
2011-2014	Dr Darshana Nayak	Dr Shubhasini A R
2012-2015	Dr Sanjana Patrick	Dr Praveen B N
2012-2015	Dr Vidhya Tiwari	Dr Shubhasini A R
2013-2016	Dr Rahul Kumar	Dr Praveen B N
2013-2016	Dr Sangeetha	Dr Shubhasini A R
2014-2017	Dr Sandeep	Dr Praveen B N
2014-2017	Dr Swathi	Dr Shubhasini A R

Department of Periodontics:

Course Duration	Post graduate name	PG Guide Name
2010-2013	Dr Rajeev Ranjan	Dr Sudhir R Patil
2010-2013	Dr Aslam A Rahman	Dr Ashwin Prabhu
2011- 2014	Dr Varun Bhatia	Dr Sudhir R Patil
2011- 2014	Dr Kausar Jaha Yadwad	Dr Veena HR
2012 - 2015	Dr Praveen Darak	Dr Sudhir R Patil
2012 - 2015	Dr Komal deep Walia	Dr Sphoorthi Belludi
2013- 2016	Dr Surabhi Gigras	Dr Sudhir R Patil
2013- 2016	Dr Sneha Keshri	Dr Sphoorthi Belludi
2014 - 2017	Dr Neha Bhalla	Dr Sudhir R Patil
2014 - 2017	Dr Pooja Anand	Dr Sphoorthi Belludi

Department of Oral and Maxillofacial Surgery

Course duration	Post Graduate students	Guide
2010- 2013	Dr. Ruby Dawar	Dr.Shyla.H.N
	Dr.Prashant P Raktade	Dr.Niranjan.B.N
	Dr.Natasha Lalwani	Dr.Shyla.H.N
2011-2014	Dr.Shilpa M R	Dr.Utkarsha Lokesh
	Dr.Ashim Shekhar	Dr.Utkarsha Lokesh
	Dr.Dona Bhattacharya	Dr. Sudarshan
2012-2015	Dr.Kaushal Rao	Dr.Utkarsha Lokesh
	Dr.Hardik Shetty	Dr.Utkarsha Lokesh
	Dr. Archit Kumar Taneja	Dr.Veena.G.C
2013-2016	Dr.Bhuvaneshwari Srinivasan	Dr.Sudarshan
	Dr.Kartik Tank	Dr.Utkarsha Lokesh

Department of Prosthodontics:

Year	Name Of Student	Guided By
2008- 2011	Dr. Banashree S.S.	Dr. Rohit Mohan Shetty Dr. Srivatsa G.
2008-2011	Dr. B.V.Swapna	Dr. Srivatsa G. Dr. Rajeshwari C.L.
2010- 2013	Dr. Sudhakar A.	Dr. Srivatsa G.
2010- 2013	Dr. Kothari Rahul Navinchand	Dr. Rohit Mohan Shetty
2011-2014	Dr. Dhole Rohit Ishwar	Dr. Srivatsa G.
2011- 2014	Dr. Bhandari Ganeshdev Ramachandra	Dr. Rohit Mohan Shetty
2012 -2015	Dr. Rini Gogia	Dr. Rohit Mohan Shetty
2012 -2015	Dr. Jagrati Agarwal V.	Dr. Supriya Manvi
2013- 2016	Dr. Adarsh .N.Bhat	Dr. Rohit Mohan Shetty
2013-2016	Dr.Nishant Gupta	Dr. Srivatsa G.
2014-2017	Dr. Abhijeet V Ghatge	Dr. Srivatsa G.
2014-2017	Dr. Chintan P Shah	Dr. Rohit Mohan Shetty
2014-2017	Dr. Roopa Patil	Dr. Rohit Mohan Shetty
2014-2017	Dr. Shahabaz Ahamed	Dr. Supriya Manvi
2014-2017	Dr. Shruthi. GS	Dr. Rajeswari. CL

Department of Pedodontics

Course duration	Post graduate Name	Guide name
2010-2013	Dr. Jagadish	Dr. Madhu K
2010-2013	Dr. Shruthi	Dr. Sandya Devi S Patil
2011-2014	Dr. Mihir Nayak	Dr. Madhu K
2011-2014	Dr. Nisha Tawatia	Dr. Sandya Devi S Patil
2012-2015	Dr. Ritu Singh	Dr. Sandya Devi S Patil
2012-2015	Dr. Malathi Devi	Dr. Madhu K
2013-2016	Dr. Snehalika More	Dr. Sandya Devi S Patil
2013-2016	Dr. Mandeep Shah	Dr. Tilak Raj
2014-2017	Dr. Sunitha	Dr. Madhu K
2014-2017	Dr. Keerthi	Dr. Sandya Devi S Patil

Department of Community:

2014-2017	Dr. Chinta Ankita	Dr. Srivastava B K
2014-2017	Dr. Arpan Debonath	Dr. Srivastava B K
2014-2017	Dr. Anam Bagban	Dr. Shruthi Eshwar

Department of Conservative and Endodontics

Course duration	Post graduate Name	Guide name
2010-2013	Dr Nithin	Dr Prashanth Moogi
	Dr Simran	Dr Reshma Hegde
2011-2014	Dr Nandini	Dr Reshma Hegde
	Dr Chittiappa	Dr Prashanth Moogi
2012-2015	Dr Niyathi	Dr Prashanth Moogi
	Dr Binila	Dr Vinay Kumar
2013-2016	Dr Imanava	Dr Vinay Kumar
	Dr Rupesh	Dr Prashanth B R
2014-2017	Dr Souparnika	Dr Vinay Kumar
	Dr Shiny	Dr Prashanth Moogi

Department of Orthodontics:

Course duration	Post Graduate students	Guide
2010-2013	Dr.Spoorthy M	Dr. Sumitra
2010-2013	Dr. Pradeep Dilip Kawale	Dr. Shwetha G S
2010-2013	Dr. Venugopal.G. S	Dr. Karunakara B C
2011-2014	Dr. Pushpalatha	Dr. Sumitra
2011-2014	Dr. Nilanjana Sarkar	Dr. Karunakara B C
2011-2014	Dr. Akanksha Ranjan	Dr. Shwetha G S.
2012-2015	Dr. Madhuri K.A.P	Dr. Karunakara B C
2012-2015	Dr. Karthik Cariappa	Dr. Sumitra
2012-2015	Dr. Sumit Goel	Dr. Anup Belludi
2013-2016	Dr. Supreeth.M	Dr. Karunakara B C
2013-2016	Dr. Moidu V.P	Dr. Anup Belludi
2013-2016	Dr. Nkhil Sharma	Dr. Sumitra
2014-2017	Dr. Dip Jyoti	Dr. Karunakara B C
2014-2017	Dr. Heena	Dr. Sumitra
2014-2017	Dr. Navraj	Dr. Anup Belludi
2014-2017	Dr. Bhavani Shravan Patnam	Dr. Sumitra
2014-2017	Dr. Syed Rafi Ahmed Jafferri	Dr. Karunakara B C

### 3.5 Consultancy

3.5.1 What are the official policy/rules of the institution for Structured Consultancy? List a few important consultancies undertaken by the institution during the last four years.

The Institution encourages the faculty in consultancies. Specialists provide consultancy in their own specialty thereby contributing to the oral health and in turn the overall health of the population, especially population of rural and lower economic strata.

One of our faculty is a key opinion leader for Keltonback, Germany; as well as certified Bronze level key opinion leader for Ultradent University.

3.5.2 Does the university have an industry institution partnership cell? If yes, what is its scope and range of activities?

The formation of an industry-institution partnership cell has been initiated. The institution is in process of collaboration with Central Manufacturing Technology Institute (CMTI) for the same.

3.5.3 What is the mode of publicizing the expertise of the institution for consultancy services? Which are the departments from whom consultancy has been sought?

The institution publicizes the expertise of the institute for consultancy services through the website of the Dental institute.

3.5.4 How does the institution utilize the expertise of its faculty with regard to consultancy services?

Faculty serving as consultants in turn organize research projects with the institution being a partner. Also their expertise is utilized in providing advanced treatment planning for patients.

**3.5.5 Give details regarding the consultancy services provided by the institution for secondary and tertiary health care centers and medical / dental practitioners.**

The institution is a multi-specialty center and extends services to secondary and tertiary health care centers. Medical and dental practitioners in the locality refer their patients requiring advanced diagnostics and treatment to the institute. Also, these practitioners are invited to CDE programs organized by the institute.

**3.5.6 List the broad areas of consultancy services provided by the institution and the revenue generated during the last four years.**

Institution provides consultancy services in association with Lions Club, Ramana free Clinic trust to reach the rural areas and underserved population through outreach programs.

2013- Nelamangala rural govt school camp in association with Ramana free clinic trust –Rs 28000 is recieved

2014 – rural camps in association with Lion’s club someshwarapura branch - Rs10000 is recieved.

**3.6 Extension Activities and Institutional Social Responsibility (ISR)**

**3.6.1 How does the institution sensitize its faculty and students on its Institutional Social Responsibilities? List the social outreach programs which have created an impact on students’ campus experience during the last four years.**

The institution sensitizes its faculty and students on social responsibilities through outreach programs.

We also have adopted few public health centers, where in we provide the routine dental health care. Eg.

Srirampura peripheral oral health centre (distance=8km from the institution) adopted and weekly camps are being conducted by public health dentistry and students to all the slum dwellers of lower socio economic status visiting the centre provide routine dental care. Students have been trained and are actively involved in early oral cancer screening.

Chikbalapur peripheral oral health centre (distance=45km from the institution) adopted and staff postgraduate and interns are posted regularly to provide oral health care for the rural population in and around the chikabalapur which, is in collaboration with BIOCON for the screening of oral cancer in this region.

Kalkunte peripheral oral health centre (distance=70km from the institution) Adopted and staff postgraduate and interns are posted regularly to provide oral health including free dentures in collaboration with government of Karnataka the DANTA BHAGYA SCHEME for the rural population in and around the Kalkunte

which is in collaboration with BIOCON for the screening of oral cancer in this region.

Rajajinagar peripheral oral health centre(distance=8km from the institution ) adopted and daily outpatient were treated by public health dentistry to all the slum dwellers of lower socio economic status visiting the centre. Students have been trained and are actively involved in early oral cancer screening.

The Institution will continue to seek innovative ways to reach out the people. They will also increasingly involve in outreach programs that respond to the changing needs of the society. Besides holding health camps we also have number of awareness programs and adoption of villages.

Various health camps and awareness programs conducted at several regions are as follows:

1. Oral hygiene rally 2011 at freedom park Bangalore.
2. Oral hygiene rally during 2011 from RGUHS to R.V dental college Bangalore.
3. Anticorruption rally 2013 at freedom park at Bangalore
4. Save doctors campaign 2013 from Manipal center, Dickenson's road to Cubbon park, Bangalore.
5. Oral hygiene screening camp at Sonex ltd. garment factory Peenya, Bangalore on 5/8/2010
6. Oral Health Promotion Drive - Audiovisual show (short documentary) - 01.08.2011
7. Oral Health Promotion Drive – Provided free Oral Prophylaxis for the whole month - Entire Month of August 2011
8. Oral Hygiene Rally on 1/8/ 2012
9. A free Dental and Oral check up Camp and Anti-Tobacco awareness camp was also organized at Vishweshwaraya Industrial and Technological museum from 27<sup>th</sup> July to 1<sup>st</sup> august 2012
10. Oral Hygiene awareness talk was broadcasted on FM Rainbow on 1<sup>st</sup> August 2012
11. A Free Dental Check up camp along with oral hygiene education program was organized at Central Manufacturing Technology Institute (CMTI) for its employees on 17/8/2012
12. Oral Hygiene Rally on 1/8/ 2013 was conducted to emphasize the importance of oral health to the general public
13. Oral Hygiene Drive was launched for the non-teaching staff of the Institute. Oral hygiene kits to all non-teaching staff on 28/8/2013
14. Dept of Pedodontics provides Oral health education and awareness is given to the parents and children in School dental health Programmes.
15. Oral health education and awareness is given to the parents and children in School dental health Programmes.



16. Comprehensive oral health screening & treatment camps in association with various charitable and non-governmental organizations.
17. The faculty, PG and UG students participated in Swachh Bharat Abhyan.
18. The faculty, Undergraduate and Post graduate students of the department of Peridontics take part in Oral hygiene day celebration, and as a part of this the faculty members organize various camps and programs and oral health awareness through media.
19. Department of Pedodontics provides Oral health education and awareness is given to the parents and children in School dental health Programmes.

### 3.6.2 How does the institution promote university-neighborhood network and student engagement, contributing to the holistic development of students and sustained community development?

The college promotes university neighborhood network by taking initiative, responding to the local health and social needs and demands of the community. It balances the network by giving due weightage to each of the activity by providing the resources in the form of expert services, infrastructure support and financial assistance.

The Institute has an excellent rapport and desired community presence. It also has very good networking with community stakeholders like Graam Panchayats, community based Organizations, NGOs and community leaders thereby generating good will with the community. All the activities are organized in consultation and with active participation of community for "Sustained Development".

This institution-neighborhood network helps:

Students, teachers & community to share Ideas, Knowledge, Resources and Experiences to create healthier communities and appropriate "Community Dentists".

Community and teacher interaction, which provides opportunity for the student to learn various methods in research and development of knowledge.

Providing opportunity to utilize community as a source of learning material for faculty and students.

### 3.6.3. How does the university promote the participation of the students and faculty in extension activities including participation in NSS, NCC, YRC and other National/International programs?

The Institution ensures the participation of students and faculty in extension activities through the following strategies.

- The institution has (1) NSS unit with 100 students who are actively involved in NSS like programs like social work, health and hygiene awareness, AIDS awareness campaign, environmental awareness campaign etc.
- As a part of co auricular and extracurricular activities, the department of community dentistry promotes the following extension activities.
- Sensitizing the community in dental health promotional activities.
- Adoption of schools for dental care
- Adoption of villages for promotion of oral health

- Awareness programs on immunization
- Hazards of smoking/alcoholism etc.

**3.6.4. Give details of social surveys, research or extension work, if any, undertaken by the institution to ensure social justice and empower the underprivileged and the most vulnerable sections of society?**

In pursuit of the "Vision and Mission" of the K.L.E Education Society, the Dental College runs various innovative outreach programs in the form of extension activities through camps in villages, schools, colleges, institutions for mentally and physically disabled, old age homes etc.

The institute is located in a rural backward area with a predominant under privileged sections of the population. The institute has adopted a sizable number of schools and there by extension work is being delivered to most vulnerable sections of the society.

Other activities include:

Establishment of Community Health and Development Centers

Community academic partnership and Adoption of the villages

Rural health services programs

Anti Tobacco Campaign

HIV/ AIDS- Sensitization Transportation services

School health Survey and Services, etc.

Mobile dental clime services

**3.6.5. Does the institution have a mechanism to track the students' involvement in various social movements / activities which promote citizenship roles?**

Yes, the institution monitors the students involvement in various social activities by posting the faculty at the various outreach programs.

The faculty, PG and UG students participated in Swach Bharat Abhyan

**3.6.6. How does the institution ensure the involvement of the community in its outreach activities and contribute to community development? Give details of the initiatives of the university, which have encouraged community participation in its activities.**

The college is promoting extension activities through camps in villages, schools, colleges, institutions for mentally and physically disabled homes etc. The institute has 3 public relation executive, to organize these extension activities according to schedule. Patients from camps are referred to institutional hospital for specialized treatment. A free transport facility and treatments are offered to these patients. The institute organizes need based extension programs like organization of oral health education programs, screening and treatment camps at various villages, schools and colleges on regular basis. The Principals and Head masters of colleges and schools are involved in oral health camps and in mobilizing people, who are in need of dental care.

The students and faculty actively participate in the various extension activities mentioned above.

There is a close coordination between the local community and our institute. In collaboration with Indian Dental Association our institute distributes toothpastes to the under privileged school children of Bangalore district.

### 3.6.7. Give details of awards received by the institution for extension activities and/contributions to social/community development during the last four years

The institution has been appreciated for its outreach activities from various schools and NGOs in and around Bangalore district.

### 3.6.8 What intervention strategies have been adopted by the institution to promote the overall development of students from rural/ tribal backgrounds?

The institute has adopted certain strategies to promote development of students from rural tribal backgrounds and is as follows:

- A computer lab to develop the students computer based skills
- SC/ ST book bank, which issues books to students belonging to respective category.
- Linguistic classes

### 3.6.9 What initiatives have been taken by the institution to promote social justice and good citizenship amongst students and staff? How have such initiatives reached out to the community?

The institution promotes social justice and good citizenship amongst the students and staff through the following activities

Orientation classes for students at the time of joining the academic course.

Antiragging committee prevents the discrimination between the students.

Students Grievance cell

### 3.6.10 How does the institution align itself with the annual themes/programs of WHO/ICMR?

The institution aligns itself with the annual themes programs of WHO/ICMR by observing important health days significant to oral health.

### 3.6.11 What is the role of the institution in the following extension activities?

\* Community outreach health programs for prevention, detection, screening, management of diseases and rehabilitation by cost effective interventions.

The Institute organizes various Oral Health Camps independently and also by collaborating with various NGOs: CBOs and Government Health Agencies to create awareness amongst masses. Dental health education at the camp sites are a regular feature of the services offered by the institute.

### Awareness creation regarding portable water supply, sanitation and nutrition.

Sanitation, potable water and nutrition are the three most essential determinants of health of the people. Regular extension activities are carried out in coordination with the LIONS CLUB, Someshwarapura to create awareness regarding potable water supply, sanitation and nutrition. Special emphasis is made on the role of fluoridated water in the prevention of dental caries.

**\*Awareness creation regarding water borne and air - borne communicable diseases.**  
The above-mentioned efforts also contribute positively towards creating awareness regarding water borne, air-borne communicable diseases and emerging diseases.

**\*Awareness creation regarding non-communicable diseases - cardiovascular diseases, diabetes, cancer, mental health, accident and trauma, etc.**

The Dental Institute actively takes part in various National health programs like Pulse Polio. Family Health Awareness Campaign. Reproductive and Child Health Program, National AIDS Control Program. Revised National Tuberculosis Control Program in coordination with local public health authorities and other implementing agencies in the district.

**\*Awareness creation regarding the role healthy life style and physical exercise for promotion of health and prevention of diseases.**

Oral health education is an integral component of the oral health camps organized by the institution and role of healthy lifestyles and physical exercise for promotion of health are certainly emphasized.

**\*Awareness creation regarding AYUSH system of medicines in general and/ or any system of medicine in particular.-**

Nil

**\*Complementary and alternative medicine-**

Alternative drug therapy (Curcumin) for oral mucosal lesions.

**\*Pharmaco economic evaluation in drug utilization-**  
encourages patients to use generic drugs

**\*Participation in national programs like family Welfare , Mother and child welfare, mother and child welfare, Population control, Immunization, HIV AIDS, Blindness control, Malaria, Tuberculosis, School health, anti tobacco campaigns, oral health care, etc**

The Institute actively participates and observes all the National Health Days like World AIDS Day, World Health Day & Oral Health Day. Oral hygiene week, No Tobacco Day. Nutrition Week, Anti Leprosy Day, Anti TB Day and Blood Donation Day and utilizes the opportunity for interacting with the Community and increasing oral health awareness.

**\*Promotion of mental health and prevention of substance abuse.**

Regular extension activities like Health Awareness Programs. Observance of National Health Days contributes in a major way towards promoting mental health and preventing substance abuse.

**\*Research or extension work to reach out to marginalized populations.**

Regular oral health awareness, screening and treatment camps are organized to reach out to the marginalized sections of the populations.

**3.6.12 Do the faculty members participate in community health awareness programs? If yes, give details.**

- Yes. The faculty of our Institution do participate actively by organizing and supervising the oral health awareness programs, which go hand in hand with regular screening and treatment camps.
- The details are as follows:
- Oral hygiene rally 2011 at freedom park Bangalore.
- Oral hygiene rally during 2011 from RGUHS to R.V dental college Bangalore.
- Anticorruption rally 2013 at freedom park at Bangalore
- Save doctors campaign 2013 from Manipal center, Dickenson's road to Cubbon park, Bangalore.
- Oral hygiene screening camp at Sonex ltd. garment factory Peenya, Bangalore on 5/8/2010
- Oral Health Promotion Drive - Audiovisual show (short documentary) - 01.08.2011
- Oral Health Promotion Drive – Provided free Oral Prophylaxis for the whole month - Entire Month of August 2011
- Oral Hygiene Rally on 1/8/ 2012
- A free Dental and Oral check up Camp and Anti-Tobacco awareness camp was also organized at Vishweshwaraya Industrial and Technological museum from 27<sup>th</sup> July to 1<sup>st</sup> august 2012
- Oral Hygiene awareness talk was broadcasted on FM Rainbow on 1<sup>st</sup> August 2012
- A Free Dental Check up camp along with oral hygiene education program was organized at Central Manufacturing Technology Institute (CMTI) for its employees on 17/8/2012
- Oral Hygiene Rally on 1/8/ 2013 was conducted to emphasize the importance of oral health to the general public
- Oral Hygiene Drive was launched for the non-teaching staff of the Institute. Oral hygiene kits to all non-teaching staff on 28/8/2013

- Dept of Pedodontics provides Oral health education and awareness is given to the parents and children in School dental health Programmes.
- Oral health education and awareness is given to the parents and children in School dental health Programmes.
- Comprehensive oral health screening & treatment camps in association with various charitable and non-governmental organizations.
- The faculty, PG and UG students participated in Swach Bharat Abhyan.
- The faculty, Undergraduate and Post graduate students of the department of Peridontics take part in Oral hygiene day celebration, and as a part of this the faculty members organize various camps and programs and oral health awareness through media.
- Dept of Pedodontics provides Oral health education and awareness is given to the parents and children in School dental health Programmes.

### 3.6.13 How does the institution align itself and participate in National program for prevention and control of diseases?

National health program has been implemented for prevention when there is a provision.

## 3.7 Collaboration

### 3.7.1 How has the institution's collaboration with other agencies impacted the visibility, identity and diversity of activities on campus? To what extent has the university benefitted academically and financially because of collaborations?

The institution has collaborations with several other agencies/ research institutes. As an impact of this we have several National and International research projects. This benefits the Institution academically in the form of better visibility and recognition because of international publications.

Institution has collaborations with Central Silk Technological Research Institute, National Institute of Mental Health and Neurosciences (NIMHANS), G S R Institute of Craniofacial Surgery. Research collaborations with Rajarajeshwari Dental College, Krishnadevaraya Dental College, M S Ramaiah School of advanced studies and CMTI with regard to various research projects have been established. The memorandum of Understanding with CMTI is in process.

### 3.7.2 Mention specific examples of how these linkages promote

- These linkages have promoted frontline research activities. This has facilitated 4 International research projects and one project in the process of approval. National and International organizations have funded projects as a result of this association. Various publications are in process.
- As a consequence of this connection, Institution could place 2 of our students in MSCC & Biocon foundation.

- These linkages have also provided the technical support in conducting research projects like -
- Effect of in-situ application of simvastatin gel in the surgical management of osseous defects in chronic periodontitis - A clinico-radiographic study. – K.L.E Pharmacy College
- Quantitative Estimation of Salivary & GCF MMP-8 levels in Chronic Periodontitis Pre & Post Non Surgical Therapy- A Clinico-Biochemical study in - National Institute of Mental Health and Neurosciences (NIMHANS),
- Comparative evaluation of gingival tissue response and tensile strength of suture materials : A histomorphometric and in vitro study - Central Silk Technological Research Institute and Krishnadevaraya Dental College
- Evaluation of the effect of 980nm Diode Laser as an adjunct to SRP in the management of chronic periodontitis - A Clinical & Microbiological Study. - Rajarajeshwari Dental College
- Comparative evaluation of the efficacy of three desensitizing agents for their potential in dentinal tubule occlusion and resistance to acid challenge: An in vitro confocal microscopic study - Central Manufacturing Technology Institute (CMTI)

**3.7.3 Has the university signed any MoUs or filed patents with institutions of national/international importance/other universities/ industries/corporate houses etc.? If yes, how have they enhanced the research and development activities of the institution?**

We have MoUs with the following reputed organizations, institutes:

- a) Mazumdarshaw Medical center
- b) Narayana Nethralaya
- c) Biocon foundation
- d) Sapthagiri Medical College and Hospital
- e) The memorandum of Understanding with Central Manufacturing Technology Institute (CMTI)
- f) MS Ramaiah School of Advanced Studies
- g) G S R Institute of Craniofacial Surgery
- h) MoUs formalities are in progress with M S Ramaiah school of advanced studies

One of our faculty has his patent approved from patent office for making a device to facilitate feeding in patients having trouble in consuming food is provided.

**3.7.4 Have the institution - industry interactions resulted in the establishment / creation of highly specialized laboratories / facilities?**

Yes, The interactions with Central Manufacturing Technology Institute (CMTI), Central Silk Technological Research Institute, National Institute of Mental Health and Neurosciences (NIMHANS), Rajarajeshwari Dental College, Krishnadevaraya Dental College has resulted in the establishment / creation of highly specialized laboratories / facilities

**3.7.5 Give details of the collaborative activities of the institution with the following:**

**\* Local bodies/ community**

Conducted various scientific programs in collaboration with Bangalore orthodontic study group

**\*State government/ Central government/ NGOs:**

We conduct outreach activities utilizing services of primary health centers, from Health and Family welfare, District health office.

**\*National bodies**

Oral Hygiene Day celebrations and related activities are in collaboration with Indian Society of Periodontology, Bangalore Academy of Periodontics, Indian Dental Association, Indian Academy of Public Health Dentistry and Narayan Seva Sansthan

**\*International agencies**

Have several ongoing projects:

1. "ONCOGRID"- A Mobile Health (mHealth) approach to Prevention and early Diagnosis of Oral Cancer in Rural South India Collaborated with Boston university.
2. Observation of Oral Premalignant and Malignant lesions using exogenous Fluorophores and Handheld Fluorescence Imaging Collaborated with University of Minnesota Medical Center Vista Dental products
3. Submitted a proposal for 2015- NIH grant for Oral cancer project

**\*Health care industry - Biomedical, Pharmaceutical, Herbal, Clinical Research organization (CRO)**

We have Collaboration with Narayana Hrudayalaya

**\*Service sector**

Collaboration with CMTI in process.

**\*Any other (specify) --**

**3.7.6 Give details of the activities of the institution under public- private partnership.**

- Various dental outreach programs are being regularly conducted.

*Any other information regarding Research, Consultancy and Extension, which the university would like to include.*



## **CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES**

### **4.1 Physical facilities**

#### **4.1.1 How does the institution plan and ensure adequate availability of physical infrastructure and ensure its optimal utilization?**

The campus includes 6.23 acres of Total area; 13,169 sq.mts built up area; 3587 sq.mts hospital and hostel of 5257 sq.mts. The physical facilities include lecture halls with LCD projector with AV facilities, 9 seminar rooms well equipped 5 pre-clinical labs, council hall, auditorium, gym, museums for self-learning in all departments, computer and research room in all departments, central lib, digital lib, medical teaching attachment and Central research wing.

The institute has appointed different administrative committees and in-charges to ensure and monitor adequate usage of facilities.

#### **4.1.2 Does the institution have a policy for the creation and enhancement of infrastructure in order to promote a good teaching-learning environment? If yes, mention a few recent initiatives.**

Yes. Regular feedback is taken from stake holders regarding the infrastructure and its utilization and periodic assessment is made to consider upgradation of infrastructure and procurement of newer facilities in accordance with concerned committees like Clinical committee, Quality assurance committee and Library committee. Individual attention is given to each student in the form of mentorship.

As a recent initiative, sound proofing has been done to classrooms and library to ensure ambient environment for learning.

The college council and governing body meetings are held regularly to discuss the infrastructure requirements for teaching- learning processes. The recent initiatives towards this are

1. Establishment of a separate medical basic sciences block.
2. Expansion of the community department.
3. Expansion of PG clinic areas of dept. of orthodontics and prosthodontics.
4. Establishment of as a separate implant section.
5. Purchase of new equipment to facilitate teaching and learning in the emerging fields.
  - Soft tissue diode laser
  - Endodontic operating microscope
  - Implant kit
  - Digital SLR camera
  - Library software
  - Wifi enabled campus

#### **4.1.3 Has the institution provided all its departments with facilities like office room, common room and separate rest rooms for women students and staff?**

Yes.

**4.1.4 How does the institution ensure that the infrastructure facilities are barrier free for providing easy access to college and hospital for the differently –abled persons?**

A new entrance with ramp has been constructed leading from outside to the Oral Surgery Department, from where the elevator can be taken to each floor. The College Office, the Library, the classrooms, diagnostic labs, Dept. of Public Health Dentistry and Dept. of Oral Pathology can be directly accessed from the elevator. The Dept. of Public Health Dentistry has a special section called the Comprehensive Dental Clinic where differently abled persons can be treated without having to go to the Dept. clinics on the mezzanine floors.

**4.1.5 What special facilities are available on campus to promote students' interest in sports and cultural events/activities?**

The hostels in the campus of the institution have a well-equipped gymnasium separate for boys and girls, TT tables, basketball, volleyball, throw ball courts, indoor sports room with indoor games such as chess and carom. The institution promotes students to participate in intra & inter collegiate and inter university sports and cultural festivals and programs. Sports and cultural events are held on a regular basis for both students and staff. The institute has employed a physical director to train and organize sports events professionally.

**4.1.6 What measures does the institution take to ensure campus safety and security?**

The institution has appointed a private security organization to provide round the clock security. CC TV cameras have been placed at strategic locations to monitor campus events. Strict deadlines for entry and exit timings for students and visitors registers have been implemented in hostels to ensure safety of students. Identity cards for students and staff have been issued.

**4.1.7 Facility of Animal House**

\* Is animal house maintained as per CPCSEA guidelines?

\*Whether records of animal house are maintained for learning and research activities?

\*Does the animal house have approval for breeding and selling experimental animals as per CPCSEA guidelines?

No.

**4.1.8 Provide the following details on the use of laboratories/ museums as learning resources:**

\*Number

Sl.no	Department	Clinical laboratories	Museums
1	Oral surgery	3	1
2	Oral medicine	1	1
3	Prosthodontics	5	1
4	Periodontics	1	1
5	Pedodontics	2	1
6	Conservative	3	1
7	Orthodontics	3	1
8	Oral pathology	1	1

9	Community	1	2
10	Microbiology	1	1
11	Anatomy	1	1
12	General pathology	1	1
13	Physiology	1	1
14	Pharmacology	1	1
15	Biochemistry	1	1

\*Maintenance and up-gradation- is constantly monitored

\*Descriptive catalogues in museums- provided in each of them.

\*Usage of the above by the UG/PG students- the students of the institution make use of them whenever they are posted in those departments.

#### 4.1.9 Dentistry

\*Dental chairs in clinic –specialty wise

Sl. No	Department	UG Section	PG Section	Total no of chairs
1	Orthodontics	10	21	31
2	Oral surgery	14	10	24
3	Oral medicine	8	10	18
4	Periodontics	15	15	30
5	Pedodontics	12	13	25
6	Prosthodontics	14	22	36
7	Conservative dentistry	14	16	30
8	Public health dentistry	8	9	17
9	Oral pathology	1	0	1
10	Dental mobile unit	2	0	2
11	Implantology	-	2	2
12	Rural satellite centers	5	0	5

\*Total dental chairs- 221

\*Schedule of chair side teaching in clinics- specialty wise is available

\* Patient statistics in the last 4 years specialty wise

**INSTITUTIONAL PATIENT STATISTICS OF 4 YEARS**

	New OP	Old OP	Total No
2011	14662	30787	45549
2012	25605	35281	60886
2013	25045	31129	56174
2014	18726	33750	52479

**DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY**

Sl no	Year	NEW OPs	OLD OPs	Total OPs
1	2011	14694	384	15078
2	2012	25997	229	26226
3	2013	25540	161	25701
4	2014	22963	102	23065

**DEPARTMENT OF ORAL SURGERY**

Sl NO.	Year	No of In patients	No of Out patients
1	2011	55	5704
2	2012	17	5576
3	2013	42	5306
4	2014	23	4650

<b>DEPARTMENT OF PEDODONTICS</b>				
	Year	New OPs	Old OPs	Total No of patients
1	2011			11410
2	2012			7251
3	2013			10688
4	2014			15607

<b>DEPARTMENT OF PERIODONTICS</b>				
	Year	New patients	Old and treated cases	Total patients
1	2011	5031	4698	9720
2	2012	7092	12031	16224
3	2013	8810	7549	16483
4	2014	7480	6194	13674

<b>DEPARTMENT OF CONSERVATIVE DENTISTRY</b>				
		New OP	Old OP	Total no of cases
1	2011	7411	5553	12964
2	2012	12881	6599	19400
3	2013	11464	8186	18388
4	2014	7999	5272	13271

<b>DEPARTMENT OF ORTHODONTICS</b>				
1	2011	5144	901	6045
2	2012	8040	1737	9777
3	2013	9330	1963	13460
4	2014	10563	3025	13590

<b>DEPARTMENT OF PUBLIC HEALTH DENTISTRY</b>				
		No of Camps	Cases screened	Cases treated
1	2011	39	7220	2565
2	2012	29	7259	2868
3	2013	36	8198	4414
4	2014	48	9940	3008

<b>DEPARTMENT OF ORAL PATHOLOGY</b>				
		Total no of smear s	Total no of biopsie s	Clinical patholog y
1	2011	22	153	621
2	2012	26	166	824
3	2013	21	166	790
4	2014	24	190	528

\* Details of Special cases treated department wise

### DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY

SL.NO	Year	BIOPSY	CYTO-PATHOLOGY	Bony/ Non-odontogenic lesions	Mucosal lesions	Misc.
1	2011	19	18	36	219	88
2	2012	49	18	43	285	102
3	2013	44	12	42	330	88
4	2014	18	04	34	237	130

### DEPARTMENT OF ORAL SURGERY

Sl.No	Special cases	Number of cases
1	TRAUMA	85
2	PATHOLOGY	28
3	INFECTION	24
4	ORTHOGNATHIC	16
5	CANCER	5
6	CLEFT	2
7	RHINOPLASTY	2
8	BONE GRAFTING	2
9	OML + ORN	6
10	LASER	6
11	SCAR REVISION	1
12	DENTAL IMPLANTS	12

### DEPARTMENT OF PROSTHODONTICS

Type of Treatment	No of cases
Implant placement with crown	74
Balanced complete denture	28
Single complete denture	26
Cast Partial Denture	22
Flexible Dentures	20

All ceramic crowns and FPDs	20
Immediate RPD	18
Prefabricated post and core	18
Cranial implant	17
Neutral zone technique –modified conventional complete denture	17
Tooth Supported Overdenture	15
Custom Post and Core	9
Maryland Bridge	9
Full mouth rehabilitation	8
Immediate Complete denture	8
Obturator	7
Cantilever FPD	6
FPD with Precision attachment	5
Relining and rebasing	5
FPD WITH HEMISECTED TOOTH	3
Management of atrophied mandibular ridge	3
Management of Hemimandibulectomy Case	3
Smile Design	3
CD (Down’s syndrome)	2
Implant supported complete over denture	2
Laminates	2
Andrew’s bar supported cleft prosthesis	1
Cheek Plumper	1
Complete denture- functionally generated path technique	1
Complete denture with modified impression technique	1
Down’s Syndrome- RPD	1
Ectodermal dysplasia	1
FPD with 7/8th crown	1
FPD with loop connector	1
Gingival prosthesis wrt mandibular arch	1
Gingival veneer	1
Gum fit complete denture	1
Indirect composite veneers	1
Multiple FPDs using Broadrick’s flag technique and handling of a case with paranoid schizophrenia	1
Occlusal splint	1
Ocular prosthesis	1
Orbital prosthesis	1
Rochette bridge	1
Spondylo ephiphyseal dysplasia congenita	1
Surgical stent	1
Thumb prosthesis	1
TMJ dislocation-U/L CD	1
Total	371



### DEPARTMENT OF PEDODONTICS

Sl No	Year	No of special cases
1	2011	28
2	2012	22
3	2013	24
4	2014	20

### DEPARTMENT OF PERIODONTICS

CASE TYPE	2014	2013	2012	2011
Implants	09	10	07	00
Gingivectomy	29	46	055	0027
Flap surgery	109	126	136	0160
Regenerative / Resective Surgery	36	25	42	0054
Laser therapy	12	14	44	0029
Plastic Surgery	10	10	015	0012

### DEPARTMENT OF CONSERVATIVE DENTISTRY & ENDODONTICS.

Sl no	Treatment	2011	2012	2013	2014
1	Bleaching	12	61	190	87
2	Veneering	20	31	48	16
3	Post & Core	82	104	148	29
4	Endo Surgery	4	8	24	11
5	Apexification with MTA Placement	4	7	6	1
6	Inlay/Onlay	11	90	52	74

### DEPARTMENT OF ORTHODONTICS

Sl .no	Special procedures done	Total no
1	Corticotomies	3
2	CBCT	10
3	TID placement	45

4	Micro perforations	5
5	Orthognathic surgeries	18
6	Disimpaction	14
7	Surgery first	1
8	Canine distraction	1
9	Genioplasties	6
10	Lingual orthodontics	4
11	Clear aligners	2
12	Self ligating prescriptions	10
13	Skeletal anchorage system	5
14	Fixed function/hyrax & quad helix	15
15	Cleft lip and palate	5

### DEPARTMENT PUBLIC HEALTH DENTISTRY

S. No.	Place of the School	No. of Patients treated/referred in last one year	Distance from the College
1	KLE International School	1348	12Km
2	Govt High School, Yentaganahalli	265	20Km
3	Govt. Higher primary School, Doddaballe	306	21Km
4	Govt. Higher primary School, Manne	237	18Km
5	Government primary School, Peenya	360	2 Km

### DEPARTMENT OF ORAL PATHOLOGY

1. Microwave decalcification
2. Reagent free H and E staining Clinical Pathology – Routine blood and urine investigations, blood sugar estimation, HIV and HBsAg
3. Cytopathology
4. Histopathology
5. Photomicrography

#### \*Dental laboratories

Sl. No	Department	UG Section	PG Section	Total
1	Orthodontics	1	1	2
2	Oral surgery	1	1	2
3	Oral medicine	1	1	2

4	Periodontics	1	1	2
5	Pedodontics	1	1	2
6	Prosthodontics	1	1	2
7	Conservative dentistry	1	1	2
8	Public health dentistry	1	1	2
9	Oral pathology	1	1	2

#### 4.1.10 Pharmacy : NA

- \* Pharmaceutical Science Laboratories :NO
- \* Museum for drug formulations : NO
- \* Machine room : NO
- \* Herbarium / crude drug museum:NO
- \* Balance room :NO
- \* Chemical store :NO
- \* Instrumentation facilities :NO
- \* Pilot plant :NO
- \* Computer aided laboratory:NO

#### 4.1.11 Yoga and Naturopathy :NA

- \* Demonstration hall with teaching facility to cater to the needs of the students.
- \* Diet Service Management Department
- \* Yoga cum multipurpose hall for meditation and prayer
- \* Solarium compatible for multimedia presentation
- \* Mud Storage Unit
- \* Outdoor Facilities - Walking track with reflexology segment.
- \* Swimming Pool
- \* Naturopathy blocks

#### 4.1.12 Homoeopathy :NA

- \* Museum and demonstration room (Homoeopathic Pharmacy Laboratory, Pathology Laboratory, Community Medicine, Homoeopathic MateriaMedica, Organon of Medicine including History of Medicine)
- \* Repertory with Computer Laboratory and Demonstration Room

#### 4.1.13 Nursing :NA

- \* Nursing Foundation Laboratory
- \* Medical Surgical Laboratory
- \* Community Health Nursing Laboratory
- \* Maternal and Child Health Laboratory
- \* Nutrition Laboratory
- \* Pre clinical Laboratories
- \* Specimens, Models and Mannequins

#### 4.1.14 Ayurveda: NA

- \* Herbal Gardens
- \* Museum Herbarium
- \* Panchakarma Facility
- \* Eye Exercises Clinic
- \* Kshara Sutra and Agni Karma Setup
- \* Ayurveda Pharmacy

4.1.15 Does the institution have the following facilities? If so, indicate its special features, if any.

- \* Meditation Hall - NO
- \* Naturopathy blocks - NO

4.1.16 Provide detail of sophisticated equipment's procured during the last four years.

#### DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY

1. Digital Planmeca PROMAX with tomography and transtomography : 1No.

#### DEPARTMENT OF ORAL AND MAXILLOFACIAL SURGERY

Sl no	Name of equipment	Quantity
1	Sryker saw with all attachments,4 handpiece, oscillating ,reciprocating,saggital and straight)	1
2	Anesthesia workstation with ventilator	1
3	Defibrillator monitor with recorder	1
4	Pulse oximeter with adult probe & standard accessories	1
5	Operating Magnifying louns	1
6	Fibroptic Laryngoscope-1, cold light halogen source-1, fibroptic cable-1	1 set
7	Laryngoscope with blade (4 NOs)	2 set
8	Satellac cautery unit	1
9	ECG machine	1
10	Patient monitor	1
11	Orthognathic surgery instrument set	1

12	Trauma surgery instrument kit	1
13	Alveolar distractor-intra-oral	1
14	Bone graft harvesting set	1
15	Surgical contrangle hand piece	2
16	Surgical straight handpiece	7
17	Titanium Bone plating kit	1
18	Autoclaves-	3
19	Skin graft harvesting instrument-Humby knife with attachments	1
20	Implantology Surgery kit	1

#### **Department of Prosthodontics**

<b>S NO</b>	<b>EQUIPMENTS</b>	<b>QUANTITY</b>
1.	Pneumatic crown remover	1
2	Hanau wide view 183 semi adjustable articulators	6
3	Lab stereomicroscope	1
4	Autoclave	2
5	Dental chairs	15
6	Vacuum forming machine	1
7	Double jar sand blaster	1
8	Lumanat composite curing unit	1
9	LED light cure unit	1
10	Ultrasonic scaler	1
11	Lab type micro motor	6
12	Implant kit	1
13	Sinus lift instrument set	1

#### **DEPARTMENT OF PEDODONTICS**

<b>SI No</b>	<b>Equipment</b>	<b>Quantity</b>
1	Endomotor	1
2	Injectable GP condensation	1

3	Apex locator	2
4	Cordless light cure unit	1
5	RVG	1
6	Conscious sedation unit	1
7	TENS (Electronic anesthesia)	1
8	Pulse oxymeter	1
9	Magnifying loupes	3
10	Pedo dental chairs and units	4

#### DEPARTMENT OF PERIODONTICS

SI No.	Name of the equipment	Quantity
1	Laser unit ( Diode Laser 980 nm)	1
2	Intra oral camera	1
3	Digital Camera	1
4	Desensitizer	1
5	Electrosurgical Unit	2
6	Light Cure Unit	2
7	Needle Destroyer	1
8	Pulp Tester	2
9	Ultrasonic Cleaner	1
10	Implant kit with 25 No. MIS Implants with abutment Asepticophysio dispenser AEU 600 and 20:1 Reduction contra angle hand piece. (MIS, Confident dental equipments pvt. Ltd) Anthogyr	1
11	Dental Digital imaging system ( RVG) Dr. Suniplus	1
12	Surgical loupes	1
13	Centrifuge machine – R – 81B	1

**DEPT OF CONSERVATIVE DENTISTRY**

<b>Sl. No</b>	<b>Name of the Equipments</b>	<b>Quantity</b>
1	X-Ray Machine with RVG (suniray)	1
2	Computers	4
3	Scanner (Hp)	1
4	Printer (Hp)	2
5	Auto Clave (Runny'sFeng -2) (Melaquik-2)	4
6	Ultra Sonic Sterilizer	1
7	UV Light (cabinet)	1
8	Obtura II (Spartan)	1
9	Apex Locators	
	a.Averon	1
	b.Root ZX	1
	c.TR ZX	1
	d.Formatron	2
10	Light Cure Units	9
11	Ribbon kit	1
12	Palodent Sectional Matrix System	2
13	GiromaticHandpiece	2
14	Anthogyre	2
15	Endosonics(Setllac -2,Mectron-1)	3
16	Digital camera (NIKON)	1
17	LCD Projector with Screen	1
18	Surgical operating microscope (Karl zeiss)	1
19	Magnifying Loupes	1
20	Thermaprep (Dentsply)	1
21	Calamus (Dentsply)	1
22	OHP	1
23	X-smart (Dentsply)	2
24	Endomate (NSK)	1
25	Bleaching unit (Beyond)	1
26	Needless injector – ( Madajet )	1

### DEPARTMENT OF ORTHODONTICS

S NO	EQUIPMENTS	QUANTITY
1.	Hanau face bow articulator	1
2.	Fixators	6
3.	MBT gauges	1 set
4.	Bow caliper	2
5.	Bimler caliper	1
6.	Desktops	5
7.	Nikon camera	3
8.	Implant kit	2 sets
9.	Marathon motors MH	1
10.	Micro etcher	1
11.	Photography umbrella	2
12.	Autoclave	2
13.	Scaler unit	2
14.	Turrets	3
15.	Tracing table	1
16.	x-ray viewers	5
17.	Biostar	1
18.	Buffalo hanging units	2
19.	Hydro solder	1
20.	Plaster dispenser	2
21.	Spot welders	5
22.	LCD projectors	2
23.	Light cure units	4
24.	Electro polisher	1
25.	Dolphin software	1
26.	DVD writer	1
27.	Printers	4
28.	Vacuum mixer	1
29.	Scanners	2

### DEPARTMENT OF PUBLIC HEALTH DENTISTRY

NAME	Availability
LCD or DLP multimedia projector	1
Computer with Internet Connection with attached Printer & Scanner	2
Staff bus	1
Mobile dental clinic fitted with 2 dental chairs with complete dental unit	1
Ultrasonic scaler, compressor	1
Generator	1



Public address system, audio-visual aids	1
Television	1
DVD Player	1
Instrument cabinet, emergency medicine kits, BP Apparatus	1
Portable oxygen cylinder portable chair	1

## DEPARTMENT OF ORAL AND MAXILLOFACIAL PATHOLOGY

1. Microtome – semi-automatic (Microm)
2. Slide cabinet
3. Hot air oven
4. Photo electric colorimeter

### 4.2 Clinical Learning Resources

#### 4.2.1 Teaching Hospital

- \* Year of establishment : Year 1940
- \* Hospital institution distance: 6 KM
- \* Whether owned by the college or affiliated to any other institution?  
Affiliated to KC General Hospital, Govt. of Karnataka, Malleshwaram  
Bangalore - 3
- \* Are the teaching hospitals and laboratories accredited by NABH, NABL or any other national or international accrediting agency?  
NABH accreditation under process
- \* Number of beds : 453
- \* Number of specialty services: 19
- \* Number of super-specialty services: 3- ICU, NICU, Dialysis
- \* Number of beds in ICU / ICCU / PICU / NICU, etc- 48
- \* Number of operation theatres : Major OT, FPP OT, I OT, Minor OT-4
- \* Number of Diagnostic Service Departments- 19
- \* Clinical Laboratories: YES
- \* Service areas viz. laundry, kitchen, CSSD, Backup power supply, AC plant, *Manifold Rooms*, pharmacy services YES
- \* Blood Bank services : YES
- \* Ambulance services: YES
- \* Hospital Pharmacy services : YES
- \* Drug poison information service : YES
- \* Pharmacovigilance: NO
- \* Mortuary, cold storage facility: YES

- \* Does the teaching hospital display the services provided free of cost?

Free for BPL card holders

Yes, each department is keeping record of patient's provided free treatment

- \* What is the mechanism for effective redressal of complaints made by patients?

Patient's grievances redressal committee will look into the complaints made by patients department wise.

- \* Give four years statistics of in-patient and out-patient services provided.

Sl No	Year	OP [New]	OP [Old]	IP
1	2011	159203	49861	20137
2	2012	155684	47053	19012
3	2013	159324	27272	15448
4	2014	165085	34576	12097

- \* Does the hospital display charges levied for the paid services?

Yes, the treatment service charges for different treatment procedures in all the departments have been displayed in their respective notice boards for the patients.

- \* Are the names of the faculty and their field of specialization displayed prominently in the hospital?

Yes, displayed both in English and kannada language.

- \* Is pictorial representation of the various areas of the hospital displayed in a manner to be understood by illiterate patients?

YES

- \* Is there a prominent display of ante-natal, mother and child health care facilities?

YES

- \* How does the hospital ensure dissemination of factual information regarding rights, responsibilities and the health care costs to patient and the relatives/attendants?

Patients are given with all the treatment options including ideal options. And also cost of treatment, mode of payment is explained at the time of consultation. The concessions and free treatment options would be considered during calculation of the treatment service charges & receipts will be made for the treatment service charges paid by the patients to the hospital.

- \* How does the hospital ensure that proper informed consent is obtained?

In all the clinics of the hospital, patients/parents/guardians are asked to sign a well explained consent form.

- \* **Does the hospital have well-defined policies for prevention of hospital-acquired infections?**

YES

- \* **Does the hospital have good clinical practice guidelines and standard operating procedures?**

YES. Evidence based, well discussed, well explained internationally accepted treatment protocols are practiced .The materials & instruments used for the treatment procedures for all the patients are procured from reputed manufactures.

- \* **Does the hospital have effective systems for disposal of bio-hazardous waste?**

The hospital has an agreement with biomedical waste management Company to manage its biomedical waste and also the institution has adopted Eco friendly green initiatives.

- \* **How does the hospital ensure the safety of the patients, students, doctors and other health care workers especially in emergency department, critical care unit and operation theatres? Are the safety measures displayed in the relevant areas?**

Standard safety protocols in the institution. Yearly Hepatitis B vaccination camp, master healthy checks up are conducted for the staff, students, patients& nursing staff. The radiology dept. is constructed according to atomic energy commission & has obtained the required license from the same.

- \* **How are the Casualty services/Accident and Emergency Services organized and effectively managed?**

The hospital has a round the clock casualty and emergency team which co-ordinates the services for emergency situations.

- \* **Whether the hospital provides patient friendly help-desks at various places.**

Yes

- \* **Does the hospital have medical insurance help desk?**

No

- \* **What are the other measures taken to make the hospital patient friendly?**

Centrally located, well-connected transport facilities for easy access to patients.

- \* **How does the hospital achieve continuous quality improvement in patient care and safety?**

The staff & students of the institution are encouraged to attend continuing education courses / programs, hands on, live demos, bedside discussions, guest lectures, webinars, trade

exhibitions .The institution has adopted a strict policy to respond to patient’s grievances at the earliest.

- **What are the measures available for collecting feedback information from patients and for remedial actions based on such information?**

Patients are requested to fill the feed back forms of the treatment procedures in each dept.& suggestion boxes are installed in the hospital. The patients grievances redressal committee will look in to these feedbacks on a monthly basis and necessary actions will be taken immediately.

- \* **How does the institution ensure uniformity in treatment administered by the therapists?**

Continual review meets and case audits and Standard Operating Procedures are carried out to ensure uniformity in administered treatments.

- \* **Does the institution conduct any orientation training program for AYUSH-based para-medical staff?**

YES

- 4.2.2 **What specific features have been included for clinical learning in the out-patient, bedside, community and other clinical teaching sites?**

Case discussions, evidence based options, live demos, expert’s opinion, hands on course are included. All students are given demos and opportunity to perform procedures under guidance from senior faculty. Training of students to develop skills to manage emergencies during dental procedures is included in the General Medicine and Surgery departments.

### 4.3 **Library as a Learning Resource**

- 4.3.1 **Does the library have an Advisory Committee? Specify the composition of the committee. What significant initiatives have been implemented by the committee to render the library student/user friendly?**

The Library Advisory Committee is appointed by the Principal and is composed of faculty, graduate and undergraduate student representatives. The role of the Library Advisory Committee is to offer advice to the Librarian on issues of importance in the policies and the development of the Libraries and their contribution to the mission of the institution.

#### **Library Advisory Committee**

<b>Sl No</b>	<b>Name of the Member/ Department</b>	<b>Position</b>
1	Dr. Karunakara B C, Professor Dept of Orthodontics	Chairman
2	Dr. AshwinPrabhu, Reader Dept of Periodontics	Member
3	Dr. Indushekar, Sr Lectuer Dept of Oral Pathology	Member
4	Dr. Sneha Dani, Sr Lecturer Dept on Periodontics	Member

- To consider policy matters regarding Central Library/Departmental libraries including the policy for procurement of books and journals and render advice to the Purchase Committee for Library procurements.
- To look into day to day problems of the Library clientele, Library staff and send recommendations to the principal for the desired decision.
- To supervise the allocation and utilization of funds for different departments for purchase of books and journals for the Central and Departmental libraries.
- To maintain liaison between Central Library and various Academic Departments for the purchase of networking of Departmental libraries with the Central Library.
- To consider and put forward the views of faculty members regarding books/journals selection, ordering process etc.
- To consider and put forward the views of students and Research Scholars regarding their problems and solutions sought thereof.

#### 4.3.2 Provide details of the following:

- \* Total area of the library (in Sq. Mts.) : 377.93
- \* Total seating capacity : 200
- \* Working hours (on working days, on holidays, before examination, during examination, during vacation)

Working hours of the library

- (i) On Working Days 9.00 am to 9.00 pm
- (ii) On Holidays and vacation 9.00 am to 2.00 pm

- \* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)  
Available

- \* Clear and prominent display of floor plan; adequate sign boards; fire alarm; access to differently-abled users and mode of access to collection : Yes

#### \* List of library staff with their qualification

Sl No	Name	Designation
1	MrHareesha J	Librarian, MSc Library & Information Sciences
2	SmtSavitha N.B	Assistant Librarian, Diploma in Library & Information Sciences
3	Mr Praveen	System Administrator, MA, Bed
4	MrBheemappa Desai	Attender
5	SmtJayalakshmi	Attender

#### 4.3.3 Give details of the library holdings:

- \* Print (books, back volumes, theses, journals)

BOOKS	3974
BACK VOLUMES	1990 – 2014
THESES	42
JOURNALS	61

- \* **Average number of books added during the last three years**  
Number of books added during the from 2011 – 2013 is 185.  
About 61 journals of all the subjects together are subscribed every year.
- \* **Non Print (Microfiche, AV) – Available**
- \* **Electronic (e-books, e-journals)**
  - ❖ Current Journals - 61
  - ❖ Indian Journals - 16
  - ❖ Foreign Journals - 45
- \* **E- Resources - Available**
- \* **CDs / DVDs - Available**
- \* **Databases - Available**
- \* **Online journals – Available ( Through HELINET )**
- \* **Audio-Visual Resources – Available**
- \* **Magazines /Periodicals – Available**
- \* **Special collections** (e.g. text books, reference books, standards, patents)  
Available
- \* **Book bank – Available(167)**
- \* **Question bank - Available**

**4.3.4 To what extent is ICT deployed in the library? Give details with regard to**

- \* Library automation – Available
- \* Total number of computers for general access - 16
- \* Total numbers of printers for general access - 1
- \* Internet band width speed - 8 mbps
- \* Institutional Repository - Available
- \* Content management system for e-learning- Available
- \* Participation in resource sharing networks/consortia (like INFLIBNET)  
College has subscribed to HELINET services provided by RGUHS.

**4.3.5 Give details of specialized services provided by the library with regard to**

- \* Manuscripts
  - ❖ Available
- \* Reference
  - ❖ Available
- \* Reprography / scanning
  - ❖ Available

- \* Inter-library Loan Service
  - ❖ Available with KLEVK Dental college, belgaum
- \* Information Deployment and Notification
  - ❖ Not available
- \* OPACS
  - ❖ Not Available
- \* Internet Access
  - ❖ Available
- \* Downloads
  - ❖ Available
- \* Printout
  - ❖ Available
- \* Reading list/ Bibliography compilation
  - ❖ Available
- \* **In-house/remote access to e-resources**
  - YES
    - ❖ RGUHS - HELINET
- \* **User Orientation**
  - ❖ Library has enthusiastic and able staff who communicate clearly and effectively
  - ❖ Library orientation program for students is conducted to introduce them to the library resources and services
  - ❖ Constant monitoring of students attendance is through library attendance register
  - ❖ Available resources are advertised and explained how to use them
  - ❖ Front page Xerox of new journals and books is circulated around the departments
- \* **Assistance in searching Databases**
  - ❖ Available
  - ❖ Librarian ,system administrator and the members of the library committee are available for any assistance for students
- \* **INFLIBNET/HELINET**
  - ❖ Available
  - ❖ College has subscribed HELINET from RGUHS

**4.3.6 Provide details of the annual library budget and the amount spent for purchasing new books and journals.**

	2011-12		2012-13		2013-14	
	Number	Total cost (Rs)	Number	Total cost (Rs)	Number	Total cost (Rs)
Text Books	42	51,259	115	85,885	107	3,29,918
Journals (printed)	63	14,99,140	58	18,66,142	64	21,60,103
Journals (online)	41	1,30,000	41	1,30,300	41	1,30,300
Total		16,80,399		20,82,027		26,20,321

**4.3.7 What are the strategies used by the library to collect feedback from its users? How is the feedback analyzed and used for the improvement of the library services?**

- ❖ Suggestion boxes are available in the library, which helps the students & staff to register their complaints and suggestions
- ❖ These are evaluated regularly by the library advisory committee, and meetings are conducted with the students for improvement and maintenance of the library

**4.3.8 List the efforts made towards the infrastructural development of the library in the last four years.**

- ❖ Soundproofing, flooring and seating upgradation
- ❖ Circulation counter was modified for better handling of resources
- ❖ New AV section made.
- ❖ Library automation software implemented; CCTV cameras installed

#### **4.4 IT Infrastructure**

**4.4.1 Does the institution have a comprehensive IT policy with regard to:**

- \* IT Service Management
- \* Information Security
- \* Network Security
- \* Risk Management
- \* Software Asset Management
- \* Open Source Resources
- \* Green Computing

Yes. The Institute has a drafted policy in place with regard to the above concerns which is available in the digital library.

**4.4.2 How does the institution maintain and update the following services?**

- \* Hospital Management Information System (HMIS)
- \* Electronic Medical Records System (EMR)
- \* Digital diagnostic and imaging systems including PACS

At present, the manual recording of the records is in place. The institute is contemplating the installation of HMIS and EMR for maintaining patient records.

**4.4.3 Give details of the institution's computing facilities i.e., hardware and software.**

- \* Number of systems with individual configurations : Total 40 systems



Digital library (16 Nos.)- Pentium 4 and above 80 GB HDD, 1 GB ram

Departments (16 Nos.) -Pentium 4 and above 80 GB HDD, 1 GB ram + Intel Corei3, 2 Gb RAM, 500 GB HDD

Office (8 Nos.) - Intel Corei3, 2 Gb RAM, 500 GB HDD

- \* Computer-student ratio

1:10

Dedicated computing facilities

Each department is equipped with an exclusive desktop PC (Pentium 4 and above) along with scanner, printer and wired/wireless LAN facility for high-speed internet access. Apart from these, the digital library has dedicated facilities for the students to scan, print and search for scientific literature. The examination section is also equipped with a high speed bulk copy printer to print question papers for exams in very short time.

- \* LAN facility

The institute has 2 separate wired LANs - One for the library and departments and one in the office.

- \* Wi-Fi facility

The institute has Wi-Fi facility covering most areas, especially the library and individual departments. Wireless routers have been installed on every floor to ensure good coverage for access to the wireless network.

- \* Proprietary software

The department of orthodontics has installed a licensed version of proprietary software for cephalometric analysis of patients (DOLPHIN 11™.)

- \* Number of nodes/ computers with internet facility

40

- \* Any other (specify)

#### 4.4.4 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The institution periodically evaluates and upgrades IT infrastructure that has become obsolete and non functional. The IT Committee meets annually to discuss the issues of dated infrastructure and the procurement of latest technology.

#### 4.4.5 Give details on access to on-line teaching and learning resources and other knowledge and information database/packages provided to the staff and students for quality teaching-learning and research.

The institute is linked to HELINET, which provides access to a database of online journals. Also, periodically it relays webinars and other online programs for the staff and students.

#### 4.4.6 What are the new technologies deployed by the institution in enhancing student learning and evaluation during the last four years and how do they meet new / future challenges?

One of new technologies in the last 4 years to enhance student learning deployed by the institute is the hosting and relay of online programs

and interactive webinars. In future, distance learning and online tutorials and assessment initiatives shall be implemented to broaden the scope for learning for students.

**4.4.7 What are the IT facilities available to individual teachers for effective teaching and quality research?**

Each department has its own computers linked to high speed internet, also with an attached scanner, printer and WiFi router to enable staff to research and access quality healthcare information and teaching materials. Teachers are encouraged to digitally archive their teaching materials in the departmental library.

**4.4.8 Give details of ICT-enabled classrooms/learning spaces available within the institution. How are they utilized for enhancing the quality of teaching and learning?**

The institute has 4 lecture halls and one auditorium enabled with state of the art projection for effective teaching and learning. The digital library is equipped with a separate multimedia section which provides CD/DVD study material, access to online learning material and with facility to broadcast and relay online courses and presentations.

**4.4.9 How are the faculty assisted in preparing computer-aided teaching-learning materials? What are the facilities available in the institution for such initiatives?**

In addition to the ICT enabled lecture halls, the departments are equipped with a state of art seminar halls with desktop PCs connected to high speed internet and portable projectors to enable the conduct of seminars, discussions and teaching.

**4.4.10 Does the institution have annual maintenance contract for the computers and its accessories?**

Routine maintenance of computer and accessories is done by Ms/ Shruthi enterprises, Ram Mohan Puram, Bangalore.

**4.4.11 Does the institution avail of the National Knowledge Network (NKN) connectivity? If so, what are the services availed of?**

No

**4.4.12 Does the institution avail of web resources such as Wikipedia, dictionary and other education enhancing resources? What are its policies in this regard?**

Yes. Policies are elaborated in IT policy of the institute available at the digital library.

**4.4.13 Provide details on the provision made in the annual budget for the update, deployment and maintenance of computers in the institution.**

The annual budget for Computers and peripherals for the year 2014 was to the tune of 5 lac rupees for deployment of new and maintenance of existing infrastructure.

**4.4.14 What plans have been envisioned for the transfer of teaching and learning from closed institution information network to open environment?**

The institute plans on dissemination of educational material for public by hosting content on its web site regarding dentistry and the importance of oral health care. Also, learning and educational material in the form of powerpoints and portable document formats shall be hosted for the benefit of students and faculty alike.

**4.5 Maintenance of Campus Facilities**

**4.5.1 Does the institution have an estate office / designated officer for overseeing the maintenance of buildings, class-rooms and laboratories? If yes, mention a few campus specific initiatives undertaken to improve the physical ambience.**

The institute has appointed an engineer and a supervisor to oversee the maintenance of buildings and facilities. Landscaping, gardening, painting and displays have been done to ensure a better ambience.

**4.5.2 How are the infrastructure facilities, services and equipments maintained? Give details.**

The infrastructure, maintenance and condemnation committee have been setup to monitor and maintain infrastructure and equipment. Annual maintenance contracts for specific equipment are in place for ensuring their adequate maintenance and functioning.

**4.5.3 Has the institution insured its equipments and buildings?**

Yes. Buildings have been insured.

*Any other information regarding Infrastructure and Learning Resources which the institution would like to include.*

**Innovative Practice:**

Conduct of Microsoft Digital Literacy Campaign for staff and students.

The NAAC Criteria IV institutional committee initiated a “Digital Literacy campaign” for students and staff of the institute. The program involved dissemination of study material pertaining to basic computer and internet skills. The participants were asked to test their understanding and skills by appearing for a multiple choice online test from Microsoft Inc. Successful test takers were awarded a digital Literacy certificate while the unsuccessful ones were given time to prepare again and revise their skills before appearing for the test. The first leg of the program was initiated for the staff with 100% attendance and success. The subsequent stages of the program shall include all students and para-dental staff.

# CRITERION V – STUDENT SUPPORT AND PROGRESSION

## 5.1 Student mentoring and support

### 5.1.1 Does the institution have a system for student support and mentoring? If yes, what are its structural and functional features?

Yes, the institution has a system for student support and mentoring.

For student support, we have the following administrative committees:

- Students' Welfare Committee
- Overseas Students Welfare Association
- Women's Grievance and Redressal Committee
- Hostel Committee
- Research Committee
- Ethical Committee
- Alumni Association
- Students-Patients' Grievance Committee in each Dept

A suggestion box is kept outside each Department for both students and patients.

We have a Student Mentoring system, which involves all the students and faculty members. Each faculty member is assigned 3-4 students as mentees.

### 5.1.2 Apart from classroom interaction, what are the provisions available for academic mentoring?

Academic mentoring of students is facilitated by

- Group discussions
- Chair side / Case discussions
- Role plays
- Students are encouraged to participate in UG Conventions by presenting academic papers and posters
- Any student is free to approach any faculty member in any department to resolve any academic issues or doubts. These meetings take place in the faculty member's room or in the department.
- Students with language problems are encouraged to attend English classes and to learn to speak the local language.
- Students with specific talents are encouraged to develop them.
- The parents / guardians are informed about the attendance and academic progress of their wards on a regular basis.

### 5.1.3 Does the institution have any personal enhancement and development schemes such as career counseling, soft skills development, career-path-identification, and orientation to well being for its students? Give details of such schemes.

Every year, an orientation program is conducted for the new I BDS students, introducing them and their parents to the course

and the college. A similar program is also organized for the new postgraduate students every year.

Various programs on practice management, memory and recall skills, improved learning methods are also being conducted on a regular basis.

**5.1.4 Does the institution have facilities for psychosocial counseling for students?**

Yes, the mentors of respective students are the first ones to address psychosocial problems. In case the problems are beyond the scope of the mentor to handle, the case is referred to a certified counselor.

**5.1.5 Does the institution provide assistance to students for obtaining educational loans from banks and other financial institutions?**

The institution helps students who need educational loans to avail of them from the local branch of Canara Bank, where the college also has its accounts. An officer from the bank makes a presentation to the new students and their parents during the orientation program.

**5.1.6 Does the institution publish its updated prospectus and handbook annually? If yes, what are the main issues / activities / information included / provided to students through these documents? Is there a provision for online access?**

The institution updates and publishes its prospectus and handbook every year. These are also available online on the college website <http://www.kledentalbengaluru.com/kledental.html>

Contents of handbook include

- Principal's message
- Vision, mission and objectives
- Bio-data of student
- Instructions to the students
- Instructions to the parents
- The campus and its amenities
- Courses offered
- Co-curricular activities
- Departments / specialties in the institution
- Assessment programs
- Hostel facilities
- Curriculum for UG training
- Time-tables
- Dental ethics
- Scholarships and awards for students
- List of administrative committees
- Important contacts

**5.1.7 Specify the type and number of institution scholarships / freeships given to the students during the last four years. Was financial aid given to them on time?**

Scholarships are given by the Government of Karnataka to SC / ST students and by the minority commission to the minority students.

**5.1.8 What percentage of students receive financial assistance from state government, central government and other national agencies?**

The State government gives scholarships to the SC/ST and OBC students. The Central government gives scholarships to students from the Defense Services.

**5.1.9 Does the institution have an International Student Cell to attract foreign students and cater to their needs?**

Our website provides information for the needs of international students. We also have a co-ordinator to facilitate admission of foreign students in our institution.

**5.1.10 What types of support services are available for**

**\*Overseas students** – we have an Overseas Students Welfare Association to look into the issues of students from abroad.

**\*Differently abled students** – there is a ramp leading from outside to the Oral Surgery Dept, from where the elevator can be taken to each floor. The College Office, the Library, the classrooms, the preclinical laboratories, Dept of Public Health Dentistry and Dept of Oral Pathology can be directly accessed from the elevator. The Dept of Public Health Dentistry has a special section called the Comprehensive Dental Clinic where differently abled students can treat patients without having to go to the Dept clinics on the mezzanine floors.

**\*SC/ST, OBC and economically weaker students** – these students get financial aid from the college in the form of discounted fees, and library facilities in the form of a special book bank apart from government scholarship.

**\*Students participating in various competitions/conferences in India and abroad** – our students regularly participate in inter-college sports and cultural competitions for which the college provides travel allowances and facilitates lodging in college hostels

**\*Health centre / health insurance** – Our institution has a tie-ups with the neighbouring hospitals like Peoples tree hospital, Ananya Hospital, Suguna Hospital, City Hospital and Panacea Hospital, which provide our students with a discount on consultation / treatment charges.

**\*Skill development** – Classes on spoken Kannada and Microsoft digital literacy program for our students are conducted by experts from among our faculty members.

**\*Performance enhancement for slow learners** – Remedial classes and tests are conducted for students who are slow learners.

**\*Exposure of students to other institutions of higher learning** – our postgraduate students regularly get opportunities to visit institutes of higher learning – several of our PGs are doing their dissertation work at CMTI, Mazumdar Shaw Cancer Centre, KLE Hospital, Belgaum, Ghosala Reddy Foundation, Hyderabad, etc. Some of them have postings in the Kidwai Memorial Institute of Oncology.

\*Publication of student magazine / newsletter – We have a Student Editor, who is a member of the Student Council.

5.1.11 Does the institution provide guidance and/or conduct coaching classes for students appearing for competitive examinations (such as USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS)? If yes, what is the outcome?

Orientation classes are held by internal and external resource persons for guiding students to appear for competitive examinations. We encourage our students to attend coaching for competitive exams.

5.1.12 Mention the policies of the institution for enhancing student participation in sports and extracurricular activities through strategies / schemes such as

- additional academic support and academic flexibility in examinations
- special dietary requirements, sports uniform and materials
- any other (specify)
  - Any student attending any sports competition is given attendance for the classes missed
  - S/he is given flexibility in submission of assignments
  - If the student misses an internal examination on account of participating in a sports event, a re-examination is conducted for him / her
  - All sports equipment for indoor sports such as chess, table tennis, carrom, and outdoor sports such as basketball, volleyball, throwball, cricket are provided by the college
  - The college has a Sports room with gym equipment
  - The institution provides travel and boarding allowance for students who participate in tournaments held in other cities

5.1.13 Does the institution have an institutionalized mechanism for student placement? What are the services provided to help students identify job opportunities, prepare themselves for interviews, and develop entrepreneurship skills?

Our faculty members co-ordinate and conduct workshops on Practice Management, job opportunities, soft skills, etc for the interns.

**5.1.14 How does the institution provide an enriched academic ambience for advanced learners?**

Advanced learners among the undergraduates are invited to attend postgraduate seminars. They are advised to observe cases being treated by post graduate students. They are also allowed into the operation theater. They are encouraged to present papers / posters / table clinics at academic conferences. The best presenters in undergraduate seminars are awarded certificates.

**5.1.15 What percentage of students dropout annually? Has any study been conducted to ascertain the reasons and take remedial measures?**

Dropout rate at UG level is 2% overall on account of students who join different professions or due to psychological, health and personal problems. Some of them opt for medical course after one year. However, we have a psychosocial counseling cell that tries to minimize these dropouts.

**5.1.16 Give the number of students selected during campus interviews by different employers (list the employers and the number of companies who visited the campus during the last four years).**

At present, campus interviews are not conducted in our college. However, we have written to several hospitals inviting them to come and conduct campus interviews for our interns.

**5.1.17 Does the institution have a registered Alumni Association? If yes, what are its activities and contributions to the development of the institution?**

Yes, the institution has a registered alumni association that is comprised of chairman, member secretary, faculty members, support staff, students and alumni as its members.

Regular alumni meets are held once in three years. Alumni are invited to attend workshops and CDE programs conducted in our institution. Renowned alumni members are invited as guest speakers to enrich our institution with their knowledge.

**5.1.18 List a few prominent alumni of the institution.**

Some prominent alumni of our institution are

- Dr Jaya Prakash (BDS-1992), Prof and Head of Public Health Dentistry at ITS Dental College, Greater Noida
- Dr Dharam Hinduja (BDS-1994), Assoc Prof, SJM Dental College, Chitradurga
- Dr Naveen PC (BDS-1998), Sub-Inspector, Karnataka State Police Dept, Hassan
- Dr Sunitha Gowda (BDS-1998), Associate in Govt sector in New Zealand
- Dr Deepthi Mishra (BDS-2006), previously worked at WHO headquarters, presently with Global Fund
- Dr Sandeep Jagini (BDS-1998), practitioner and owner-member of group practice Horizon Dental in Connecticut, USA
- Dr Vidyavathi BK (BDS-1999), practitioner-director of



Jefferson Dental Clinic, USA

- Dr Pavan Kumar KR (BDS-1998), Asst Prof, College of Dentistry, Hail University, Saudi Arabia
- Dr NishitModi (BDS-1998), practitioner and owner-member of group practice Horizon Dental in Connecticut, USA
- Dr Chakradhar A (BDS-1994), consulting Implantologist for leading hospitals in Bangalore
- Dr Sunitha PS (BDS-1999), district dental surgeon, Govt Hospital, Hosur, Tamil Nadu

**5.1.19 In what ways does the institution respond to alumni requirements?**

Transcription and recommendation letters for applying to universities (National & International) are provided to our alumni whenever asked for.

The alumni are invited for career guidance programs conducted by the institution.

**5.1.20 Does the institution have a student grievance redressal cell? Give details of the nature of grievances reported. How were they redressed?**

Yes, the institution has a student grievance redressal cell. Verbal as well as written grievances related to academics, hostel, food, are addressed by the committee. Issues which cannot be resolved within their purview are further brought to the notice of the higher authorities in the institution and the management.

**5.1.21 Does the institution promote a gender-sensitive environment by (i) conducting gender related programs (ii) establishing a cell and mechanism to deal with issues related to sexual harassment? Give details.**

Yes, the institution provides a gender-sensitive environment. We have a Womens' Grievance Cell to deal with such issues. We also conduct programs on gender issues, like talks on the Vishakha guidelines for sexual harassment.

**5.1.22 Is there an anti-ragging committee? How many instances, if any, have been reported during the last four years and what action has been taken in these cases?**

The institution has a Disciplinary and Anti-ragging Committee. There have been no incidents of ragging in our college or hostel premises.

**5.1.23 How does the institution elicit the cooperation of all its stakeholders to ensure the overall development of its students?**

The institution elicits co-operation of all its stakeholders (students, patients, faculty and staff) in the following ways

- Regular feedback from students and patients
- Suggestion boxes outside each Department
- Regular meetings of administrative committees and the college General Body

**5.1.24 How does the institution ensure the participation of women students in intra- and inter-institutional sports competitions and cultural activities? Provide details of sports and cultural activities where such efforts were made.**

As the college has a majority of women students, their participation in sports and cultural activities exceeds that of male students (percentage). Aside from this, there are also some occasions where exclusive programs for women are held. On the occasion of Women's Day every year, we invite an eminent woman from a field / profession where women are rare, to address our students and inspire them.

**5.1.25 Does the institution enhance the student learning experience by providing for rotation from the teaching hospital to the community and district hospital during the internship period?**

The Dept of Public Health Dentistry takes students every week for Dental Camps to satellite clinics on the city outskirts and surrounding rural areas from III BDS onwards through internship. The institution has four Satellite Centers where post graduates and interns are posted, and which is looked after by a permanent faculty.

**5.1.26 Does the institution have immunization policy for its students and staff?**

Yes – Hepatitis B vaccination is done annually. All the students, faculty and staff are regularly immunized against HBV after checking their immune status.

**5.1.27 Does the institution give thrust on students growth in terms of:**

The institution promotes the overall growth and development of the students in various ways – yoga classes help in physical, emotional and spiritual growth, stress management workshops, picnics and food fests to promote social bonding.

## 5.2 Student Progression

### 5.2.1 What is the student strength of the institution for the current academic year? Analyze the Program-wise data and provide the trends (UG to PG, PG to further studies) for the last four years.

The student strength for the current academic year is 257.

I BDS: 43    II BDS: 50    III BDS: 41    IV BDS: 52    Interns: 25    PGs: 46

Many of our BDS graduates have taken up postgraduation in Dentistry (MDS) as well as MPH (Masters in Public Health), MHA (Masters in Hospital Administration) and MSc in Microbiology and Anatomy. Several of them have taken up further studies in Clinical Research. Few of them have migrated to the US and completed their DDS and are either practicing or pursuing further studies. Few of them have even taken up work in the IT field.

### 5.2.2 What is the number and percentage of students who appeared/qualified in examinations for Central / State services, Defense, Civil Services, etc.?

- Dr Naveen PC (BDS-1998), is a Sub-Inspector with the Karnataka State Police Dept in Hassan
- Dr Sunitha PS (BDS-1999) is a district dental surgeon at the Govt Hospital, Hosur, Tamil Nadu – she appeared and cleared the Tamil Nadu Public Service Commission exam.
- Dr Jyothi (BDS-1999) is an employee of the Karnataka State Govt
- Dr Manjushree, Dr Shruthi G and Dr Shivani Bhatia (BDS-2014) have appeared for the UPSC exam in 2014

### 5.2.3 Provide category-wise details regarding the number of postgraduate dissertations, Ph.D. and D.Sc. theses submitted/ accepted/ rejected in the last four years.

Postgraduate dissertations

	Year 2011	Year 2012	Year 2013	Year 2014
Oral Medicine	2	1	3	2
Oral Surgery	3	3	3	3
Prosthodontics	2	2	2	5
Pedodontics	2	2	2	1
Periodontics	2	2	2	2
Conservative Dentistry	2	2	2	2
Orthodontics	3	3	3	5
Public health dentistry	0	0	0	3

5.2.4 What is the percentage of graduates under AYUSH programs employed in the following?

- \* AYUSH departments/Hospitals,
- \* Multinational companies,
- \* Health clubs,
- \* Spas,
- \* Yoga wellness centers,
- \* Yoga studios,
- \* Health clubs,
- \* Own Yoga cubes/studios?
- Not applicable

### 5.3 Student Participation and Activities

5.3.1 List the range of sports, cultural and extracurricular activities available to students. Furnish the program calendar and provide details of students' participation.

Every year, the institution organizes a sports and cultural festival with several events in which students participate enthusiastically. This is usually held in the month of March after the second internal exams. The sports events include both indoor sports such as table tennis, chess, carrom, and outdoor sports such as throwball, volleyball, badminton and cricket.

5.3.2 Give details of the achievements of students in co-curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. during the last four years.

2010 convention	Orthodontics, 2 <sup>nd</sup> prize in table clinic at 14 <sup>th</sup> IOS PG UGs – ISP Listerine award for highest marks in Periodontics
2011 Convention	Periodontics, one of five best posters at 10 <sup>th</sup> ISP PG
2012	Pedodontics, 3 <sup>rd</sup> prize for poster presentation at 8 <sup>th</sup> ISPPD PG convention Orthodontics, 2 <sup>nd</sup> prize in table clinic at 15 <sup>th</sup> IOS PG Convention 3 <sup>rd</sup> prize for paper presentation at 15 <sup>th</sup> IOS PG Convention Conservative dentistry, 2 <sup>nd</sup> prize for paper presentation at MSRDC Best paper at 26 <sup>th</sup> FODI / 16 <sup>th</sup> IES National conference Prosthodontics, Two 2 <sup>nd</sup> prizes for paper presentation at 14 <sup>th</sup> IPS PG Convention Best paper at the 40 <sup>th</sup> IPS National Conference Periodontics, 1 <sup>st</sup> prize in intercollegiate Perio quiz Oral Surgery, Two best paper awards at IAOMR PG Convention

- 3<sup>rd</sup> prize for paper presentation at Kerala Dental Meet
- UGs, Best poster at Pedodontics Undergraduate Convention  
ISP Listerine award for highest marks in Periodontics  
Trinity 2011 at Belgaum – prizes in debate, dumb charades,  
carrom and arm wrestling
- 2013 Prosthodontics, 3<sup>rd</sup> prize for poster presentation at CDE at MRADC  
Periodontics, Consolation prize for paper at 12<sup>th</sup> ISP Convention  
Pedodontics, 2<sup>nd</sup> prize for paper presentation at CDE on Special  
Care Dentistry  
3<sup>rd</sup> prize in quiz at 35<sup>th</sup> ISPPD National Conference  
3<sup>rd</sup> prize in essay competition at 38<sup>th</sup> ISP National Conference  
Oral Surgery, 1<sup>st</sup> prize in intercollegiate quiz at OMFS Day  
3<sup>rd</sup> prize for poster at FHNO Conference  
Orthodontics, 2<sup>nd</sup> prize for e-poster at CDE on Functional Occlusion  
Conservative dentistry, Best paper at 28<sup>th</sup> IACDE /21<sup>st</sup> IES National Conference  
UGs - Best paper award at National UG pedodontic Convention  
Best poster award at National UG conservative dentistry Convention  
ISP Listerine award for highest marks in Periodontics
- 2014 Prosthodontics - 1<sup>st</sup> prize for paper at IAACD Conference  
Periodontics - Two consolation prizes in Periocharcha (debate)  
Oral Surgery – Best poster at 39<sup>th</sup> AOMSI National Conference  
Oral medicine - Best dissertation award at IAOMR National Conference  
Best poster at IAOMR National Conference  
Conservative dentistry - 2<sup>nd</sup> prize for paper at IAACD Conference  
UGs - Oral medicine – Overall best research paper and two sessional best, paper awards at National UG Convention  
Periodontics – 2<sup>nd</sup>, 3<sup>rd</sup> and consolation prizes for paper and 2<sup>nd</sup> prize for poster at ISP National UG Convention ‘Perioprabhaat’

- i. Does the institution provide incentives for students who participate in national / regional levels in sports and cultural events?

Students who participate in regional or national level sports and cultural events are encouraged in the following ways

Any student attending any sports / cultural competition is given attendance for the classes missed

S/he is given flexibility in submission of assignments

If the student misses an internal examination on account of participating in a sports event, a re-examination is conducted for him / her

Travel and boarding allowances are given to students going for out-of-town competitions

- ii. **How does the institution involve and encourage its students to publish materials like catalogues, wall magazines, college magazine, and other material? List the major publications/ materials brought out by the students during the last four academic sessions.**

The Students' Council has a Student Editor as a member, who heads a Student Editorial Board. They bring out an e-magazine every year, consisting of articles, poems, sketches, jokes and other exhibits of students' talents.

- iii. **Does the institution have a Student Council or any other similar body? Give details on its constitution, activities and funding.**

The institution has a Students' Council elected by the student body. The members are General Secretary, Joint Secretary, Cultural Secretary, Sports Secretary, Treasurer and Editor. The Council organizes the College Cultural and Sports week, and the College Annual Day. Funding is obtained by participation fees and from the college administration.

- iv. **Give details of various academic and administrative bodies that have student representatives in them. Also provide details of their activities.**

The institution has 27 administrative committees, of which 16 committees have student members.

**Any other information**

- Students participated in a poster and essay competition on the occasion of World Environment Day 2013
- Students took part in a speech competition in their mother tongues on International Mother Language Day on Feb 21, 2014
- They cleaned up and painted the compound wall of the college on the occasion of Swachha Bharat Abhiyan.
- They took part in a role – play on the occasion of Anti-Tobacco Day 2014
- They enacted a role play at Vidhana soudha in the function organized by the Government of Karnataka, on account of launching of 'Dhanta Bhagya Yojane'- the free denture program for BPL card holders above 60 years of age.

## **CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT**

### **6.1 Institutional Vision and Leadership**

#### **6.1.1 State the vision and the mission of the institution.**

##### **VISION**

###### **Learn and Employ**

Provide an excellent learning experience and nurture the new generation of Dental professionals to meet the emerging challenges by learning the latest in the field of Oral health care; encompassing, academics, clinical and research arenas and employing this knowledge to serve mankind.

##### **MISSION**

Develop a unique centre of excellence for learning all facets of dentistry which will generate dental professionals of global standards to render high quality dental care, teaching and research, with an integrated and ethical approach in pursuit of oral health care for all.

##### **OBJECTIVES**

1. To promote dental education of high standards, that revolves around acquiring relevant knowledge and skills in rendering oral health services.
2. To develop a learning environment which inculcates the scientific temperament and reasoning that provides impetus for research in oral health care.
3. To train young dental professionals in high quality of dental treatment rendered with utmost care, compassion, concern and competency.
4. To effectively implement the curricula prescribed for under graduate and post graduate courses.
5. Strive effectively to bring necessary changes (as dictated by the current needs of the profession) in the course structure and design, corroborating with the affiliating and apex bodies so that the courses are more contemporary.
6. To promote the culture of cooperation, corroboration of team work, collective responsibility, inclusive leadership and social commitment.
7. To train the under graduate in the fundamentals of both theoretical and clinical aspects of dentistry so that they can confidently practice general dentistry.
8. To introduce and involve under graduate students in research activities and scientific presentations thereby encouraging them for higher education.
9. To motivate and encourage post graduate students and faculty, strive to their potentials and to bridge the gap between clinical research and practice.

10. To promote all around developments of the students, not only in academics but overall personality so that they can meet challenges in all walks of life.
11. To create awareness regarding oral hygiene and provide oral health care services at community level by organized, sustained outreach programmes.

6.1.2 Does the mission statement define the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, the institution's tradition and value orientations, its vision for the future, etc.?

Yes

6.1.3 How is the leadership involved in

\* **Developing E-Governance strategies for the institution?**

The leadership role is developing E-Governance in the institution is by having E-forum for information regarding admissions, students information, teaching and non-teaching staff information, teaching schedule and time-tables, attendance and internals reports, examination evaluation process. Institution is in process of procuring LAN (Local Area Network) facility for maintaining patient's information and appointments, inter-department exchange of information like radiographs and treatment details etc.

\* **Ensuring the organization's management system development, implementation and continuous improvement?**

Organization's management system development, implementation and continuous improvement are monitored. Clinical and internal quality check committee evaluates the departments and conducts internal auditing. Inspections by apex bodies are held. Feedback from students, patients, faculty and parents help in continual development and improvement of the institution.

\* **Interacting with its stakeholders**

Stakeholders have a representative committee and every class have representatives. Meetings are conducted on bi-annual basis with the stakeholders. Orientation programs are organized. The college website has a suggestion page available for feedbacks from stakeholders.

\* **Reinforcing a culture of excellence**

Staff and students are encouraged to attend conferences, workshops, publish papers and participate in other academic, sports and cultural events at state and national level. Staffs are encouraged to organize conferences and research.

\* **Identifying organizational needs and striving to fulfill them**

Organizational needs concerning teaching learning, research, students and staff welfare, infrastructure and materials are discussed with all the heads of the department every month.

6.1.4 Were any of the top leadership positions of the institution vacant for more than a year? If so, state the reasons.

No



**6.1.5 Does the institution ensure that all positions in its various statutory bodies are filled and meetings conducted regularly?**

Yes, institution ensures all the positions in its statutory bodies are filled and meetings like college council meetings, General Body meeting, College administrative council meetings, Intra-departmental meetings are conducted regularly.

**6.1.6 Does the institution promote a culture of participative management? If yes, indicate the levels of participative management.**

Yes, institution promotes a culture of participative management by conducting HOD meetings, General Body meeting, College administrative council meetings, Intra-departmental meetings, Stakeholder meetings- student council meeting, Parent-teacher meeting and alumni meetings.

The institution promotes culture of participative management at various levels by having college administrative committees which consists almost 100% of the working staff and are actively functioning.

The details are as follows,

1. Clinical committee
2. Internal quality check committee
3. Curricular and calendar of events committee
4. Overseas and out of state students welfare association
5. Publicity committee
6. Publication committee
7. Biomedical waste disposal committee
8. Environmental and ecological committee
9. Alumni association
10. Hostel committee
11. Purchase committee
12. Transport and locker committee
13. Grievance and redressal committee
14. Woman grievance and redressal committee
15. Satellite centre
16. Disciplinary and anti-ragging committee
17. Research committee
18. Condemnation committee
19. Committee for community orientation
20. College council
21. Synopsis and ethical committee
22. Library advisory committee
23. Students welfare association committee
  - a) Cultural
  - b) Sports
  - c) Others
24. Committee for support staff
25. Parent teacher association
26. Staff welfare committee
27. Department of continuing dental education
28. Patient grievance committee

**6.1.7 Give details of the academic and administrative leadership provided by the university to its affiliated colleges / constituent units and the support and encouragement given to them to become autonomous**

Faculty of affiliated colleges of the university are taken into academic council, incharge of UG and PG studies in dentistry and also have a chance to become senate member and dean dental faculty of the university.

**6.1.8 Have any provisions been incorporated / introduced in the University Act and Statutes to provide for conferment of degrees by autonomous colleges?**

Not applicable

**6.1.9 How does the institution groom leadership at various levels? Give details.**

Staff level: The institution grooms leadership at various levels like leadership roles in college administrative council, university elections (senate & syndicate membership), contest KSDC elections, executive members in different specialty societies, DCI elections (Principal & Vice-principal), encourage to participate in sports & cultural activities at state and national levels, encourage to present papers and posters at national & international levels, encourage research projects, clinical expertise programs.

Student level: Democratically elected general secretary, sports secretary, cultural secretary and class representatives (Male & Female) groom leadership at various levels. Students are encouraged to participate in sports & cultural activities at state and national levels, encourage to present papers and posters at national & international levels and research projects are encouraged to develop leadership qualities

**6.1.10 Has the institution evolved a knowledge management strategy which encompasses the following aspects such as access to**

- \* Information Technology- Yes
- \* National Knowledge Network (NKN)- No
- \* Data Bank-Yes
- \* Other open access resources along with effective intranet facilities with unrestricted access to learners- Yes

If yes, give details.

Institution encourages knowledge management strategy encompassing the above aspects by,

- \* Having a e-library, access to various journals (national & international), annual subscription is done to 43 e-journals via Helinet, provides Wi-Fi internet connection
- \* The library has average of 3974 books with 1260 titles and 47 Print journals (34 International and 13 National). The back volumes of the Journals are also available.
- \* Access to webinars
- \* Advanced computer literacy programs are conducted regularly and certified by Windows
- \* Institution is in process of procuring LAN to interchange radiographs, patient details for faster communication for effective diagnosis and treatment planning and patient management.

### 6.1.11 How are the following values reflected in the functioning of the institution?

#### \* Contributing to National development

- Institute promotes access to teacher's training programs, encourage PhD programs, research projects to contribute to increase the efficiency of faculty and in-turn contribute to national development. Eminent staff from our institution as resource persons train other faculty members at teacher's training programs conducted by the university
- Institution has affordable treatment charges to make the service feasible to common people, has satellite clinics, have adopted villages, NSS, institution conducts free dental camps, conduct free annual denture camps which helps in serving more number of population.

#### • Fostering global competencies among students

- Students are encouraged to attend national & international workshops, table clinics, national & international paper & poster presentations, attending conferences and CDE programs, skill development by conducting quiz, debate, essay competitions, inter-department meets, group discussions.
- Collaborations and MOUs with various specialty hospitals and institutions are done to gain more exposure and knowledge. Plans to obtain collaboration with CMTI.
- Post graduate students have peripheral postings to gain more exposure
- Inter-institutional studies are going on
- Several ongoing research work associated with agencies (national and international) are in process to enrich the students

#### • Inculcating a sound value system among students

To inculcate sound moral and ethical values systems among students, along with discipline and punctuality, maintaining a plastic free campus, vanamothsava and spiritual programs are organized, social work activities are encouraged. Students participate in planning and implementing various activities like cultural activities, camps to conduct oral hygiene month, anti-tobacco awareness and Swatch Bharat Abhyan. Hepatitis vaccination and blood donation via Lion's club are conducted; emission tests for vehicles are monitored. Students have been performing skits and role plays in camps for anti-tobacco awareness day and AIDS awareness day programs.

#### • Promoting use of technology

- At academic level, ICT based learning which inculcates power-point teaching, video & flash class presentations, problem based learning, webinars, usage of e-library, Wi-Fi campus are provided.
- At administrative level, college & staff information through website, e-record maintenance is promoted. Hub for examination have CCTVs installed in examination halls and hi-technology printers are available for receiving question papers from university and internet facilities to feed the necessary documentations to university.

#### • Quest for excellence

Awards, medals, rolling trophies and certificates are given to meritorious students to encourage them to achieve excellences. Research projects are highly encouraged and promoted to achieve excellence.

**6.1.12 Has the institution been indicted / given any adverse reports by National Regulatory bodies? If so, provide details.**

No, the institution has never been indicted / given any adverse reports by National Regulatory bodies.

**6.1.13 What are the projected budgetary provisions towards teaching, health care services, research, faculty development, etc.?**

Documents for the projected budgetary provisions towards teaching, health care services, dental research and scientific fund and sports funds are as follows

Year	Teaching	Healthcare services	Dental Research and scientific fund	Sports fund
2011-12	4,87,61,630	36,00,000	5,05,000	50,000
2012-13	5,10,35,421	47,52,000	6,20,000	62,000
2013-14	5,14,48,563	55,36,000	5,30,000	53,000
2014-15	4,79,42,839	51,52,000	5,45,000	54,500
2015-16	5,11,47,942	57,80,000	6,60,000	66,000

**Annual library budget and amount spent**

Year	Budget allocated	Budget amount spent
2011-12	25,00,000	17,34,641
2012-13	40,00,000	20,82,027
2013-14	40,00,000	26,20,021
2014-15	50,00,000	22,95,068
2015-16	25,00,000	-

**6.2 Strategy Development and Deployment**

**6.2.1 Does the institution have a perspective plan for development? If yes, what aspects of the following are considered in the development of policies and strategies?**

**\* Vision and mission**

- The institution aims to serve large population of the society and bring in more research outcomes to contribute to development of dental fraternity.
- Plans to adapt more villages and cancer screening programs are in the process of execution.
- Plans to obtain designated tele-medicine portal facility
- Plans to have fellowship program for early detection of oral cancer

### Teaching and learning

Institution plans to upgrade ICT enabled learning, problem based learning, evidence based learning, OSCE/ OSPE based examination, value-based learning, integrated teaching, structured and objective type of viva and microteaching.

#### \* Research and development

- An active research and ethical committee which is functioning ensure quality research.
- Research activities aims to contribute to dental fraternity and population at large with its outcome.
- Our oral cancer research project is focusing on point of care diagnosis which is simple, cost effective and can be readily used by low skilled personnel. This approach is vital to down stage oral cancer and to cater larger population
- Institution aims to have MOU with BISS institution, Bangalore and share our expertise with other LMIC (Low and Middle Income Countries).

#### \* Community engagement / outreach activities

Plans to adapt more villages, more dental camps and cancer screening programs are in the process of execution.

#### \* Human resource planning and development

- Institution has a HRD cell which guides and conducts carrier counselling programs for higher education, allied job opportunities are conducted for future jobs prospects for the students who pass from the institution. Counselling programs for opportunities abroad are also given.
- Staff are motivated to pursue PhD

#### \* Industry interaction

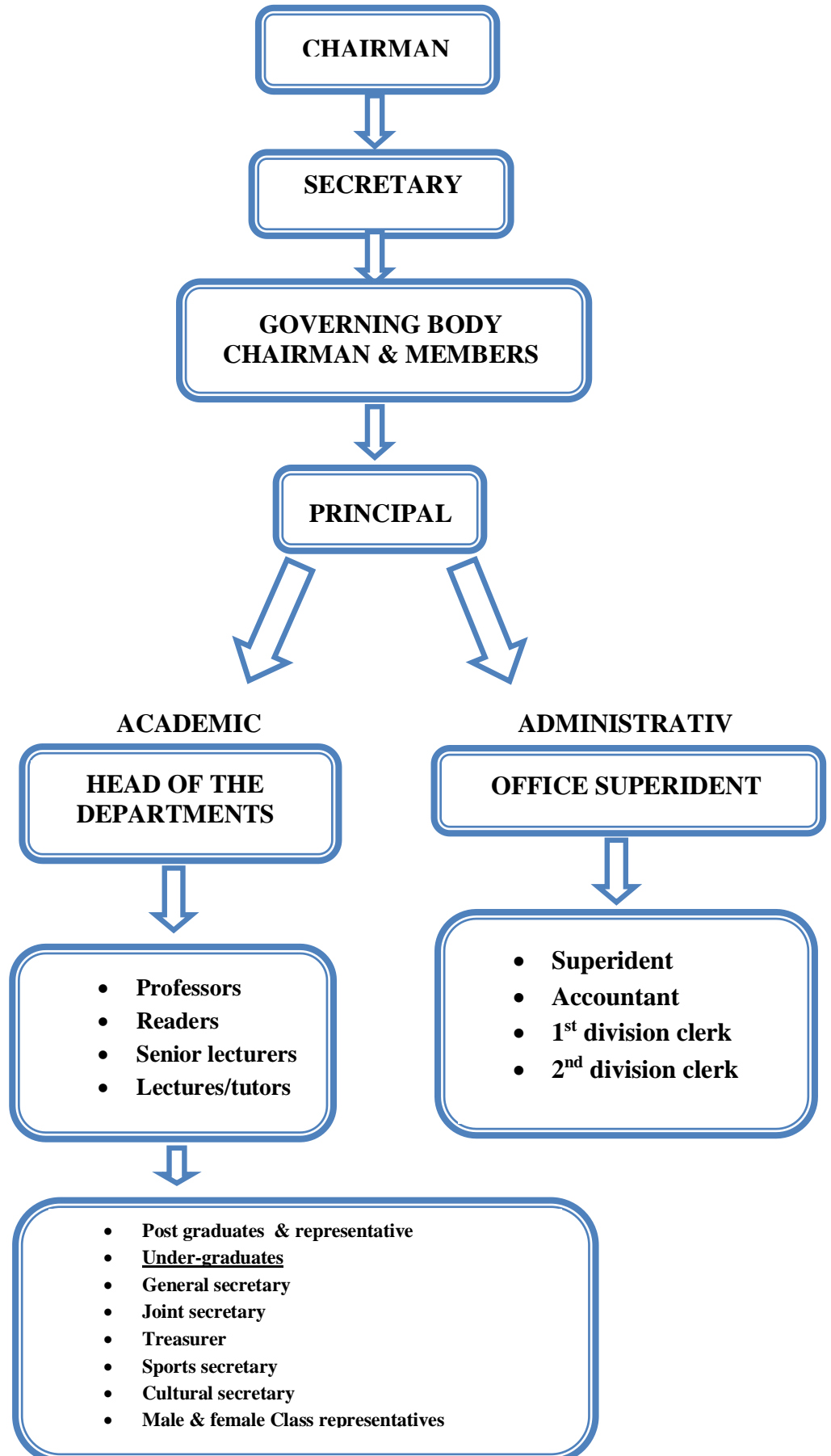
Enhanced interaction and hands-on/workshops are conducted with dental materials manufacturers/companies and are also encouraged to carry out short term studies to have increased awareness about dental materials and explore their applications in dentistry. Staff and students are encouraged to interact with related industries to suit their needs, get suitable help for research projects and clinical work.

#### \* Internationalization

- Institutions plans to collaborate and acquire MOU with foreign universities for student and faculty exchange program.
- Resource persons from overseas are invited to interact with the faculty and students to gain more knowledge in clinical field and research activities
- Foreign delegates are invited to lecture on various topics in CDE programs. Webinars are also conducted
- Institution aims to share our expertise with other LMIC (Low and Middle Income Countries).

6.2.2 Describe the institution's internal organizational structure (preferably through an organogram) and decision making processes and their effectiveness.

### ORGANOGRAM OF THE INSTITUTION



- \* Is there a system for auditing health care quality and patient safety? If yes, describe.

Yes, clinical committee and internal quality check committee ensures quality health care and patient safety. Quality materials are used. Head of the department also monitors the quality of work done in the department.

- \* How often are these review meetings held with the administrative staff?

Yes, reviews are done bi-annually

### 6.2.3 Does the institution conduct regular meetings of its various Authorities and Statutory bodies? Provide details.

Yes, regular meetings are conducted with various authorities and statutory bodies

- Bi-annually with the college administrative committee
- College council meetings are conducted every month
- Annually/ biannually governing body meetings are held
- Monthly departmental meetings
- Bi-annually students welfare committee has a meeting with student representatives

### 6.2.4 Does the institution have a formal policy to ensure quality? How is it designed, driven, deployed and reviewed?

Yes, institution ensures quality assessment by governance under various administrative committees.

Design: Various administrative committees have been formed and are well integrated

Driven: Various administrative committees monitors periodically

Deployment: Meetings are held bi-annually, progress and quality are evaluated

Review: Review outcomes are assessed and inputs are given to the concerned committee for implementation by Principal and vice-principal

### 6.2.5 Does the institution encourage its academic departments to function independently and autonomously and how does it ensure accountability?

Yes,

By conducting & maintaining

- a. A department Master plan
- b. Patient statistics
- c. Monthly stock & indent
- d. Monthly amount collected
- e. Theory & practical internal assessments
- f. CDE programs

- g. Inter-department meetings
- h. Framing teaching schedules

The performance is governed by the Principal and vice-principal.

6.2.6 During the last four years, have there been any instances of court cases filed by and / or against the institution? What were the critical issues and verdicts of the courts on these issues?

No, have there not been any instances of court cases filed by and / or against the institution

6.2.7 How does the institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder-relationship?

Yes, the institution ensures that grievances / complaints are promptly attended to and resolved effectively. Institution is empowered by grievance & redressal committee, suggestion boxes are provided, women's grievance & redressal committee, patient grievance committee and department students and patient grievance cell. The grievances are filed and promptly attended and redressed by the committee if any.

6.2.8 Does the institution have a mechanism for analyzing student feedback on institutional performance? If yes, what was the institutional response?

Yes, Student's feedbacks are regularly analyzed and rectified. Student's welfare association committee also works towards student's progression.

6.2.9 Does the institution conduct performance audit of the various departments?

Yes, performance of the various departments are analyzed based on patient statistics, poster and paper presentations done, national and international publications, CDE programs, conferences, quiz & essay competitions attended and organized. The performance is analyzed by academic committee.

6.2.10 What mechanisms have been evolved by the institution to identify the developmental needs of its affiliated / constituent institutions?

Not applicable

6.2.11 Does the institution and hospital have their own updated websites? If so, is the information regarding faculty and their areas of specialization, days of availability, timings and consultation charges available on the website?

Yes, [www.kledentalbengaluru.com](http://www.kledentalbengaluru.com) has updated information regarding faculty and their areas of specialization, days of availability, timings, facilities, detail profile of the departments and updates on events are available on the website.

6.2.12 What are the feedback mechanisms and documentations to evaluate the outcomes of these exercises?

Yes, the various committees like clinical committee, academic committee, internal quality check committee, grievance & redressal committee, women's grievance & redressal committee, college council.



## 6.3 Faculty Empowerment Strategies

### 6.3.1 What efforts have been made to enhance the professional development of teaching and non-teaching staff? What is the impact of Continuing Professional Development Programs in enhancing the competencies of the university faculty?

Various efforts have been taken up by the institution to enhance professional development of teaching and non-teaching staff, viz.

- **Teaching staff:** Teacher's training program for faculty, leaves to attend conferences and convention, CDEs, workshops, IDMs for information exchange, spiritual and digital literacy program are conducted, eminent staff from our institution as resource persons train other faculty members at teacher's training programs conducted by the university, research projected are encouraged
- **Non-teaching staff:** Digital literacy program, communication skills program, life support and emergency management programs, improving life style management and women empowerment programs, statistics and auditing programs for office staff are conducted  
These programs help the teaching and non-teaching staff to update their knowledge, upgrade their skills and help to be more efficient to compete to the contemporary level of excellence.

### 6.3.2 What is the outcome of the review of various appraisal methods used by the institution? List the important decisions.

Teaching staff: The heads of the department appraises the staff based on their work done, performances, publications and presentations as per DCI regulations. Through the Principal, appraisals of the faculty are put forth to the governing body. Based on these evaluations annual increments are given. Non-teaching staff: Feedbacks from the heads of the department, administrative officers and final evaluation by the Principal decides the appraisal of the non-teaching staffs. Based on these evaluations annual increments are given.

### 6.3.3 What are the welfare schemes available for teaching and non-teaching staff? What percentage of staff have benefitted from these schemes in the last four years? Give details.

Welfare schemes available to teaching and non-teaching staff and the percentage of staff benefitted are as follows,

- KLE co-operative bank provide loans (10%)
- PF (100%) and gratuity funds (5%)
- Transport facilities (10%)
- House rental allowances (100%)
- Quarters facility (5%)
- Recreational activities (100%)
- Paid medical leaves and maternity leaves (100%)
- Medical aids at subsidized rates at KLE hospital, Belgaum -
- Preferential admissions for children in KLE schools with discounted fees (2%)

#### 6.3.4 What are the measures taken by the institution for attracting and retaining eminent faculty?

Institution and management takes maximum measures to attract and retain eminent faculty like

- Provide allowances
- Facility to attend national and international conferences by providing leaves
- Encouragement to pursue PhD
- Salary structure is made attractive
- Gratuity and provident funds are provided
- Proposal for Group insurance is put forth
- Knowledge and skill up gradation programs are conducted
- Research is encouraged and funds for research are given
- Preferential admissions for children in KLE schools with discounted fees for primary and secondary education
- Staff are given TA/DA , on duty leaves, sabbatical leaves to attend conferences and present papers
- Quarters facilities
- Grooming of capable staff for leadership roles
- MOU with Suguna, Ananya, Panacea and Citi hospital for discounted treatment charges

#### 6.3.5 Has the institution conducted a gender audit during the last four years? If yes, mention a few salient findings.

Yes, institution conducts gender audit and details during last four years is as follows,

SL. NO	YEAR	MALES	%	FEMALES	%
1.	2011	75	56	59	44
2.	2012	86	49	91	51
3.	2013	71	44	91	56
4.	2014	68	46	79	54

#### 6.3.6 Does the institution conduct any gender sensitization programs for its faculty?

Yes, the institution conducts gender sensitization programs for faculty. Women empowerment is encouraged by celebrating women's day, women's grievance and redressal committee is present in the college to address grievances, if any. A girl representative is elected in the student's council and in each class as a class representative. For lady attenders, basic education programs, literacy programs, Bhajans, meditation classes are conducted.

**6.3.7 How does the institution train its support staff in better communication skills with patients?**

The institution trains its support staff in better communication skills with patients by conducting orientation programs, knowledge based programs, digital literacy program, communication skills programs. Basic life support programs and first aid programs are also conducted.

**6.3.8 Whether the research interests of teaching faculty are displayed in the respective departments?**

Yes, ongoing and completed research projects are displayed in the respective departments.

**6.3.9 Do faculty members mentor junior faculty and students?**

Yes, each staff mentors 4 students and necessary measures are taken for student's overall well being. Senior staff mentor and guide the junior staff in academic, clinical and research activities.

**6.3.10 Does the institution offer incentives for faculty empowerment?**

Yes, the institution offers incentives for faculty empowerment by providing travel and dearness allowances, special leaves to attend conferences and house rental allowances

**6.4 Financial Management and Resource Mobilization**

**6.4.1 What is the institutional mechanism available to monitor the effective and efficient use of financial resources?**

The institution monitors the effective and efficient use of financial resources by annual external and internal auditing. Expert external auditors are appointed for budgeting and fund allotments.

**6.4.2 Does the institution have a mechanism for internal and external audit? Give details.**

Yes, the institution has auditors to audit the accounts and the institution also has an internal audit system for all major areas.

**6.4.3 Are the institution's accounts audited regularly? Have there been any audit objections, if so, how were they addressed?**

Yes, the institution's accounts are audited regularly and no objections have been reported so far

**6.4.4 Provide the audited statement of accounts with details of expenses for academic, research and administrative activities of the last four years.**

The audited statements of accounts with details of expenses for academic and administrative activities for the last four years are available.

#### 6.4.5 Narrate the efforts taken by the institution for resource mobilization.

The institution ensures resource mobilization via student's tuition fees, income from out-patient and in-patient treatment charges, pharmacy income, and laboratory income (out-patient and in-patient)

#### 6.4.6 Is there any provision for the institution to create a corpus fund? If yes, give details.

Not applicable

#### 6.4.7 What are the free / subsidized services provided to the patients in the hospital?

Minimal charges for treatment in department are provided along with free / subsidized charges for ESI patients, camp patients, adopted school children, differently-abled patients and special cases of academic interest. Above 60 years BPL card holder patients are provided with free dentures.

#### 6.4.8 Does the institutions receive fund from philanthropic organizations / individuals towards patient care? If yes, give details.

No, the institution doesn't receive any fund from philanthropic organizations / individuals towards patient care

#### 6.4.9 Do patients from other states / abroad come for treatment, reflecting the unique quality health care provided by the institution?

Yes, patients from other states/abroad come for treatment to our institution and documents are maintained.

### 6.5 Internal Quality Assurance System

#### 6.5.1 Does the institution conduct regular academic and administrative audits? If yes, give details.

Yes, the institution conducts regular academic and administrative audits annually. Faculties are trained in conducting internal audit and the reports are submitted to college council for review.

#### 6.5.2 Based on the recommendations of the Academic Audit, what specific follow up measures have been taken by the institution to improve its academic and administrative performance?

For academic audit, regular meetings are conducted after audit and measures have been incorporated to maintain consistency by verifying faculty dairies, syllabus and patients records. Feedback forms are evaluated to improve on the teaching, learning and evaluation processes. Based on recommendations provided by the academic audit- mentorship, ICT based learning, special classes for slow learners, problem based learning, case discussion and chair-side demonstrations to enhance clinical skills are incorporated.

Administrative audit is conducted by trained professionals and the performance is evaluated and yearly reviewed by the management.

**6.5.3 Is there a central unit within the institution to review the teaching-learning process in an ongoing manner? Give details of its structure, methodologies of operations and outcome?**

Yes, the institution has a centralized body to review teaching and learning process. The structure comprises of the clinical committee, internal quality check committee, college council committee and curricular committee. The unit ensures that all the theory classes, clinical postings and other teaching and learning processes are meticulously executed. The unit monitors the operations biannually, the outcome of the reviews are addressed and implemented.

**6.5.4 How has IQAC contributed to institutionalizing quality assurance strategies and processes?**

Academic processes: High percentage of pass under RGUHS, Bangalore and increased research activities.

Clinical processes: Increase in number of out-patient, better quality in patient treatment outcome and management, subsidized treatment for camp patients and ESI patients

Administrative processes: systematic, organized and ease in managing the administrative processes of the institution.

**6.5.5 How many decisions of the IQAC have been placed before the statutory authorities of the institution for implementation?**

Not applicable

**6.5.6 Are external members represented in the IQAC? If so, mention the significant contribution made by such members.**

Yes, legal expertise and social workers are the external members in IQAC. They have contributed for legal affairs regarding patient management, consent and ethical clearance for research.

**6.5.7 Has the IQAC conducted any study on the incremental academic growth of students from disadvantaged sections of society?**

Yes, for incremental academic growth of students from disadvantaged sections of the society facility of book bank and subsidized fees are provided.

**6.5.8 Are there effective mechanisms to conduct regular clinical audit of the teaching hospital? Give details.**

Yes, systematic clinical auditing is conducted on regular basis. Clinical and internal quality check committee, research committee, condemnation committee, biomedical waste management of the teaching hospital conduct regular auditing and are reviewed by the college council.

6.5.9 Has the institution or hospital been accredited by any other national / international body?

No, the institution or hospital has not been accredited by any other national / international body

6.5.10 Does the hospital have institutional and individual insurance schemes to cover indemnity claims?

Yes, hospital has both institutional and individual insurance schemes for staff members to cover indemnity claims like oriental insurance company, the new India assurance company limited.

**Any other information regarding Governance, Leadership and Management which the institution would like to include.**

## **CRITERIA VII: INNOVATIONS AND BEST PRACTICES**

### **7.1 Environment consciousness**

#### **7.1.1 Does the institution conduct a green audit of its campus?**

**Environmental audit:** Yes.

Our institution is working meticulously towards eco concerns.

Team green audit developed objective and methodology for incremental working pattern in phases.

Objectives of audit were

- ❖ Methods for auditing amount and source of pollution.
- ❖ Identification of the functional barriers to stop the waste production.
- ❖ Implementation of various projects of environment audit and intervention strategies.

The incremental working pattern in phases were formulated in the following manner.

Phase -1 -We framed a skeleton for gathering information from various sources.

Phase-2 –campus wide audit was conducted by team members in various areas.

Phase 3- Evaluation of the gathered information and formulation of the projects for execution, based on the needs of the campus.

We tailored more specific surveys for each project directed towards the interest of the group before demonstrating them.

The areas of concern were Energy conservation, use of Renewable energy, water harvesting, Air emission, Food waste, Radioactive waste, Hazardous waste and Medical waste disposal, Use of pesticides and herbicides, Transportation and Procurement policies which included purchase, use and disposal and full cost accounting(input and output) of the material.

Green audit was conducted to optimize power consumption in the campus. The suggestions given through audits were implemented to save energy consumption, optimize water resources in the campus and to reduce carbon footprints.

Campaigns encouraging student, teaching and nonteaching faculty to make thoughtful decision for resources that reduce environmental foot prints and build healthier communities were initiated. Each component of the campaign was designed to promote key sustainable action that helped achieving climate neutrality goals and support diverse, in the campus inclusive of environment.

### 7.1.2 What are initiatives taken by the institution to make the campus Eco friendly?

The green team called the “live green” dedicated to greening the campus practices, kick started the campaign to stem various eco concerns of the campus.

#### **Energy Conservation:**

##### **Energy source:**

Generating our own power using solar plant for water heating and campus lighting was the first step towards energy conservation.

- ❖ We replaced normal bulbs with LED bulbs to lower energy consumption.
- ❖ Keeping cloth bags handy, in car, at work, or in a handbag as a reminder to reduce plastic waste.
- ❖ Considered joining a carpool to get to work or use public transportation once a month.
- ❖ We used cloth products whenever possible. Used cloth towels instead of paper towels, cloth napkins instead of tissue paper to save some trees.
- ❖ Invested in buying green cleaning supplies instead of the harsh chemical products.
- ❖ When drawing money from an ATM machine, we choose "No" when it asked if you want a receipt, to save some trees.
- ❖ We decided never to throw away used clothing, toys or workable goods and donated them.
- ❖ Students were encouraged to use power-strips on all appliances and electronics and turn them off everyday when they leave hostel rooms.
- ❖ Unplug cell phone charger everyday while leaving room with phone.
- ❖ Turn off the lights and fans when leaving the room even for 15 minutes.
- ❖ We have introduced thoughtful gifts, such as planting saplings in someone's name on special occasions, welcoming guests with saplings instead of flowers bouquet.
- ❖ Getting rid of junk mails to reduce carbon print.
- ❖ Environmental friendly clothing to save energy.
- ❖ When sending birthday or holiday cards to family and friends, students are sending all cards electronically to those who have computer access thereby saving some trees.
- ❖ We reviewed our campus's recycling rules and made sure that nothings are unnecessarily thrown away.
- ❖ We have started creating compost by organic waste in the hostel.
- ❖ Considered increasing charitable giving this year by giving some to environmentally friendly causes.
- ❖ Outdoor solar lighting.
- ❖ Our Building is planned in such a way that there is surplus natural ventilation and light.



### Use of renewable energy:

Sustainable renewable energy powering the solar thermal plant has been installed in the campus.

The institution is utilizing renewable energy all over the campus. The buildings in the campus are fitted with solar water heaters, water harvesting system, Ground water recharging, Organic composting to reduce environmental foot print. Our campus also practices waste water management system effectively to keep campus clean, hygienic and free from all sorts of pollution.

Campus has a renewable energy initiate organization(live green) that encourages and conserves energy and uses of renewable energy. We help to educate and guide students with right information and services needed in order to save energy. We work to help and encourage people (from both urban and rural) to save energy as much as possible and turn to renewable sources like solar panels and organic farming.

### Water harvesting:

Conserving water bodies both surface and ground water is a huge quality and quantity treat. Channelizing and holding rain water should become mission towards environmentalism. We have rain water harvesting system for all the buildings in the campus which support plants and gardens. Ground water recharging helps to recharge ground water.

Our students are encouraged to spread awareness through interactive sessions, street plays at community level and educate them not to misuse the land meant for storing rain water, save vanishing water bodies and also prevent diverting sewage waste, converting them into garbage dumps and housing slum dwellers especially during summer.

### Solar Panels:

Solar Panels are used for campus lighting and to extend hot water facility to hostels adding its component to conserve energy.

### Efforts for carbon neutrality:

Every time we travel or turn on our computers we add greenhouse gases to the atmosphere. This is because most of our energy we use comes from fuels like oil, coal and gas. We have implemented a campaign encouraging students, faculty and nonteaching faculty to make thoughtful decisions about resources that reduces environmental carbon foot prints. Each component of the campaign is designed to promote key sustainable actions that help achieve campus climate neutrality goals. The supported projects for the carbon neutrality were

- ❖ Solar thermal panels, green plantation, water harvesting and recycling.
- ❖ Campus is made no tobacco, no plastic and litter free zone by putting up display boards around the campus.
- ❖ We have planted trees to neutralize carbon in and around the campus

### Transportation:

Transportation is one of the most common form of tremendous burden on environment. To reduce this, campus has encouraged travel less and travel more carbon foot print friendly policy. Transport facility is extended for students and faculty for their day to day commotions, for hospital postings and camps.

Students and staff are encouraged to

- ❖ Car pool to work place whenever possible.
- ❖ Try and reduce the number of flights.
- ❖ Encourage to use public transportation

#### **Cleaning:**

We have switched from chemical based products to renewable resource based green products that have bio-based contents as oppose to harsh chemicals. These green components decompose quicker. Most of the cleaning products have balanced pH, biodegradable, made from natural ingredients and safe. Some of the cleaning agents were prepared by the in house laboratory making it economically sustainable.

#### **Composting:**

Organic compostable materials were composted and reused. The soil generated with composting is used for gardening. This also limited the amount of land fill waste generated.

#### **Food:**

The substantial component to carbon foot print of any item is the cost in carbon dioxide release during transportation. Students and faculty were encouraged to buy organic food. Organic food production utilizes fossil fuel based pesticides, herbicides and fertilizers.

#### **Plantation –botanical and medicinal significance:**

We have plants and trees paving the compound. In addition we have various medicinal and ornamental plants.

#### **Bio hazardous waste management**

Bio hazardous and medical waste management are handled differently. The waste is divided into Bio hazardous liquid waste and Bio hazardous solid waste. They are segregated and treated according to proper protocols recommended by the in house committee for infection control and the private authorized Bio hazardous and medical waste management agency hired by the institute.

Current procedures in campus for disposing medical waste include coordinating appropriate storage and ultimate disposal of the material abided by the rules of the land and disposed through contracted authorized waste disposing agency Medicare Environmental Management Pvt. Ltd.

The disposal of Radiologic wastes is done safely through contract basis authorized bio disposal waste disposing agency Medicare Environmental Management Pvt. Ltd. and has ensured environmental radiation safety.

#### **E waste management:**

Computers account for overall E waste currently found in land waste. In our campus we have adopted relatively safe options to dispose old computers which are in working condition by donating them to schools or organization working in the field of education. Before donating we make sure the equipment is usable and in functional state (monitor wirings, software license) and check to see that the instrument serve the minimum requirement of the organization. Nonworking equipment's and computers are sent to recycling.

### **Effluent treatment and recycling plant:**

Campus water is disposed to Centralized water sewage system after biological treatment. We have certification from liquid waste disposal authority.

### **Recycling plant:**

Rain water harvesting, composting, using recycled papers

### **Recognition/ certification/ environmental friendliness:**

We have certification of taking social responsibility to address obligation to minimize the harmful impact to the environment by voluntarily following a set of externally set and measured objectives from the pollution control authority.

### **Any others specify:**

#### **Wellness and healthy lifestyle for staff and students:**

We introduced some activities to promote, educate and support the wellness of students, teaching and nonteaching faculty in campus with recreational activities like team building activities including campaigns, walkathons, cyclathon, diet counseling, Psychological counseling, health insurance policies and spiritual activities. These activities are a great way to stay active and along with this they supported good causes like spreading oral health awareness and also the general causes like eco awareness.

Sports committee has kept some sports equipment's handy for the students. Cricket, throw ball, football, basketball etc., are easy pickup games to be played in the campus and help the students to keep active.

#### **Urban Community involvement**

The team live green initiated some enrichment programs for active living and healthy urban communities. These programs aimed at enhancing the oral health and wellbeing of the people visiting and residing in the vicinity of the campus through the education, research and community partnerships.

#### **Contact:**

Name: 1.Rajajinagar Satellite Center Ph. No. : 080 23327431  
2. Srirampura Satellite Center

e-mail id : drshruthi\_80@rediffmail.com

#### **The center for rural partnership**

The rural partnership is aimed at connecting the oral health needs and goals of rural areas with insightful research and productive partnerships (community camps, oral cancer screening programs, tobacco awareness programs etc).

#### **Contact:**

Name: 1. Kalkunte Nodal Center  
2. Chikkaballapur Nodal Center

e-mail id: drshruthi\_80@rediffmail.com

#### **Green house:**

It houses the office of environmental sustainability. The main goal is to help bring down the campus Greenhouse gas emission in order to address slowing of

global warming, carbon neutrality and greening the campus. Green house also serves as a classroom to host lectures, workshop for students, staff, nonteaching faculty and public who visits the campus to learn more about environmental sustainability. The house office composed of a dedicated team of students, faculty and nonteaching faculty to develop projects and implement actions to make campus more eco-friendly.

Students are educated and encouraged to promote environmentally conscious choices in day today life and teach them how they can help making campus eco-friendly on a college budget. The institute environmental committee works alongside these eco committees to meet the carbon neutrality goal.

Along with primary carbon footprint there is also secondary foot print that can cause through buying habits.

- ❖ We have stopped buying bottled water
- ❖ We are using water from campus purified water system in reusable bottles.
- ❖ We are buying locally grown seasonal foods, fruits and vegetables.
- ❖ Avoid buying fresh fruits and vegetables which are out of season as they may be flown in.
- ❖ Buy organic produce
- ❖ Not to buy over packaged products whenever possible
- ❖ Recycle as much as possible

### 7.1.3 How does the institution ensure that robust infection control and radiation safety measures are effectively implemented on campus?

#### **Robust infection control**

We maintain high levels of cleanliness to reduce the risk of HCAI (Health Care Associated Infection) for both healthcare professionals and the patients. We render our services in a clean and safe environment to minimize occupational hazards.

#### **Cleaning**

Cleaning is normally conducted by housekeepers, but it is the combined responsibility of the healthcare team to ensure that a clean and tidy environment is maintained.

#### **Education-Infection control curriculum**

A multifaceted hospital sterilization curriculum has been created for staff and students, which includes: didactics on basics of hospital infections exposure investigations; participation in infection prevention meetings; didactics and participation in occupational health-related infection control issues (e.g. exposures to bloodborne pathogens or other exposures); participation in healthcare-associated infections (HAI) with infection prevention workshops conducted in association with IDA Bengaluru.

**Education materials:**

Preventing adverse outcomes of hospital-acquired infections and related events we have developing staff, patient and visitor education materials fostering evidence-based decision making in the Hospital's continual pursuit of excellence.

**Personal Protective Equipment (PPE)**

Personal protective equipment is an essential requirement when working inside a healthcare setting. It provides a physical barrier between the health care professional and potential infection.

Common forms of PPE used mandatorily by staff and students include:

**Gloves** – Are used for any task with a risk of infection. **Aprons** –color coded for specific tasks. **Masks** –to provide respiratory protection (Particulate Filter Respirator) are used, A common type of mask is the PFR mask which when correctly fitted filters microorganisms from the air inspired to deal airborne microorganisms. Full face visors, used when there may be aerosolizing of fluid. **Goggles** – Goggles protect eyes usually when used in procedures where splashing is common.

**Common sense examples of good and poor practice implemented are:****Don'ts:**

- ❖ Wear neckties, neck ornaments
- ❖ Wear wrist watches, rings or bracelets
- ❖ Wear non-uniform clothing
- ❖ Wear nail polish or false nails, or let your nails grow long.
- ❖ Loosely tied /left hair

**Do's:**

- ❖ Wear a clean apron/attire
- ❖ Wear head caps and protective face shields while working
- ❖ Wear soft, closed toe shoes
- ❖ Wash your uniform at 60° hot water
- ❖ Cover all cuts and scratches with a waterproof plaster
- ❖ Ensure you are bare below the elbows

The Work wear Policy of the hospital is strictly implemented.

Equipment and materials for infection control are:

- ❖ Color-coded waste bin;
- ❖ Color-coded cloth;
- ❖ Single-use gloves/ surgical gloves/ gloves resistant to chemicals for heavy duty.
- ❖ Plastic apron;
- ❖ Paper towels;
- ❖ Clinical waste bags;

- ❖ Warning signs.

#### **Cleaning hands – When? And how?**

- ❖ Written guidelines and reminders near the wash basins
- ❖ Making alcohol hand rubs available
- ❖ With Acceptable hand hygiene and skin care agents

#### **Infectious Injury – Needle prick**

- ❖ Written safety guidelines and reminders in the workplace for managing Needle/sharp prick injuries.

#### **Radiation safety measures**

To prevent undue risk to health and surroundings the following measures are taken up by the institute

- ❖ Completely sealed Radiation exposure room with ventilation and compartmentalization for intraoral and extra oral radiography, X-ray tube shielding, Room and personnel shielding is carried out according to AERB guidelines.
- ❖ All radiation exposure is based on the Basic principle of ALARA (As Low As Reasonably Achievable). Regular use of high speed films, intensifying screens and film holding devices.
- ❖ Radiation safety measure certification for every three years by means of Periodic calibration of Planmeca Promax OPG machine using Unfers-Mult-O-Meter certifying complete absence of scattered radiation even at a distance of 5 meters.
- ❖ To monitor the dose limit and operator protection measure authentication, dose measurement through Thermoluminescence badges at regular 3 months interval through Avanttec laboratory.

#### **7.1.4 Has the institution been audited / accredited by any other agency such as NABL, NABH, etc.?**

Yes. By Dental Council of India and Local Inquiry Committee by the Rajiv Gandhi University of Health Sciences, Bengaluru.

#### **7.2 Innovations**

##### **7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the institution.**

The Institute's focus is on facilitating the waves of innovation to advance our purpose of providing transformative education through value based learning, research and action. The institute is also fostering new teaching and learning initiatives by providing systematic organizational and research support. The faculty, alumni, students and others are also encouraged to bring in great ideas to design, test, refine, and implement new workshops, conferences, training programs, seminars, certificate programs and more to enhance the quality of education.

## **Innovations**

### **A. Academic Innovation:**

**Innovations in student centric teaching learning process** provide more information regarding our efforts to ensure quality academic programming and to promote student learning. Students gain priceless experience in the lab, field, or in clinic, develop meaningful relationships with their faculty mentors, and get to expand their curriculum by applying what they have learned in the classroom settings.

- ❖ ICT enabled interactive lectures and discussions
- ❖ Problem based learning
- ❖ Reflective learning with critical appraisal skills
- ❖ Interactive Case discussions with PowerPoint presentations for Diagnosis and evidence based treatment planning
- ❖ Interactive Case reviews with updated PowerPoint presentations during and at end of treatment and critical appraisal of post treatment results.
- ❖ Group discussions
- ❖ Live demonstrations
- ❖ Video demonstration of various procedures during lectures
- ❖ Seminars with recent advances in literature
- ❖ Journal clubs with critical appraisal of research and clinical articles in power point format.
- ❖ Webinars on emerging subspecialties
- ❖ Promotion of research in emerging fields

### **B. Innovations in examinations**

- ❖ Structured questions for examinations
- ❖ MCQs with key answers
- ❖ Question banks for formative exams and OSCE/ OSPE

### **C. Innovations in Clinical examinations**

- ❖ Objective structured clinical examination – OSCE/ OSPE
- ❖ Viva cards with structured questions
- ❖ Visual viva with clinical situation

### **The interdepartmental meet:**

The IDM is designed to showcase innovative models and practices that support the varied needs of post graduate students studying in the institution. It includes concurrent presentations, roundtable discussions focused on particular topics, and networking opportunities designed to foster sharing of ideas, approaches, and resources across various departments in the institution.

### **Administrative Innovation**

- ❖ We have developed staff, patient and visitor education materials fostering evidence-based decision making in the Hospital's continual pursuit of excellence.
- ❖ Departments are color coded for easy access to the patients.
- ❖ We introduced an approach geared towards involving Staff and Students as valuable and informative contacts for the administration processes like planning, decision-making, and operational processes.

## **Social Innovation**

The “concern” stands for sexuality, anti-violence, anti-ragging, gender equality. It provides support and resources to needy students. The goal is to make sure that campus is safe and comfortable place for students.

### **Innovation aimed at community health services**

1. **Title of the Practice:** Oral health education Cell - Introduction of the screening and the counseling for the various clinical oral conditions

2. **Objectives:**

- To disseminate the knowledge and awareness among the community about the various oral conditions
- To promote discussion through the direct interaction with the patient
- To improve their understanding on importance of maintaining good oral health and early intervention.

3. **Context:** Due to lack of awareness and ignorance, the community is devoid of the proper use of the resources available to treat the dental diseases. Thus vision of the Oral health education cell is optimal oral health and care for all the segments of the society from infants to geriatric population including those with special health care needs. It is intended to encourage the community to provide the highest possible level of awareness for oral health care and appropriate oral health care resources available. The patient and the caregivers of the younger patients will be encouraged to discuss on the dental diseases, the possible effects of the problem, the treatment options available, the post treatment precautions and care to be taken and the routine evaluation of the same.

4. **The practice:** We have taken steps with intent to improve the awareness on importance of dental health and timely utilization of the dental resources to the all persons including with special health care needs visiting the institution. This includes formation of the oral health education cell in all the dental specialties for promoting universal acceptance of anticipatory guidance and preventive oral health Care. The guidelines were formulated for the screening, early detection and probable diagnosis. It also employed the risk assessment and the tailored interventions in form of various treatment options available, post treatment considerations, post operative care, maintenance of the treatment and routine follow up procedures.

A team of specialised dental professional in the individual discipline were assigned for the concerned clinical condition. The walk in patient with the condition was counselled by the teams for the concerned situation with the help of the various means of medias like pamphlets, 3D models, audiovisual aids etc.

5. **Evidence of Success:** The program findings included optimal oral health status and possible oral and systemic outcomes of not maintaining the oral health. The impact of this practice has helped in changing the views and strongly agrees that oral health care is a basic right for all the sectors of the society including the one with special care needs. It also helped the specialists to recognize and address barriers to access and quality care so that the better interventional programs can be taken up for the optimal utilization of dental resources.



**6. Problems Encountered and Resource Required:**

1. Initial lack in implementation of the practice.
2. Monitoring at each department level
3. Following of uniform format for documentation

**7.3 Best Practices**

7.3.1 Give details of any two best practices that have contributed to better academic and administrative functioning of the institution.

**Best practice – 1 ( Academic)**

**Title of the practice: Literature link to academic update**

Journal Club Article appraisal and critiquing

**Objectives:**

To include scientific temperament in PG students promoting research orientation. Appraisal and critiquing will open up scientific thinking, identify areas of research and research problems propelling research activities in the institute.

**The context:**

Journal clubs are a definitive part of PG curriculum, however conventional way of conducting them no doubt adds to the current information but to promote temperament reasoning and questioning is very essential. The systematic approach of appraising and critiquing following a standard format likely to bring in some calibration in the process. Thus not only catering to the needs of the latest in the field but also awakening the scientific spirit and propelling the research activities in the institution.

**The practice:**

JCs have become an integral part of PG curriculum. As routine practice at the end of the JC presentation group discussions are held and issues are deliberated in a very open but arbitrary way and finally the performance is evaluated as per the university prescribed JC evaluation format/ model by the faculty. Introduction of the appraisal & critiquing format makes the presenter reason, rationalize and understand the research paper in depth, thus it makes him more relevant. Further he not only makes a sincere effort to list out the weakness and strength of the particular study but also generates curiosity for prospective research in that area. Feedback from the peers and faculty for the well documented format could greatly help the young enthusiastic minds not only develop the appraisal and critical skills as a part of active learning process but also zero in on the novel concepts and identify the research problems and hypothesis.

**Limitations:**

A set format may sometimes host practical difficulties in addressing varied scientific literature. Various institutional departments may find it a bit difficult to implement as an add-on to the JC discussion held.

**Evidence of success:**

Post introduction there seems to be some improvement in institute research activities. More research proposals are submitted to the IEC, which itself has been reorganized and need to

follow ICMR guidelines as become imperative. The performance of the post graduates at JC s seems to be improving.

**Problems encountered and resources required:**

- ❖ Initial lack in implementation of the practice.
- ❖ Monitoring at each department level
- ❖ Following of uniform format for documentation
- ❖ Availability of formats
- ❖ Additional time spent on the process

**Best practice -2:(Administrative)**

**Title of the best practice: Annual call :Administrative and academic affairs.**

Introduction and implementation of curricular and extracurricular activities (events) schedule.

**Objective:**

- ❖ To promote the target oriented quality events with greater accountability and participation of all stakeholders.
- ❖ In meeting the needs of the institute all available human resources utilization in a spirit of inclusiveness and team spirit.

**Context:** Every institute has calendar of events for the curricular and extracurricular events but at times there are problems of “passing the buck” or “who should take the lead” issues are common. Many a times some events are overlooked or only few departments, alumni committees come forward most of the times. Thus the feeding of accountability on one hand and the non-inclusion on the other hand are the perennial issues in any organization. Thus to address these issues and also to meet the organizational needs a specific schedule involving various stake holding department/committees taking into account the event, functions and interests a time bound schedule drawn to cultivate values sense of responsibility and inclusive leadership, work delegation etc.

1. An event schedule drawn in consultation with all concern and giving the consideration for the effective implementation. (schedule of events enclosed)

**Evidence of success:**

- ❖ The number of events organized has shown positive increase.
- ❖ The calendar of events is followed meticulously for most of the time, except a few unavoidable changes.
- ❖ Due to allocation based on department / committee interest participation has become enthusiastic, as reflected in the well-organized quality programs as compared to the previous years.
- ❖ Number of participants (end beneficiaries audience) have shown positive response. Number of delegates, stake holders attending the program is an encouraging sign as the schedules are drawn well in advance and intimated.

**Problem encountered and resources required:**

- ❖ At times the organizers need to be reminded.
- ❖ Financial resources needed for events management are limited. Need to tap more options.
- ❖ Limited infrastructure support available.

# **EVALUATIVE REPORT OF THE DEPARTMENTS**

## EVALUATIVE REPORT OF THE DEPARTMENT

### DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY

1. **Name of the Department:** Department of Oral Medicine and Radiology
2. **Year of establishment:** 1992.
3. **Is the Department part of a College/Faculty of the university?**  
Yes. Department is the part of KLE Society's Institute of Dental Sciences, Bengaluru.
4. **Names of programmes offered (UG, PG, M.Phil., Ph.D., Integrated Masters; Integrated Ph.D., Integrated masters, PG Diploma, D.M/M.Ch, Super specialty fellowship, etc.)**

The programmes offered by the Institution are:

Undergraduation course: BDS  
Post graduation course: MDS

5. **Interdisciplinary programmes and departments involved:**

Interdepartmental meets are conducted every month to review a topic and discuss the views of different specialties on the particular subject matter. Also, interesting case reports are discussed that requires multidisciplinary management. General topics are addressed to create awareness amongst the gathering.

The list of topics presented by postgraduate students of our department and eminent speakers:

Sl No.	Date of presentation	Interdisciplinary program: Topic title	Presented by
1.	21-07-2010	A case report on Orthokeratinized odontogenic cyst.	Dr Sumona Pal
2.	20-04-2011	Haematological Malignancies- presentation in oral cavity- report on 2 cases.	Dr Sumsum P sunny
3.	14-02-2012	The myriad presentation of Herpes zoster and its diagnosis	Dr Sumsum P sunny & Dr Darshana.
4.	23-01-2013	"Oncogrid"- A cluster randomized clinical trial	Dr Pramila Mendonca
5.	17-06-2014	Radiation protection in dental office	Dr Vidya Tiwari and Dr Sanjana
6.	31-07-14	Diagnosis of premalignant lesions and conditions using Fluorescent Imaging.	Mr Alex Johnson

6. Courses in collaboration with other universities, industries, foreign institutions, etc: None.
7. Details of programmes discontinued, if any, with reasons  
None.
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System  
Examinations are conducted annually as per RGUHS curriculum.
9. Participation of the department in the courses offered by other departments:

Sl No	Date	Event	Eminent Scholars
1.	23-05-2012	Workshop on Cardiopulmonary Resuscitation- Hands on course	Nightingale Medical trust
2.	10&11-07-2013	Workshop on Basic life support and Cardiopulmonary Resuscitation- Hands on course	Mr Gerald Bastion
3.	10-01-2014	Blood donation and eye donation Campaign	Dr Shobha Cornea specialist Nethradhama.

10. Number of teaching posts sanctioned, filled and actual  
(Professors/AssociateProfessors/Asst. Professors/others)

The faculty recruitment is filled according to DCI norms.

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	01	-
Associate Professors/ Reader	01	01	-
Asst. Professor	-	-	-
Lecturer	03	03	-
Tutor/Clinical Instructor	-	-	-
Senior Resident	-	-	-

11. Faculty profile with name, qualification, designation, area of specialization, Experience and research under guidance

Name	Qualification	Designation	Specialization	No of years of experience
Dr Praveen B N	MDS	Prof and HOD	Oral Medicine and Radiology	13 years 9mons
Dr Shubhasini A R	MDS	Reader	Oral Medicine and Radiology	8 years 4mons
Dr Bhanushree R	MDS	Lecturer	Oral Medicine and Radiology	4 years 11mons
Dr Shubha G	MDS	Lecturer	Oral Medicine and Radiology	3 years 5mons
Dr Keerthi G	MDS	Lecturer	Oral Medicine and Radiology	2 years 5mons

**12. List of senior Visiting Fellows, adjunct faculty, emeritus professors**

None

**13. Percentage of classes taken by temporary faculty – programme-wise information**

Nil

**14. Programme-wise Student Teacher Ratio**

For Undergraduate Students: 10:1

Post graduate students: 1:1

**15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual**

Technical staff	Sanctioned	Filled	Actual
Radiographers	01	01	01

**16. Research thrust areas as recognized by major funding agencies:**

The research thrust areas are early detection of Oral cancer and also screening the potentially malignant disorders for early intervention, in order to prevent disease progression and achieve good overall prognosis.

**17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.**

**List of Ongoing research projects:**

Sl no	Year wise	Name of the project	Name of the Funding Agency	Total grants received
<b>International Projects :</b>				
1.	2012	Observation of Oral Premalignant and Malignant Lesions using Exogenous Fluorophores And Handheld Fluorescence Imaging. University of Minnesota Medical Center Vista Dental products	“Study site”	3,00,000
2.	2013	“ONCOGRID”- A Mobile Health (mHealth) approach to Prevention and early Diagnosis of Oral Cancer in Rural South India	Boston University	60,000
3.	2014	The Cellscope as a telemicroscopy tool for oral cancer screening Mazumdar Shaw Medical center- Narayana Hrudayalaya	“Study site”	

#### 18. Inter-institutional collaborative projects and associated grants received

##### a) National collaboration b) International collaboration

The Department has International collaborative project with Boston University titled “ONCOGRID”- A Mobile Health (mHealth) approach to Prevention and early Diagnosis of Oral Cancer in Rural South India. It is an externally funded project by private agency with timely release of grants. Amount sanctioned Rs. 60,000. Funds were released as first installments in Feb 2014, to conduct the program.

#### 19. Departmental projects funded by ICMR, DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

None

#### 20. Research facility / centre with

- State recognition
- National recognition
- International recognition

Department has been recognized internationally for research work by Inter –Med/Vista dental Products, Northwestern Avenue, University of Minnesota Medical Center

#### 21. Special research laboratories sponsored by / created by industry or corporate bodies

None

#### 22. Publications:

\* Number of papers published in peer reviewed journals (national /international):

National Publications: 11

International publications: 15

- \* Monographs- 01
- \* Chapters in Books- 02
- \* Books edited –03

\* Books with ISBN with details of publishers:

Text book of Oral Medicine, Oral Diagnosis and Oral Radiology.

ISBN : 978-81-312-1567-B

Published by Elsevier, A division of Reed Elsevier India private limited.

\* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)

\* Citation Index – range / average: 2-25

\* SNIP:2.907

\* SJR:0.23

\* Impact Factor – range / average- 0.358, 0.893, 1.50, 0.9720, 1.8651.

\* h-index -25

23. Details of patents and income generated

None

24. Areas of consultancy and income generated

None

25. Faculty selected nationally / internationally to visit other laboratories / institutions/ Industries in India and abroad

None

26. Faculty serving in

a) National committees b) International committees c) Editorial Boards d) anyother (please specify)

Faculty serving on the editorial boards of national and international journals

Faculty	Position held	Journal
Dr Praveen B N	Reviewer	1. World Dental Journal 2. Journal of Indian Academy of Oral Medicine and Radiology 3. K L E Dental Journal.

Faculty serving as members of steering committees of international conferences recognized by reputed organizations / societies:

Faculty	Position held	Association/agency
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Dr Praveen B N	Chairman, Souvenir committee Souvenir committee	National P G Convention 2014, held at DSCDC in Bangalore.  National OOO Symposium 2014, held at Ramaiah Dental College and Hospital in Bangalore.
Dr Praveen B N	Secretary from 2005	Committee Overseeing Dental Education (CODE), K L E Institute of Dental Sciences.
Dr Shubhasini A R	Organizing committee member	National U G Convention 2014, held at Oxford Dental College, Bangalore.
	Scientific committee	National OOO Symposium 2014, held at Ramaiah Dental College and Hospital in Bangalore.
Dr Shubha G	Organizing committee member	National U G Convention 2014, held at Oxford Dental College, Bangalore.
Dr Bhanushree R	Organizing committee member Souvenir committee	National P G Convention, held at DSCDC in Bangalore 2014.  National OOO Symposium 2014, held at Ramaiah Dental College and Hospital in Bangalore.
Dr Keerthi G	Souvenir committee member	National P G Convention, held at DSCDC in Bangalore 2014.

### 27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar projects).

Faculty attends many zonal CDE programmes, Seminars, workshops and conferences arranged in and across the country.

Department has conducted CDE programs having eminent speakers.

Faculties have attended teachers training programs and short course on education methodology conducted by RGUHS.

### 28. Student projects

#### • Percentage of students doing projects in collaboration with other universities/ industry / institute-

14% of our PG students are doing projects in collaboration with Biocon foundation

1. Smokeless tobacco associated lesions and its correlation with Histopathology.
2. Detection of HPV in Oral leukoplakia using PCR and IHC: A prospective study.

#### • Percentage of students who have done in-house projects including interdepartmental projects:

14% of our PG students have done projects in association with other departments.

1. Study of Applicability of modified Demirijan's Method of Age Estimation in Karnataka Population with Department of Orthodontics.
2. Correlation of Homogenous Leukoplakia with grades of Epithelial Dysplasia.

**29. Awards / recognitions received at the national and international level by**

**• Faculty:**

Sl No	Date	Name	Category	Topic	Event	Venue
1	13/11/2013	Dr.Praveen B.N	Award Best Teaching Faculty	Academic excellence	95 <sup>th</sup> KLE Foundation day	KLE International school, Bangalore

**Recognitions:**

Dr Praveen B N Prof and Head Dept of Oral Medicine and Radiology was an Invited speaker of International association of Dental Research (IADR) at Budapest, Hungary. He was also been invited as a mentor for “Hack-a Thon” for Consortium for Affordable Medical Technology (CAM Tech) organised by Massachusetts General Hospital for Global health and Biocon foundation.

**• Doctoral / post doctoral fellows - Nil**

**• Students**

Sl No	Date	Name	Category	Topic	Event	Venue
1.	12-14 <sup>th</sup> December 2008	Dr Sumona Pal	Award for Best Essay		20 <sup>th</sup> National IAOMR Conference	Nellore
2.	25-26 <sup>th</sup> Aug 2012	Dr Sumsum P Sunny	Award for Best paper	Comparison of the accuracy and reliability of linear transtomography and CBCT in dental implant site measurements	National IAOMR P.G. convention	Guntur, Vijaywada
3.	20-10-2012	Dr Sumsum P Sunny	3 <sup>rd</sup> prize for paper presentation	Comparison of the Hounsfield units in CBCT with spiral CT in dry human mandibles	Keral dental meet 2012	Thrissur.
4.	25-26/08/12	Dr.Darshana Nayak	Award for Best Session paper	Session Best Paper on “Multiple myeloma of the	National IAOMR P.G. convention	Guntur Vijayawada.

				jaw- a case report”		
5.	21-23 <sup>rd</sup> November 2014	Dr Pramila Mendonca	Best dissertation award	Three dimensional Evaluation of inferior alveolar canal course using Cone beam Computed Tomography: An invitro study.	National IAOMR Conference	Mangalore
6.	21-23 <sup>rd</sup> November 2014	Dr Rahul Kumar	IIIrd prize for Poster presentation	Biochemical methods of age estimation from human dentin-A review	National IAOMR Conference	Mangalore

**30. Seminars/ Conferences/Workshops organized and the source of funding (national/international) with details of outstanding participants, if any.**

Source of funding: Self Funding.

SI No	Year	Event	Eminent Scholars
1.	12-10-2009	CDE Program on “The wonderful world of Dentistry”	Dr Dan Fischer USA Dr Praveen B N Prof and HOD, KLEDS
2.	29-04-2010	CDE Program on Onconet	Dr Moni Abraham Kuriakose & Dr Vikram Kekatpure MSCC- Narayana Hrudayalaya.
3.	22-07-2010	Onconet- Use of Smart phone	Mr Siddharth MIT, USA
4.	19-07-2012	Scientific Symposium on Oral systemic health	Dr Shubhasini, Dr Ashwin Prabhu Reader, KLEDC
5.	24-12-2012	Ayurveda Today	Dr Ashok A Reader, Amruth Ayurvedic Medical college, Chitradurga.
6.	1 & 2-03-2013	CDE program on “Update in Oral Medicine and Pathology with Oral Imaging and strategies for research”	Prof Peter A Reichart Dr Michael M Bornstein

7.	11-02-2014	CDE Program on ‘Diagnosis and Management of Obstructive Sleep Apnea’	Dr Radhika Chigurupathi Associate Prof, Henry M Goldman School of Dental Medicine, Boston.
8.	30-10-2014	CDE program in association with IAACD “Orientation for higher education”	Mrs Sharmishtha Roy, The Chopras Kaplan certified Education provider.

### 31. Code of ethics for research followed by the departments

All the research work in the Department follows the IEC recommendations.

### 32. Student profile programme-wise:

Name of the Programme (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
BDS 2011				87.5%	87.5%
2012				75%	91%
2013				100%	100%
2014				83%	94%
MDS 2011				100%	100%
2013				100%	100%
2014				-	100%

### 33. Diversity of students

Name of the Programme (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MDS	7/14 (50%)	1/14 (7%)	6/14(43%)	-

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS, and other competitive examinations? Give details category-wise.

-None

### 35. Student progression

Student progression	Percentage against enrolled
UG to PG	
PG to M.Phil. DM/MCh/ DNB	

PG to Ph.D.	
Ph.D. to Post-Doctoral	
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	63%
Entrepreneurs	

### 36. Diversity of staff

Percentage of faculty who are graduates of the same university	60%
from other universities within the State	40%
from universities from other States	-
from universities outside the country	-

### 37. Number of faculty who were awarded M.Phil., DM, MCh, Ph.D., D.Sc. and D.Litt. during the assessment period-

None

### 38. Present details of departmental infrastructural facilities with regard to

a) **Library:** Department library has 67 text books, 7 different journals for referral.

b) **Internet facilities for staff and students**

We have separate internet facilities available for faculty and students of our department.

c) **Total number of class rooms:** We have seminar room for post graduate students. d) **Class rooms with ICT facility and smart classrooms**—none

e) **Students' laboratories-** none

f) **Research laboratories-** none

### 39. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university

b) from other institutions/universities

None

### 40. Number of post graduate students getting financial assistance from the university.

None.

41. Was any need assessment exercise undertaken before the development of newprogramme(s)? If so, highlight the methodology.

No

42. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

c. alumni and employers on the programmes offered and how does the department utilize the feedback?

For teaching learning evaluation, each faculty of the department obtains feedback for three times in an academic from all undergraduates. Department also collects the feedback after the completion of their final year.

Feedbacks are obtained from postgraduate students after completion of their course.

These feedbacks and suggestions are discussed and appropriate improvement programmes are initiated accordingly to benefit the students.

43. List the distinguished alumni of the department (maximum 10)

Dr. Sumsum P Sunny

Dr Pramila Mendonca

44. Give details of student enrichment programmes (special lectures / workshops /seminar) involving external experts.

SI No	Year	Event	Eminent Scholars
1.	12-10-2009	CDE Program on “The wonderful world of Dentistry”	Dr Dan Fischer USA Dr Praveen B N Prof and HOD, KLEDS
2.	29-04-2010	CDE Program on Onconet	Dr Moni Abraham Kuriakose & Dr Vikram Kekatpure MSCC- Narayana Hrudayalaya.
3.	22-07-2010	Onconet- Use of Smart phone	Mr Siddharth MIT, USA
4.	19-07-2012	Scientific Symposium on Oral systemic health	Dr Shubhasini, Reader, KLEDC Dr Ashwin Prabhu Reader, KLEDC
5.	24-12-2012	Ayurveda Today	Dr Ashok A Reader, Amruth Ayurvedic Medical college, Chitradurga.

6.	1 & 2-03-2013	CDE program on “Update in Oral Medicine and Pathology with Oral Imaging and strategies for research”	Prof Peter A Reichart Dr Michael M Bornstein
7.	11-02-2014	CDE Program on ‘Diagnosis and Management of Obstructive Sleep Apnea’	Dr Radhika Chigurupathi Associate Prof, Henry M Goldman School of Dental Medicine, Boston.
8.	30-10-2014	CDE program in association with IAACD “Orientation for higher education”	Mrs Sharmishtha Roy, The Chopras Kaplan certified Education provider.

**45. List the teaching methods adopted by the faculty for different programmes including clinical teaching.**

**For Undergraduate students:**

We follow various innovative teaching methods for better understanding of the subject which includes,

Conducting chapter wise test after theory classes, chair side discussion of every routine case as well as interactive case discussions with individual student for the interesting cases, group discussions, tests and assignments during the clinical postings, demonstration of various radiographic techniques, guidance for radiographic interpretations, and summative assessment.

**For Postgraduate students:**

Teaching methods for curriculum includes Seminars and Journal clubs presentation.

Clinical teaching methods include Chair side case discussion of interesting cases and chair side investigative procedures, radiographic interpretations, radiographic tracings of normal anatomical landmarks, age estimation by radiographs. The students carry out a dissertation and library dissertation as prescribed by the university. Along with these, students also carry out short term research studies and participate in department research activities.

To expand their knowledge base the students are posted in tertiary centers for interpretations of CT and MRI, training in oncology department, forensic medicine and dermatology.

**46. How does the department ensure that programme objectives are constantly met and learning outcomes are monitored?**

The department conducts regular internal assessments every three months. The practical examinations held at the end of the postings for undergraduate students.

The postgraduate students are regularly assessed for the seminars, journal clubs and case presentations through the checklists. They are monitored for their day to day exercises by logbooks. Examinations are conducted after completion of each year for PG students and preparatory and mock examination held for final year students.

**47. Highlight the participation of students and faculty in extension activities.**

The faculty and PG students attend outreach programs. They actively participate in oral screening for oral lesions in early detection of potentially malignant disorder and oral cancer at rural areas and workplace settings. Active participation in research programs in salivary diagnostics.

**48. Give details of “beyond syllabus scholarly activities” of the department.**

Faculties are co- organizers in steering committees of National and international conferences recognized by reputed organizations / societies.

Consortium for Affordable Medical Technology (CAM Tech) organised by Massachusetts General Hospital for Global health , invited Dr Praveen B N, Prof and HOD as an attendee for the CAM TechIndia clinical Summit.

**49. State whether the programme/ department is accredited/ graded by other agencies? If yes, give details.**

None.

**50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.**

The department contributed to the production of a booklet on CBCT training which was circulated to private practitioners and conducted Hands on course at A B Shetty College of Dental Sciences.

A hand on course on CBCT was conducted at Manipal College of Dental Sciences (MCODS).

**51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.**

**Department Strengths:**

- Active in oral cancer research
- Have a good student teacher ratio
- Best clinical materials
- Problem based learning
- Admission of post graduate students purely on merit.

**Department Weakness:**

- Lack of Advanced Imaging modalities.

**Opportunities:**

- Wide scope for oral cancer research
- Health benefits for rural population
- Monitoring and evaluation of potentially malignant disorders.
- Referral clinic for private practitioners for diagnosis and second opinion.



**Department Challenges:**

- Striving for international recognition for research
- Recognizing as nodal center for oral cancer research
- Cost effective imaging benefits.

**52. Future plans of the department.**

The Department visions are:

- To make department a Self sustainable resource for conducting research
- To have designated telemedicine portal
- To have a fellowship programs for early detection of Oral cancer

### **3. EVALUATION REPORT OF THE DEPARTMENT**

#### **DEPARTMENT OF ORAL AND MAXILLOFACIAL SURGERY**

1. **Name of the Department** Oral and Maxillofacial Surgery
2. **Year of establishment :** 1992
3. **Is the Department part of a college/Faculty of the university?:**  
Yes, A Part of K. L. E Society's Institute of Dental Sciences, Bengaluru.
4. **Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)**  
Under graduate- BDS  
Post graduate- MDS
5. **Interdisciplinary programs and departments involved**  
Yes, we are conducting Clinicopathological Meetings, Clinical Case Discussions, and Inter-departmental Meetings.
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.:**  
None
7. **Details of programs discontinued, if any, with reasons**  
None
8. **Examination System: Annual/Semester/Trimester/Choice Based Credit System**  
Annual
9. **Participation of the department in the courses offered by other departments**  
The department faculty has taken part in the teacher training program and basic life support courses conducted by the Dental Education Unit in coordination with Medical education unit, KIMS and implant modules in combination with Prosthodontics and Periodontics departments.
10. **Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)**

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	01	
Associate Professor/Reader	02	02	

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	01	
Assistant Professor /Lecturer	02	02	
Tutor / Clinical Instructor	Nil	Nil	

**11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance**

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr. Ramdas Balakrishna	MDS,FIBAOMS	Prof. & HOD	OMFS	18 years
Dr. Sudarshan	MDS,FICOI	Reader	OMFS	7 years 6 month
Dr. Veena G C	MDS	Reader	OMFS	6 years 5 months
Dr. Vivek G K	MDS	Senior lecturer	OMFS	5 years 4 months
Dr.AnubhavJannu	MDS	Senior lecturer	OMFS	1 years 7 months

**12. List of senior Visiting Fellows, adjunct faculty, emeritus professors**

None

**13. Percentage of classes taken by temporary faculty – program-wise information**

None

**14. Program-wise Student Teacher Ratio**

BDS	60:5
MDS	9: 5

**15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual**

	Sanctioned	Filled	Actual
Technical staff	02	02	02
Administrative staff	01	01	01

**16. Research thrust areas as recognized by major funding agencies**

- Facial esthetic surgery
- Dental Implantology
- Orthognathic surgery

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

None

18. Inter-institutional collaborative projects and associated grants received

a) National collaboration b) International collaboration

None

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

None

20. Research facility / Centre with

- state recognition
- national recognition
- international recognition

None

21. Special research laboratories sponsored by / created by industry or corporate bodies

None

22. Publications:

\* Number of papers published in peer reviewed journals

- National – 25
- International - 16

\* Monographs: - None

\* Chapters in Books: - Fore word

\* Books edited:-None

\* Books with ISBN with details of publishers: -None

\* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)- 16

\* Citation Index – range / average - None

\* SNIP-None

\* SJR-None

\* Impact Factor – range / average -None

\* h-index -None

23. Details of patents and income generated

A2 feeding tube for cancer patients – Dr. AnubhavJannu

24. Areas of consultancy and income generated

None

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

None

26. Faculty serving in

a) National committees b) International committees c) Editorial Boards d) any other (specify)

Dr. Ramdas Balakrishna	Reviewer	Journal of Maxillofacial & Oral Surgery, official publication of AOMSI India
	Treasurer	AOMSI Karnataka state chapter
	Governing council member	DayanadSagar Dental College nominated by RGUHS
	Chairperson	Scientific session at midterm AOMSI 2010 Conference at kanyakumari in June 2011.
	Chairperson AO faculty	Scientific session at AOMSI Karnataka state chapter 2013 Conference at manipal in June 2014 AO course on trauma in yenepoya dental collegemangalore in 2014 AO preconference course at AOMSI annual conf at Goa in 2014
Dr Sudarshan	EC member Organizing committee member	IDA Karnataka state branch IDC national IDA conference in Bangalore in 2015
DrVivek G K	Chairperson	Scientific session at 41st Karnataka state dental conference at Coorg in November 21- 23rd 2013.
	Chair person	Scientific session at 14 <sup>th</sup> midterm AOMSI 2010 Conference at Mumbai in June 2010.

	Reviewer	Journal of Maxillofacial & Oral Surgery, official publication of AOMSI India and have reviewed 39 papers till date for the journal
	Editorial Board Member	AMDD journals

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

Faculty has attended:

- Teachers training programs
- CDE programs
- Basic life support programs
- Hands-on courses
- National and state conferences and conventions

28. Student projects

- percentage of students who have taken up in-house projects including inter-departmental projects  
100%
- percentage of students doing projects in collaboration with other universities / industry / institute  
None

29. Awards / recognitions received at the national and international level by

- Faculty:
  - Dr. AnubhavJannu– Awarded GINWALA TROPHY for “A2 feeding plate for oral cancer patients – a ryle’s tube replacer: 39<sup>th</sup>aomsiNational conference Goa 21-23 Nov 2014 under the Prize Paper Category.
  - Dr.AnubhavJannu – Holds a patent at the Indian Patent Office, Chennai for designing a Feeding plate for patients who have trouble in consuming food.
- **Doctoral / post doctoral fellows** : Not Applicable
- **Students**: UG and PG Best paper and best poster awards in National and state conferences and conventions

Dr Dona Bhattacharya (PG student) DrShilpa MR(PG student) DrAshimShekar(PG student)	1 <sup>st</sup> position; Team quiz; Feb 13 <sup>th</sup> 2013. Oral and maxillofacial surgeons day celebration at BIDS, Bangalore
Dr. KaushalRao (PG student)	“OSMF and amniotic sac- Unexplored treatment modality” presented in FHNO conference, Kannur(3 <sup>rd</sup> position –

	<b>BEST POSTER)</b>
Dr. ShettyHardik (PG student)	“Twilight through too light: The vampire facelift”39 <sup>th</sup> AOMSI National conference Goa 21-23 Nov 2014 <b>(BEST POSTER)</b>



**30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.**

Seminars, Workshops and CDE programs funded by KLE University, Belgaum: No. 1

Sl. No	Date	Conferences/Workshops/ Hands-on courses conducted by Dept. of oral and maxillofacial surgery
1.	28/05/2011	CPR training programme
2.	13/07/2012	C.D.E programme–“Current advances in maxillofacial and orthognathic surgery”
3.	July 2012	C.D.E programme“ Current perspectives in craniomaxillofacial surgery and facial esthetic problems”
4.	10/07/2013	Hands on CPR TRAINING
5.	18/03/2014	C.D.E programme: “Practice management for dentists”
6.	/11/2014	CDE Program on “Oral cancer” by DrThomas Abraham(international faculty Malaysia)

**31. Code of ethics for research followed by the departments**

Ethical committee of the institution provides the ICMR guidelines for various research projects

**32. Student profile program-wise:**

Name of the Program (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
BDS					
MDS		6	3	100%	100%

**33. Diversity of students**

Name of the Program (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MDS	67%	Nil	33%	Nil

**34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.**

None

**35. Student progression**

Student progression	Percentage against enrolled
UG to PG	None
PG to M.Phil, DM / M Ch / DNB	None
PG to Ph.D.	None
Ph.D. to Post-Doctoral	None
Employed	
• Campus selection	None
• Other than campus recruitment	50%
Entrepreneurs	None

36. Diversity of staff

Percentage of faculty who are graduates of the same university	100%
from other universities within the State	None
from universities from other States	None
from universities outside the country	None

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period

None

38. Present details of departmental infrastructural facilities with regard to

a) Library: Total number of books: 103

b) Internet facilities for staff and students: wi-fi

c) Total number of class rooms: 01

d) Class rooms with ICT facility and 'smart' class rooms: None

39. List of doctoral, post-doctoral students and Research Associates

a) from the host institution/university

b) from other institutions/universities

None

40. Number of post graduate students getting financial assistance from the university.

None

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology.

No

42. Does the department obtain feedback from

a. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

RGUHS governs, regulates and revises curriculum for all its UG and PG courses

based on the regulation of DCI

- b. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? Yes
- c. alumni and employers on the programs offered and how does the department utilize the feedback? None

43. List the distinguished alumni of the department (maximum 10)

None

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.

Sl. No	Date	Conferences/Workshops/ Hands-on courses conducted by Dept. of oral and maxillofacial surgery
1.	28/05/2011	CPR training programme
2.	13/07/2012	C.D.E programme – “Current advances in maxillofacial and orthognathic surgery”
3.	July 2012	C.D.E programme“ Current perspectives in craniomaxillofacial surgery and facial esthetic problems”
4.	10/07/2013	Hands on CPR training
5.	18/03/2014	C.D.E programme : “Practice management for dentists”
6.	/11/2014	CDE Program on “Oral cancer & oral mucosal lesions” by DrThomas

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

The following teaching methodology programs adopted by faculty including clinical teaching for UG and PG students are,

Undergraduates:

- Discussions and demonstrations
- Teaching models
- Teaching charts/posters
- Practical exercises
- Problem based learning
- Standard Operating procedures
- Integrated teaching
- Seminar
- Viva-cards
- Chair side discussions

Postgraduates:

- Discussions and demonstrations
- Teaching models
- Teaching charts/posters
- Problem based learning
- Standard Operating procedures
- Integrated teaching
- Inter-department meetings
- Inter-disciplinary meetings
- Seminar
- Chair side case discussions and demonstrations
- Viva-cards
- Developing teaching skills by taking UG classes
- Learning research skills by doing and writing dissertation work and short studies
- Peripheral postings at St Marthas Hospital (Bangalore), GSR hospital of plastic surgery (Hyderabad), BhagwanMahaveer Jain Hospital (Bangalore), Kidwai Memorial Hospital (Bangalore), NIMHANS (Bangalore), Bangalore Medical College- Dermatology department (Bangalore)

**46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?**

The department ensures program objectives are constantly met and learning outcomes are monitored by,

Academic:

Undergraduate students

- Taking feedbacks from students
- Conducting exams/internals
- Conducting monthly tests for week students
- Conducting viva-voce
- End posting exams
- Updating log books
- Conducting departmental meetings
- Remedial classes are taken for below average students
- Above average students are encouraged to participate in conferences and present papers/posters
- Counseling via mentor system

Postgraduate students

- Taking feedbacks from students

- Conducting weekly tests
- Updating check-lists and log books
- Evaluation of seminars, journal clubs and case presentations by check-lists
- Counseling via mentor system

Administrative:

- Conducting departmental meetings
- Monitoring by quality assurance committee of department

**47. Highlight the participation of students and faculty in extension activities.**

Participation of students and faculty in extension activities are as follows,

Academic:

- Poster & paper presentations in conferences and conventions
- Quiz competitions
- Conducting CDE program, workshops and hands-on courses

Co-curricular and extra-curricular activities:

Participation in,

- Sports
- Culturals
- Swatch Bharat Abhyan
- Anti-tobacco day
- Oral hygiene day
- World AIDS day
- Oral and Maxillofacial surgeons day
- Blood donation camp in association withshushrutha blood bank
- Annual Hepatitis B vaccination programme for students

**48. Give details of “beyond syllabus scholarly activities” of the department.**

None

**49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details.**

No

**50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.**

Department contributes in generating new knowledge, basics and applied by

- ICT enabled teaching
- Integrated teaching
- Encouraging poster & paper presentations

- Group discussions
- Case based learning
- Post graduates are encouraged to present papers & posters in conferences and conventions
- Post graduates are given opportunity to attend hands-on courses on new techniques

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**STRENGTHS**

- Good infrastructure
- Team work and efficient faculty
- More number of patients
- ICT enabled teaching
- Wi-fi and internet facility
- Mentor system
- Methodological teaching
- Well planned and regularized UG and PG curriculum
- Well documented academic and administrative activities
- Well-equipped OT complex with Boyles' apparatus, fiberoptic intubation kit, Stryker saw kit etc.
- Facial esthetic Clinic
- Advanced diagnostic measures like- RVG

**WEAKNESS**

- Area which can be improved :
  - Association with a medical college and/or hospital
  - ICU facility for in patients
  - 24 hour on-call general physician

**OPPURTUNITIES**

- Funded research projects
- PG enhancement
- Collaborations with dental extension activity organizations
- Treatment cubicles

**CHALLENGES**

- To meet and cater the needs of out-patients

52. Future plans of the department.

- Extension of PG seats
- PG diploma course in Implantology
- Fellowship programme in orthognathic surgery, cleft surgeries.
- PhD programs
- Extended and funded research activities
- Conduct specialty conferences

### **3. EVALUATIVE REPORT OF THE DEPARTMENT**

#### **DEPARTMENT OF PROSTHODONTICS**

1. Name of the Department : Department of Prosthodontics
2. Year of establishment : 1992
3. Is the Department part of a college/Faculty of the university? – Yes
4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.) : UG and PG
5. Interdisciplinary programs and departments involved : None
6. Courses in collaboration with other universities, industries, foreign institutions, etc : None
7. Details of programs discontinued, if any, with reasons : None
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System : Annual
9. Participation of the department in the courses offered by other departments : None
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

Teaching posts	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	2	4	4
Associate Professor/Reader	4	2	2
Assistant Professor	-	-	-
Lecturer	3	3	3
Tutor/Clinical Instructor	2	2	2
Senior Resident			-



11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr. Srivatsa .G	M.D.S	Principal	Prosthodontics	17 years
Dr.Rohit M. Shetty	M.D.S	Professor & HOD	Prosthodontics	14 years
Dr. Supriya Manvi	M.D.S	Professor	Prosthodontics	13 years
Dr. Rajeshwari. C.L	M.D.S	Professor	Prosthodontics	12 years
Dr. Yamini Nandini	M.D.S	Reader	Prosthodontics	05 years
Dr.Chandrakala.V	M.D.S	Reader	Prosthodontics	05years
Dr. Deepmala.S	M.D.S	Senior Lecturer	Prosthodontics	4 years
Dr. Deepa Jayashankar	M.D.S	Senior Lecturer	Prosthodontics	4 years
Dr. Sudhakar A.	M.D.S	Senior Lecturer	Prosthodontics	6 months

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors : None
13. Percentage of classes taken by temporary faculty – program-wise information : None
14. Program-wise Student Teacher Ratio : 1:3
15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual : 06
16. Research thrust areas as recognized by major funding agencies : None
17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise : None
18. Inter-institutional collaborative projects and associated grants received : None

b) National collaboration b) International collaboration

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received : None

20. Research facility / centre with : None

- state recognition
- national recognition
- international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies : None

22. Publications:

SI No.	Publications details	Numbers	
1	Number of papers published in peer reviewed journals (national / international)	International =8	National=49
2	Monographs	-	
3	Chapters in Books	1	
4	Books edited		
5	Books with ISBN with details of publishers	1 [81-8061-263-5]	
6	Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google Scholar, etc.)	Google scholar: 14 Scopus: 2	
7	Citation Index – range / average	4-Articles indexed – 2, 15, 1, 2	
8	Source Normalized Impact per paper SNIP	-	
9	SCI Image Journal Rank (SJR)	4 Articles –Q30,171 2 Articles – 0,127	
10	Impact Factor – range / average	1 Article – 0.7	
11	h-index	4 Articles- 22, 2 Articles- 04, 1 Article- 01	

23. Details of patents and income generated : None

24. Areas of consultancy and income generated : None

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad : None

26. Faculty serving in - None

- a) National committees b) International committees c) Editorial Boards d) any other (specify)

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

Sl. No.	Date	CDE/Work shops/training/ sensitization Programmes conducted by the Dept. of Prosthodontics
1	21/2/2006	CDE Program on Biohorizon Implant System
2	28 & 29 <sup>th</sup> oct 2006	CDE Program Esthetic Unlimited
3	6/3/2007	*CDE Program on Recent Technologies in Oral Surgery, Endodontics and Prosthodontics: *Demonstrations on Maintenance of Hand Pieces
4	9/10/2007	Workshop on MIS-SEVEN Implants
5	30/11/2007	CDE Program by the KLE Staff
6	28/3/2008	CDE Program on Nobel Biocare Implant
7	31/1/2009	CDE Program on Laminate Veneers
8	13/10/2010	CDE Program on Current Concepts and Recent Advances In Fixed Prosthodontics
9	11/3/2011	CDE Program on All Ceramics
10	10/6/2011	CDE Program on Complete Guide on Complete Dentures
11	21/11/2011	CDE Program on Post And Core Temporization and Impression Procedure
12	16/10/2012	CDE Program on All Ceramics: the Crowning Glory in Prosthodontics
13	25/10/2012	Pre-Conference Course(ISOI): Force Finishing in Oral Implantology using T-Scan III: An Emerging trend
14	25/10/2012	Pre-Conference Course(ISOI): Bone Grafting in Implantology for the Beginners
15	8/5/2013	Demonstration of Sam Articulators
16	30/5/2013	Razzmatazz: The Prosthodontic Quiz
17	12 & 13 <sup>th</sup> Nov 2013	Elliot's CookBook For Predictable Restorative and Esthetic Dentistry
18	10/2/2014	Hands-on Course on Implants
19	30/10/14 to 02/12/14	Implant workshop at K.L.E dental college by university of Rochester, USA

28. Student projects

Percentage of students who have taken up in-house projects including inter - departmental projects - P.G. DISSERTATION TOPICS

	NAME OF STUDENT	TITLE	GUIDED BY	YEAR
1.	Dr.BanashreeS.S.	An In Vitro evaluation of transverse strength of repaired heat cure acrylic	Dr.Rohit Mohan Shetty Dr. Srivatsa G.	2008

		denture base resin with heat cure and autopolymerising resins under different surface treatments.		
2.	Dr. B.V.Swapna	Evaluation of surface detail and dimensional accuracy of gypsum casts after repeated immersion in two disinfectant solutions.	Dr. Srivatsa G. Dr. Rajeshwari C.L.	2008
3.	Dr. Sudhakar A.	Effect of micro oven drying and die hardener on surface hardness of Type IV Dental Stone	Dr. Srivatsa G.	2010
4.	Dr. Kothari Rahul Navinchand	Effect of time and method of drying on bond strength of tray adhesives with vinyl polysiloxanes	Dr. Rohit Mohan Shetty	2010
5.	Dr. Dhole Rohit Ishwar	Effect of adding aluminium oxide on flexural strength of different types of acrylic resins.	Dr. Srivatsa G.	2011
6.	Dr. Bhandari Ganeshdev Ramachandra	Influence of Eugenol free and Eugenol containing temporary cements and pumice pretreatment on the bond strength of a total etch resin cement: An In Vitro study	Dr. Rohit Mohan Shetty	2011
7.	Dr. Rini Gogia	Comparison of Marginal accuracy and diametral tensile strength of provisional restorative	Dr. Rohit Mohan Shetty	2012

		material- An in Vitro Study		
8.	Dr. Jagrati Agarwal V.	A Clinical study to determine the flexure of mandible in various dentate arch forms	Dr. Supriya Manvi	2012
9.	Dr. Adarsh .N.Bhat	A comparison of elastic recovery time and dimensional accuracy of 3 medium viscosity elastomers, following multiple pours, using a fiber Bragg grating sensor- An in Vitro study	Dr. Rohit Mohan Shetty	2013
10.	Dr.Nishant Gupta	An in-vitro evaluation of colour stability and flexural strength of two commercially available flexible denture base materials with ageing.	Dr. Srivatsa G.	2013
11.	Dr. Abhijeet V Ghatge	The effectiveness of rounded line angles on the stress distribution in all ceramic crowns: A Finite element analysis	Dr. Srivatsa G.	2014
12.	Dr. Chintan P Shah	A comparative evaluation of effect of desensitizing agents during pre cementation on crown retention - An in vitro study	Dr. Rohit Mohan Shetty	2014
13.	Dr. Roopa Patil	The effect of chemical gingival marginal displacement on polymerization	Dr. Rohit Mohan Shetty	2014

		time of vinyl siloxanether material - An in vitro study		
14.	Dr. Shahabaz Ahamed	Visual and instrumental shade matching of two commonly used All ceramic systems after different firing cycles: An in vitro study	Dr. Supriya Manvi	2014
15.	Dr. Shruthi. GS	The effect of finishing and polishing agents on the surface texture and colour of Pressable ceramic restorative material- An in vitro study	Dr. Rajeswari. CL	2014

- Percentage of students doing projects in collaboration with other universities / industry / institute : None

#### 29. Awards / recognitions received at the national and international level by

Research awards received by the faculty and students

1. Dr. Srivatsa G [1. Best Scientific paper award for ‘Complete denture treatment for pedodontic case of Arnold Sherrie; A case report at 37<sup>th</sup> IPS Conference 2009, Trichur 2. Best Scientific paper award for ‘Make a difference- Be a Proud Prosthodontist, at 38<sup>th</sup> IPS Conference 2010, Indore]
2. Dr. Chandrakala.V [1. Best poster award for “Bite Force until Denture Dislodgement – an innovative approach to record” at 40<sup>th</sup> IPS Conference 2012, Chennai 2. Best Scientific paper award for “Innovative Gnathometer to record complete denture retention – An enigma resolved”]
3. Dr. Banashree S [2<sup>nd</sup> prize scientific paper award for 28 teeth syndrome at 37<sup>th</sup> IPS, Conference 2009, Trichur]
4. Dr. Rohit Dhole [2<sup>nd</sup> prize in scientific paper presentation title “Resin bonded Prosthesis: concept redefined” at 14<sup>th</sup> IPS PG Convention 27/7/2012, Mangalore]
5. Dr. Ganeshdev B [2<sup>nd</sup> prize in scientific paper presentation title “Velopharengial Prosthesis “at 14<sup>th</sup> IPS PG Convention 27/7/2012, Mangalore]
6. Dr. Jagrati. A [Best Scientific paper award for “maxillofacial facial prosthesis enhancing function in speech and deglutition disorders” at 40<sup>th</sup> IPS Conference 2012, Chennai]
7. Dr. Adarsh NB & Dr. Nishant G [III prize in poster presentation title “Together we can make speech Better”, at Ambedkar Dental college, Bangalore on 7/11/2013]

**30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.**

Sl. No.	Date	Conferences/Work shops conducted by the Dept. of Prosthodontics
1	9/10/2007	Workshop on MIS-SEVEN Implants
2	25/10/2012	Pre-Conference Course(ISOI): Force Finishing in Oral Implantology using T-Scan III: An Emerging trend
3	25/10/2012	Pre-Conference Course(ISOI): Bone Grafting in Implantology for the Beginners
4	8/5/2013	Demonstration of Sam Articulators
5	12 & 13 <sup>th</sup> Nov 2013	Elliot's CookBook For Predictable Restorative and Esthetic Dentistry
6	10/2/2014	Hands-on Course on Implants
7	30/10/14 to 02/12/14	Implant workshop at K.L.E dental college by university of Rochester, USA

**31. Code of ethics for research followed by the departments: ICMR guidelines followed as per Ethical Committee.**

**32. Student profile program-wise:**

Name of the Program (refer to question no. 4)		Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
M.D.S (2010-2014)		35	7	3	100%	100%
B.D.S	2010	-	-	-	100%	96%
	2011	-	-	-	100%	67%
	2012	-	-	-	100%	92%
	2013	-	-	-	100%	100%

33. Diversity of students

Name of the Program (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
M.D.S	13	-	2	-

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise : None

35. Student progression

Student progression	Percentage against enrolled
UG to PG	7%
PG to M.Phil, DM / M Ch / DNB	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	-
Entrepreneurs	-

36. Diversity of staff

Percentage of faculty who are graduates of the same university	89%
from other universities within the State	--
from universities from other States	11%
from universities outside the country	-

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period : None

38. Present details of departmental infrastructural facilities with regard to

- a) Library – Total number of books : 46
- b) Internet facilities for staff and students : Wi-fi
- c) Total number of class rooms - 01
- d) Class rooms with ICT facility and ‘smart’ class rooms – enabled with ICT
- e) Students’ laboratories - 05
- f) Research laboratories – 00

39. List of doctoral, post-doctoral students and Research Associates : None



a) from the host institution/university

b) from other institutions/universities

40. Number of post graduate students getting financial assistance from the university :  
None

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology – No

42. Does the department obtain feedback from

d. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? - Yes

The Rajiv Gandhi University of Health Sciences, Karnataka handles the designing of the curriculum for all its under graduate and Post graduate courses based on the regulations of DCI. At the end of the academic year, the department conducts review meeting in which all the staff members offer their suggestions for change or improvement based on the content of the course, classroom experience and the performance of the students in the examinations.

e. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? - Yes

The student's feedback regarding the faculty members are analyzed and the required necessary changes are incorporated to enhance the learning process within the department.

f. alumni and employers on the programs offered and how does the department utilize the feedback – No

43. List the distinguished alumni of the department (maximum 10) : None

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.

Sl. No.	Date	Work shops/training conducted by the Dept. of Prosthodontics
1	9/10/2007	Workshop on MIS-SEVEN Implants
2	25/10/2012	Pre-Conference Course(ISOI): Force Finishing in Oral Implantology using T-Scan III: An Emerging trend
3	25/10/2012	Pre-Conference Course(ISOI): Bone Grafting in Implantology for the Beginners
4	8/5/2013	Demonstration of Sam Articulators
5	30/5/2013	Razzmatazz: The Prosthodontic Quiz
6	12 & 13 <sup>th</sup> Nov 2013	Elliot's CookBook For Predictable Restorative and Esthetic Dentistry
7	10/2/2014	Hands-on Course on Implants
8	30/10/14 to 02/12/14	Implant workshop at K.L.E dental college by university of Rochester, USA

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

The department has well qualified and experienced staff and ratio of students to teachers is very good with 1:17 for UGs and 1:2 for PG's. Experienced and qualified staff is given personalized attention in both theory and practical knowledge.

a) Under Graduate teaching (B.D.S)

- Demonstrations
- Study of charts and models
- Observation of models
- Practical exercises

b) Post Graduate teaching (M.D.S)

- Pre – clinical exercises
- Journal clubs
- Seminar discussions
- Clinical cases
- Developing teaching skills by taking UG classes
- Learning research skills by writing a dissertation work.

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?

For Under Graduates –

Conducted 3 internals per year

Conducted monthly tests for below average students

Conducted Viva – Voce every month

Updated Log books

For Post Graduates –

Conducted weekly tests

Updated checklists and log books

Conducted Seminars, Journal Clubs and Case presentations

Personal counselling of students

Identify the weak student in the class by theory and practical knowledge

Personal counselling through Mentor system

Conducting Parent Teacher meetings

Given important questions to weak students

Extra classes taken for weak students

47. Highlight the participation of students and faculty in extension activities : Students and Faculty participate in health awareness campaign conducted by the college, participate in conducting special events like “No Tobacco Day”, AIDS Day, etc.

48. Give details of “beyond syllabus scholarly activities” of the department : None

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details – No

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

For Under Graduates

Demonstrations are given for Pre-clinical and Clinical exercises

Casts and Models were explained in detail batch wise

Conducted Group Discussions every week

For Post Graduates

Conducted Seminars, Journal Clubs and Case presentations

Encouraged students to involve in Scientific Research Activities

Making them involved in Scientific Publications

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths**

Good infrastructure

Team work and highly skilled teachers

Increased number of patients

Free dentures under Oral Health Policy

Well equipped labs

Regularized academic Curriculum for UG and PG students

Usage of LCD monitors for presentations

Regular discussion and interactive sessions with students

Mentor system for each student

**Weakness**

Area can be improved

Flooring can be improved

**Opportunities**

Encouraged to take up research projects

Encouraged to attend Scientific Conferences and present Papers

**Challenges**

Conducting more number of denture Camps

52. Future plans of the department

To conduct speciality conferences, workshops, etc

Expansion of the department for Ph.D

Improve research activities

### **3. EVALUATIVE REPORT OF THE DEPARTMENT**

#### **DEPARTMENT OF PEDODONTICS AND PREVENTIVE DENTISTRY**

1. **Name of the Department** :Pedodontics& Preventive Dentistry
2. **Year of establishment** :1993
3. **Is the Department part of a college/Faculty of the university?**  
Yes, a part of KLE Society's Institute of Dental Sciences, Bangalore.
4. **Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)** :  
Under Graduation - BDS  
Post Graduation – MDS
5. **Interdisciplinary programs and departments involved:**  
Interdepartmental Meets – 12 per year
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.** –nil
7. **Details of programs discontinued, if any, with reasons**-nil
8. **Examination System: Annual/Semester/Trimester/Choice Based Credit System**  
- Annual
9. **Participation of the department in the courses offered by other departments**  
-Faculty attended teacher training program organized by KLE Society's Institute of Dental Sciences, Bangalore.  
- Interdepartmental meet
10. **Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)**

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	
Associate Professor/Reader	1	1	
Assistant Professor			
Lecturer	2	2	
Tutor / Clinical Instructor			
Senior Resident			

11. **Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance**

Name	Qualification	Designation	Specialization	No. of Years of Experience
1. Dr. Sandyadevi S Patil	MDS	Prof & Head	Pedodontics	18.5 years
2. Dr. Rachna Thakur	MDS	Reader	Pedodontics	5 years
3. Dr. Vandana B L	MDS	Lecturer	Pedodontics	1 year
4. Dr. Ravi Kumar S	MDS	Lecturer	Pedodontics	4 months

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors- nil

13. Percentage of classes taken by temporary faculty – program-wise information – nil

14. Program-wise Student Teacher Ratio

Program	Student teacher ratio
BDS	12.5:1
MDS	1:2

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

	Sanctioned	Filled	Actual
Nurse	1	1	1
Receptionist	1	1	1
Attender	2	2	2

16. Research thrust areas as recognized by major funding agencies

- Minimally invasive caries removal (Carie Care)

17. Number of faculty with ongoing projects from

a) national- nil

b) international funding agencies – nil

c) Total grants received - nil

Give the names of the funding agencies, project title and grants received project-wise- nil

18. Inter-institutional collaborative projects and associated grants received

c) National collaboration - 1 (Vittal Malya Scientific Research Centre, Bangalore)

d) International collaboration- nil

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. –nil

20. Research facility / centre with

- state recognition– nil

- national recognition - 1. Central Manufacturing Technology Institute  
2. Vittal Mallya Scientific Research Centre

- international recognition - nil

21. Special research laboratories sponsored by / created by industry or corporate bodies – nil

22. Publications:

- \* Number of papers published in peer reviewed journals (national / international) - 25
- \* Monographs- nil
- \* Chapters in Books - nil
- \* Books edited- nil
- \* Books with ISBN with details of publishers - nil
- \* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)
- \* Citation Index - 24
- \* SNIP
- \* SJR
- \* Impact Factor – 3.36
- \* h-index – 4

23. Details of patents and income generated - NIL

24. Areas of consultancy and income generated-NIL

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad – NIL

26. Faculty serving in

a) National committees b) International committees c) Editorial Boards d) any other (specify)

- Dr. Sandhyadevi S Patil is a member in review board for a peer reviewed journal titled “Journal of Indian Society of Pedodontic & Preventive dentistry, Dental Era, and European Journal of General Dentistry ”.

- Dr. Rachna Thakur is a member in review board for peer reviewed journals titled “International Journal of Pediatric Dentistry , European Journal of General Dentistry and Journal of dental peer”.

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

Department organized CDE and workshop – 4  
Conference/PG convention attended – 12

28. Student projects

- percentage of students who have taken up in-house projects including inter-departmental projects– 2 completed, 2 on going
- percentage of students doing projects in collaboration with other universities / industry / institute – 3 completed, 1 on going.

29. Awards / recognitions received at the national and international level by

- Faculty - 1
- Doctoral / post doctoral fellows - nil
- Students - 7

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

Organized 3 CDE and 1 workshop which was funded partly by Karnataka State Dental Council and Clinix.

31. Code of ethics for research followed by the departments.

Department strictly follows the institutional ethical committee code.

32. Student profile program-wise: NA

Name of the Program (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
BDS	-	-	-	-	-
MDS	-	-	-	-	-

33. Diversity of students

Name of the Program (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MDS 2010	100%	-	-	-
2011	100%	-	-	-
2012	50%	-	50%	-
2013	50%	-	50%	-
2014	100%			

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise. – nil

35. Student progression

Student progression	Percentage against enrolled
UG to PG	-
PG to M.Phil, DM / M Ch / DNB	NA
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	NA
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurs	-

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	100%
from other universities within the State	-
from universities from other States	-
from universities outside the country	-

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period- NIL

38. Present details of departmental infrastructural facilities with regard to

- a) Library - digital library facility available, 53 books available
- b) Internet facilities for staff and students - Available
- c) Total number of class rooms - 1
- d) Class rooms with ICT facility and 'smart' class rooms -1
- e) Students' laboratories - 2
- f) Research laboratories – nil

39. List of doctoral, post-doctoral students and Research Associates

- a) From the host institution/university - Nil
- b) From other institutions/universities – Nil

40. Number of post graduate students getting financial assistance from the university-Nil

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology- nil

42. Does the department obtain feedback from

- g. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? - yes
- h. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback? - yes
- i. Alumni and employers on the programs offered and how does the department utilize the feedback? - yes

43. List the distinguished alumni of the department (maximum 10)

Dr. MihirNayak, Dr. NishaTewatia, Dr. Shradha Singh, Dr. Harshil, Dr. AdeebTaha, Dr. DharamInduja, Dr. Uma Unnikrishnan, Dr. Divyashree, Dr. Neerja, Dr.JaiPandya, Dr. Mukul

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.



Date	Guest Speaker	Topic
29 <sup>th</sup> September 2010	Dr. Shafalika Gynecologist and Obstetrician	Conception till birth – Problems and intervention in prenatal care
29 <sup>th</sup> September 2010	Dr. UmaShankar Radiologist and Ultrasonologist	Pediatric Imaging – Antenatal and Post natal diagnosis of craniofacial abnormalities
29 <sup>th</sup> September 2010	Dr. Somshekhar Pediatrician	Disability warning Signs – Perinatal care and child development
29 <sup>th</sup> September 2010	Dr. N.B. Kulkarni Clinical Psychiatrist	How to cope with disabled child – Understanding the psychology behind childhood disabilities
11 <sup>th</sup> July 2011	Dr. Vikram P Kavi Practitioner in Scotland	Conscious Sedation and its application in routine dental practice
11 <sup>th</sup> July 2011	Dr. Sudhir R Patil Prof & Head, Dept of Periodontology, KLES Institute of Dental Sciences, Bangalore	Opportunities Galore, You need to grab them
11 <sup>th</sup> July 2011	Dr. Vikram P Kavi Practitioner in Scotland	Avenues for Indian dental graduates in Western Countries
22 <sup>nd</sup> August 2013	Dr. SharathAsokan Professor, KSR Dental College, Thirchingud	Understanding special children- A Psychological Perspective
22 <sup>nd</sup> August 2013	Dr. Chandrashekar Nair, Prof & Head, AECS Maaruti Dental College, Bangalore	Communication is an essential Professional skill for the dentist
22 <sup>nd</sup> August 2013	Dr. SatyajitDandagi Oral Surgeon	Coping with crisis – GA for special children: The risk and prevention Management
22 <sup>nd</sup> August 2013	Dr. SrinivasNamineni Prof & Head, Sri Sai Dental College, Vikarabad	Nitrous oxide relative analgesia in Pediatric dental practice

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

**BDS:**

Lectures with audio visual aids, Models  
Demonstrations  
Discussions  
Remedial classes for slow learners

**MDS:**

Case Discussions  
Demonstrations  
Basic Science classes  
Journal club  
Seminars  
Scientific Presentation

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?

Yes, through internal assessments, viva, monthly clinical & theory assessment test. Students write assignment daily for given topic which will be followed by discussion. Students with below 50% score attend remedial class.

47. Highlight the participation of students and faculty in extension activities.

- Undergraduates and Post graduates regularly participate in Screening and camps organized in Schools followed by treatment in department with consent.
- Department has adopted Special children school, nearby orphanages and government schools.

48. Give details of “beyond syllabus scholarly activities” of the department.

- Epidemiological surveys, presentations in scientific programs, Short term clinical research activities by Post graduates.

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details – nil

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

**BDS**

- MCQ s are given monthly once on basics, recent advances and its clinical implications.

-Discussions

**MDS**

-Evidence based Discussions

-Post graduates attend inter college journal clubs where they are exposed to new concepts

-Interdepartmental case discussions.

**51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.**

**Strengths:**

- Dedicated and efficient staff team
- Organized UG and PG curriculum
  - Regular School dental health program
  - Good infrastructure and well equipped department
- Academic Schedules for undergraduates and postgraduates

**Weakness:**

- Less walk- in OP due to lack of children's oral health awareness among parents
- Low revenue as college is situated in industrial area and most of the outpatients are daily wage workers

**Opportunities:**

- to create child oral health awareness among low socio economic status population
  - Extending dental service for government schools, orphanages, rural, underprivileged and economically backward class

**Challenges:**

- Unable to render extensive treatment for school children as they are not accompanied by their parents because both parents are daily wage workers

**52. Future plans of the department.**

- Enhancement of post graduation seats
- Sports dentistry unit which creates awareness about sports injuries, its prevention, dental management of emergencies among school teachers
- Strive to obtain MOU with reputed institutes to carry out research activities
- Adopt more schools to extend oral health services to children and create oral health awareness.

**3. EVALUATIVE REPORT OF THE DEPARTMENT**  
**DEPARTMENT OF PERIODONTICS**

1. Name of the Department: **Periodontics**
2. Year of establishment: **1992**
3. Is the Department part of a college/Faculty of the university? **YES**
4. Names of programs offered (UG, PG, Pharm D, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)  
**UG (BDS), PG (MDS)**
5. Interdisciplinary programs and departments involved  
**Lasers and Implant,**  
**Departments involved- Periodontics, Prosthodontics, Oral surgery, Oral medicine, Oral pathology**
6. Courses in collaboration with other universities, industries, foreign institutions, etc.  
**NIL**
7. Details of programs discontinued, if any, with reasons  
**NIL**
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System  
**Annual**
9. Participation of the department in the courses offered by other departments **NA**
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	02	02	
Associate Professor/Reader	02	02	
Assistant Professor	-	-	
Lecturer	03	02	
Tutor / Clinical Instructor	01	Nil	
Senior Resident			

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr. Sudhir R Patil	MDS	Professor and HOD	Periodontics	23
Dr. Sphoorthi Belludi	MDS	Professor	Periodontics	10.5
Dr. Ashwin Prabhu	MDS	Reader	Periodontics	9
Dr. Veena HR	MDS	Reader	Periodontics	8.5
Dr. Sneha Dani	MDS	Lecturer	Periodontics	1.5
Dr. Padmavati Bellary	MDS	Lecturer	Periodontics	21 days

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

NA

13. Percentage of classes taken by temporary faculty – program-wise information

NA

14. Program-wise Student Teacher Ratio

UG- 1:10 ; PG 1:2

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual (2 /1/1)

16. Research thrust areas as recognized by major funding agencies

**Biofilm, Platelet rich preparations, Lasers, Implantology, Diabetes research, Periodontal medicine.**

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

No of faculty - 01

Research on “Evaluation of platelet rich fibrin matrix (PRFM) in the management of Chronic Periodontitis patients with intraosseous defects using Radiovisiography” has been undertaken by the department of Periodontics. **The research project has been partially funded by Medical Education and Research Trust (MERT)**

**Funds received for sanctioned projects** - Total of Rs 50,000 had been sanctioned by MERT. Out of which Rs 30,000 had been released initially by the trust at the beginning of the project on 6/7/2013. Along with the self funding, SELPHYL PRFM KITS was procured by the investigators from MESOTHERAPY WORLDWIDE, Dubai on 26/2/2014. The request for the release of remaining amount was submitted to the trust on 26/2/2014 along with the mid-term report. The remaining amount of 20,000 was released on 12/3/2014 by the trust.

#### 18. Inter-institutional collaborative projects and associated grants received

##### e) National collaboration b) International collaboration

The department has Research collaboration with

1. Central Silk Technological Research Institute, Bangalore.
2. Central Manufacturing Technology Institute (CMTI) Bangalore.
3. National Institute of Mental Health and Neurosciences (NIMHANS) Bangalore.
4. Rajarajeshwari Dental College, Bangalore.
5. Krishnadevaraya Dental College, Bangalore.
6. Nethra eye hospital, Bangalore.
7. M.S Ramaiah university of applied sciences, Bangalore

The memorandum of Understanding with CMTI is in process

#### 19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

Research on “Evaluation of platelet rich fibrin matrix (PRFM) in the management of Chronic Periodontitis patients with intraosseous Defects using Radiovisiography” has been undertaken by the department of Periodontics.

**Funds received for sanctioned projects** - Total of Rs 50,000 had been sanctioned by MERT. Out of which Rs 30,000 had been released initially by the trust at the beginning of the project on 6/7/2013. Along with the self funding, SELPHYL PRFM KITS was procured by the investigators from MESOTHERAPY WORLDWIDE, Dubai on 26/2/2014. The request for the release of remaining amount was submitted to the trust on 26/2/2014 along with the mid-term report. The remaining amount of 20,000 was released on 12/3/2014 by the trust.

#### 20. Research facility / centre with

- State recognition
- National recognition
- International recognition

#### 21. Special research laboratories sponsored by / created by industry or corporate bodies

The department utilizes the research facilities at Central Silk Technological Research Institute, Central Manufacturing Technology Institute (CMTI), National Institute of Mental Health and Neurosciences (NIMHANS), Rajarajeshwari Dental College and

Krishnadevaraya Dental College, M.S Ramaiah university of applied sciences, Bangalore with regard to various research projects.

## 22. Publications:

Sl No.	Publications details	Numbers	
1	Number of papers published in peer reviewed journals (national / international)	International =28	National=23
2	Monographs	-	
3	Chapters in Books	7	
4	Books edited	-	
5	Books with ISBN with details of publishers	978-93-5090-267-7 81-8004-049-6	
6	Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google Scholar, etc.)	Google scholar: 19 Scopus: 12	
7	Citation Index – range / average	2-Articles	
8	Source Normalized Impact per paper SNIP	11 articles-1.642, 0.032,0.11, 0.64, 0.50, 0.56	
9	SCI Image Journal Rank (SJR)	09 Articles –1.159, 0.103,0.54, 0.182	
10	Impact Factor – range / average	18 Article – 0.64-2.95	
11	h-index	2 Articles- 42, 11,	

## 23. Details of patents and income generated

None

## 24. Areas of consultancy and income generated

None

## 25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

None

## 26. Faculty serving in

- a) National committees b) International committees c) Editorial Boards d) any other (specify)

Dr Sudhir R. Patil is on the editorial board of K.L.E Institute of Dental Sciences Journal and IDES International journal of Dental Sciences (IJDS), Netherlands and former editor-in-chief, GDCRI alumni association newsletter.

Dr Sudhir R. Patil- member of college council, environment and ecological committee, curricular and calendar of events committee

Dr Sudhir R. Patil and Dr Ashwin Prabhu are on the Institutional Ethics Board of K.L.E Society's Institute of Dental Sciences Bangalore.

Dr Sphoorthi Belludi – Member of Institutional Clinical Committee, Research Committee

Dr Ashwin Prabhu – member of Institutional CDE Department

**27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).**

<b>Sl. No</b>	<b>Date</b>	<b>Refresher / orientation programs, workshops, training programs and similar programs</b>
1.	05-3-2010	Symplaq, A Symposium on dental plaque in KLEDC, Bangalore
2.	21-03-2010	IDA Bangalore branch CDE Program held Hotel Magrath on on “Antimicrobial therapy in management of Periodontal Diseases conducted by Dr Martin Addy from University of Bristol, U.K
3.	20-04-2010	State level Workshop and CDE on “Nutrition and Health” held at GDCRI
4.	29-04-2010	CDE Program on “Onconet”-cancer detection , Prevention and cure in collaboration With RGUHS and Narayan Hrudayalaya held at KLE Society's Institute of Dental Sciences, Bangalore
5.	18-08-2010	Colgate Future dental Professionals CDE program Module I at KLE Society's Institute of Dental Sciences, Bangalore
6.	16-09-2010	CDE Program on “Pain Management in Dentistry” held at KLE Society's Institute of Dental Sciences, Bangalore
7.	29-09-2010	CDE Program on “Special care Dentistry – A Professional Challenge – I” ” held at KLE Society's Institute of Dental Sciences, Bangalore on
8.	28 <sup>th</sup> , 29 <sup>th</sup> and 30 <sup>th</sup> October 2010	35th Indian Society of Periodontology National Conference held at Dayanand Sagar Dental College, Bangalore
9.	28 <sup>th</sup> and 29 <sup>th</sup> January 2011	“Perio - Past, Present and Future” - Andhra Pradesh Society Of Periodontology,4 <sup>th</sup> annual meet, Perioview,
10.	4-3-2011	Symposium on “Chemotherapeutics in periodontal Therapy” in SSDC, Bangalore
11.	11-3-2011	CDE program on “All ceramics” in K.L.E's Society's Institute of Dental Sciences, Bangalore
12.	22-5-2011	CDE program on “Lasers in dental practice” at VSDC, Bangalore
13.	01.06.2011	Basic surgical Hands on Workshop of MIS Implants on at KLEDC, Bangalore.
14.	24,25 June 2011	10 <sup>th</sup> ISP PG Workshop” at Sri Ramachandra University, Chennai on 24,25 June 2011
15.	10-6-2011	CDE program on “Complete guide on complete dentures” in K.L.E's Society's Institute of Dental Sciences, Bangalore
16.	6-7-2011	CDE program on “Conscious sedation and career opportunities for dental graduates” in K.L.E's Society's Institute of Dental Sciences, Bangalore



17.	16-8-2011	CDE program on "Sinus lift procedures and management of implant complication" in KCDS, Bangalore
18.	23-8-2011	CDE program on "Stress in dental practice – An Insight" in K.L.E's Society's Institute of Dental Sciences, Bangalore
19.	14 <sup>th</sup> ,15 <sup>th</sup> and 16 <sup>th</sup> October 2011	36 <sup>th</sup> ISP Conference at Ahmedabad
20.	10-11-2011	Colgate Future dental Professionals Module II CDE program at KLE Society's Institute of Dental Sciences, Bangalore
21.	28-1-2012	CDE program on "Implants" held at GDCRI,
22.	28-04-2012	CDE program on "Lasers and Photodynamic Therapy in Periodontics" in M.S.Ramaiah Dental College and Hospital, Bangalore
23.	20-3-2012	Symposium on "Current Perspectives in Craniomaxillofacial surgery and facial esthetic problems" at K.L.E's Society's Institute of Dental Sciences, Bangalore
24.	20-1-2012	CDE program on "Cytokines and other markers of inflammation and Laboratory Diagnostics in Periodontology" in D.A.P.M.R.V Dental College, Bangalore
25.	25-1-2012	CDE program on "Linking research with practice – Maxillofacial Biomaterials and Regeneration" in M.R.Ambedkar Dental College, Bangalore
26.	13-7-2012	Symposium on "Current advances in Maxillofacial and Orthognathic Surgery" in K.L.E's Society's Institute of Dental Sciences, Bangalore
27.	20,21,22 <sup>nd</sup> July 2012	Scientific congress conducted by Dentistry 2012 in Bangalore
28.	4,5 September 2012	Training workshop on "Tobacco cessation counseling for dental professionals" at M.S.Ramaiah Dental College and Hospital, Bangalore
29.	11-9-2012	CDE program on "Alveolar Bone – Biology and Biomarkers" in Dayanand Sagar college of Dental Sciences, Bangalore
30.	03-11-2012	Colgate Future dental Professionals Module III CDE program at KLE Society's Institute of Dental Sciences, Bangalore
31.	8-12-2012	CDE program on "Current opinions in management of Biofilms and Periodontal Diseases" in K.L.E's Society's Institute of Dental Sciences, Bangalore
32.	11,12,13 <sup>th</sup> February 2013	"Perio-Panorama" at Oxford Dental College, Bangalore
33.	15,16,17 March 2013	"PERIOSAMSHODAN" workshop on "RESEARCH METHODOLOGY, BIOSTATICS and SCIENTIFIC WRITING" organized by Indian Society on Periodontology at M.R.Ambedkar Dental College, Bangalore
34.	20-03- 2013	CDE Program on current trends in application of Lasers in dentistry on at GDCRI, Bangalore.

35.	1,2 <sup>nd</sup> June 2013.	“Dentist Convention” held at K.L.E Pre-university college, Bangalore
36.	6-7-2013	Training workshop on “Platelet rich fibrin” at M.S.Ramaiah Dental College and Hospital, Bangalore
37.	1-8-2013	CDE program on “Periodontal Medicine and Biofilm” in D.A.P.M.R.V Dental College, Bangalore
38.	21,22 August 2013	CDE program and Workshop on “Special care Dentistry – A Professional Challenge - II” in K.L.E’s Society’s Institute of Dental Sciences, Bangalore
39.	23-08-2013	CDE Program, Perio-Lase2013 at PMNM Dental College Bagalkot
40.	25,26,27 October 2013	38 <sup>th</sup> ISP conference in Kochi
41.	23-12-2013	Stemposium, a symposium on stem cells
42.	20-01-2014	CDE Program, “Regeneration revisited”, the current outlook
43.	10-02-2014	Workshop on “Implant dentistry – Continuum lecture and hands on” K.L.E’s Society’s Institute of Dental Sciences, Bangalore
44.	13,14,15 <sup>th</sup> February 2014	“Perio-Panorama” at MR Ambedkar Dental College, Bangalore
45.	11-03-2014	Research orientation program by Scientists from CMTI at KLEDC, Bangalore
46.	02-05-2014	Webinar, Perio-restorative doctrines for better tissue integrity by Dr. A Kumarswamy,
47.	26.06.2014	<i>Periocharcha</i> held at Dayanandsagar Dental College, Bangalore on the topic, “P.gingivalis, a keystone pathogen for Periodontitis”.
48.	20,21,22 <sup>nd</sup> of June 2014	Training of Teachers program by ISP, at hotel Suvee, Bangalore.
49.	11 <sup>th</sup> ,27 <sup>th</sup> ,28 <sup>th</sup> June, 25 <sup>th</sup> ,26 <sup>th</sup> July, 2014	Short course in education methodology at RGUHS, Bangalore
50.	8 <sup>th</sup> and 9 <sup>th</sup> August 2014	UG convention <i>Perioprabhaat</i> at Oxford Dental College.
51.	13,14 <sup>th</sup> August 2014.	Induction program on educational methodology and innovative methods of teaching K.L.E’s Society’s Institute of Dental Sciences, Bangalore
52.	22-08-2014	Webinar on “Immediate implants in esthetic dentistry” by Nik Sisodia K.L.E’s Society’s Institute of Dental Sciences, Bangalore
53.	5 <sup>th</sup> and 6 <sup>th</sup> September 2014	ISP Colloquium series at Government Dental college, Bangalore
54.	10 <sup>th</sup> to 12 <sup>th</sup> October 2014	39 <sup>th</sup> National conference of Indian Society of Periodontology, at Jaipur

55.	30 <sup>th</sup> , 31 <sup>st</sup> Oct and 1 <sup>st</sup> November 2014.	Dental implant workshop by Dr Hans Malmstrom from university of Rochester USA at K.L.E's Society's Institute of Dental Sciences, Bangalore
56.	06-11-2014	Oral health screening camp and a spiritual science meet at Pyramid Valley foundation, off Kanakpura Road, Bangalore
57.	05.12.2014	<i>Periocharcha</i> held at Oxford Dental college, Bangalore on the topic, "Viruses are the bystanders in Periodontal diseases"
58.	12-12-2014	ISP Listerine lecture series at KLES Institute of Dental Sciences
59.	3 <sup>rd</sup> and 4 <sup>th</sup> February 2015	Two day national conference on "value initiatives in institutions of higher learning, key to youth empowerment and IAQC initiative at MLAC and IISC Bangalore

## 28. Student projects

- Percentage of students who have taken up in-house projects including inter-departmental projects

100%

- Percentage of students doing projects in collaboration with other universities / industry / institute

50% of students.

Research collaborations with National Institute of Mental Health and Neurosciences (NIMHANS), Rajarajeshwari Dental College, Krishnadevaraya Dental College and CMTI with regard to various research projects

	Name of student	Title	Guide	Year
1.	Dr. Rajeev Ranjan	Effect of in-situ application of simvastatin gel in the surgical management of osseous defects in chronic periodontitis - A clinico-radiographic study.	Dr. Sudhir R. Patil	2010-2011
2.	Dr. Aslam A Rahman	Quantitative Estimation of Salivary & GCF MMP-8 levels in Chronic Periodontitis Pre & Post	Dr. Ashwin prabhu	2010-2011

		Non Surgical Therapy- A Clinico-Biochemical study		
3.	Dr Varun Bhatia	Comparative evaluation of gingival tissue response and tensile strength of suture materials : A histomorphometric and in vitro study	Dr Sudhir R Patil	2011-2012
4.	Dr. Kausar Jaha Yadwad	Evaluation of the effect of 980nm Diode Laser as an adjunct to SRP in the management of chronic periodontitis - A Clinical & Microbiological Study.	Dr Veena H.R	2011-2012
5.	Dr Praveen darak	Comparative evaluation of the efficacy of three desensitizing agents for their potential in dentinal tubule occlusion and resistance to acid challenge: An in vitro confocal microscopic study	Dr Sudhir R Patil	2012-2013
6.	Dr Komal deep walia	Evaluation of platelet rich fibrin matrix (PRFM) as a regenerative material in surgical management of human periodontal intraosseous defects-A randomized controlled trial.	Dr Sphoorthi A Belludi	2012-2013
7.	Dr. Sneha keshri	Evaluation and comparison of serum vitamin d levels in chronic periodontitis with Type 2 diabetes mellitus after phase-i therapy and vitamin d supplement – A	Dr. Sphoorthi A. Belludi	2013-2014

		randomized controlled clinical trial		
8.	Dr. Surabhi gigras	Gingival crevicular fluid levels of triggering receptor expressed on myeloid cells, (trem)-1 in gingivitis and chronic periodontitis before and after phase –i therapy- A CASE-CONTROL STUDY.	Dr Sudhir R Patil	2013-2014
9.	Dr Neha Bhalla	The comparative evaluation of regenerative potential of auto tooth bone graft and alloplastic nano crystalline hydroxyapatite in the management of periodontal intraosseous defects-A clinico-radiographic study	Dr Sudhir R Patil	2014-2015

29. Awards / recognitions received at the national and international level by

- Faculty
- Doctoral / post doctoral fellows
- Students

**AWARDS AND RECOGNITION**

**FACULTY**

**Dr. SPHOORTHI ANUP BELLUDI**, Professor

1. **First prize** in Essay competition in ISP 2010 – Periodontal research in India- Analysis and relevance
2. **Second Prize** in Essay competition in ISP 2011 – Generating interest in the science of Periodontology in students, dental and medical practitioners – Means and Methods

**Dr. ASHWIN PRABHU**, Reader.

1. Recipient of the **Prof. J.E. Venson Gold medal** awarded by the Bangalore University for having secured the highest marks in final year B.D.S degree examination held in September 1999.

2. Recipient of the **Dr. S. Channabasappa Memorial Gold medal** awarded by the Bangalore University for having secured the highest marks in B.D.S (first to final year) degree examination held in September 1999.

**DR PADMAVATHI BELLARY**, Senior Lecturer

1. Secured 6<sup>th</sup> rank in RGUHS M.D.S Examinations in May 2013

#### **POST GRADUATES**

1. **Dr. Aslam A Rahman, Dr. Rajeev Ranjan and Dr. Varun Bhatia**- Won 1<sup>st</sup> prize in post graduate intercollege Perio Quiz competition held on 11<sup>th</sup> September, 2012 at CD sagar auditorium, Dayananda sagar campus, bangalore
2. **Dr. Rajeev Ranjan** - E- poster titled : “**Adjunctive role of orthodontic tooth movement in management of osseous defect ( DSR evaluation)**” selected as one among the best five posters at 10<sup>th</sup> ISP PG convention in Chennai on 23<sup>th</sup>-25<sup>th</sup> June 2011.
3. **Dr. Komal Walia**- **Consolation prize for the paper on “Dental Implants: Today’s Fallacy or Veracity ?** A comparative and a qualitative analysis of patients motivations, expectations and satisfaction with dental implants at the 12<sup>th</sup> ISP Convention of Periodontology at ITS, Greater Noida from 1<sup>st</sup> -3<sup>rd</sup> March 2013.
4. **Dr. Komal Walia**- **Consolation prize** in Postgraduate debate competition, *Periocharcha* on 26.06.2014 held at Dayanandsagar Dental College, Bangalore on the topic, “P.gingivalis, a keystone pathogen for Periodontitis”.
5. **Dr.Sneha Keshri**- **Consolation prize** in Postgraduate debate competition, *Periocharcha* on 05.12.2014 held at Oxford Dental college, Bangalore on the topic, “Viruses are the bystanders in Periodontal diseases”.

#### **UNDERGRADUATES**

1. A **K.L.E team of interns and students** participated in scientific paper/poster presentation and quiz at the undergraduate ISP National convention “**PERIOPRABHAAT**” conducted in Bangalore on 8 & 9<sup>th</sup> August 2014 and they performed spectacularly.

#### **WINNERS**

<b>SL.NO</b>	<b>NAME</b>	<b>EVENT</b>	<b>PLACE</b>
1.	Dr.Bhaves G & Dr. Torsha Roy	Paper	2 <sup>nd</sup>
2.	Dr. Shruthi G & Dr. UmaK Unni	Paper	3 <sup>rd</sup>
3.	Dr. Pankesh Patel & Dr. Viral Bhagat	Paper	Consolation
4.	Mr. Alan Sam & Mr. Amin Swapnil	Poster	2 <sup>nd</sup>

2. **ISP Listerine award** for securing highest marks in the subject of Periodontics in the University examination

2010-Mr.Aaron Trevor D Souza

2011-Miss Divyasri Subramaniam

2012- Miss Radhika K  
 2013- Miss Keerthi Samineni

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.

**Details of Scientific activities organized by the department from the year 2010 till date**

Sl.No	Activity	Topic/Theme	Date	Funding
1.	Symposium	Symplaq – A symposium to simplify plaque and redefine plaque control	05.03.2010	Partly funded by RGUHS, Johnson & Johnson ltd., Oral-B, Advanced bio tech, Chennai.
2.	Oral hygiene screening camp at Sonex ltd. garment factory Peenya, Bangalore	Oral hygiene day	05.08.2010 & 06.08.2010	Bangalore academy of Periodontology
3.	Symposium	Lasers in Periodontics	16.08.2010	
4.	CDE Program	IDA Colgate future dental professional program, Module I	18.08.2010	IDA, Colgate India ltd.
5.	Interdepartmental Seminar	Furcation involvement and its management	18.11.2010	
6.	Workshop	Basic surgical Hands on Workshop of MIS Implants	01.06.2011	Confident Dental equipment India Pvt. Ltd.

7.	CDE Program	Conscious sedation” and “Career opportunities for Indian dental graduates in western countries	06.07.2011	
8.	Audiovisual show ( short documentary)	Oral hygiene day	01.08.2011	
9.	Oral health promotion drive	Oral hygiene day	Entire Month of August 2011	Bangalore academy of Periodontology
10.	CDE Program	IDA Colgate future dental professional program, Module II	15.09.2011	Colgate India ltd.
11.	Interdepartmental Seminar	“Lasers in Periodontics - The Power of light in your hand!”	21.09.2011	
12.	Workshop	Piezo-surgery hands- on	06.02.2012	Mectron equipment Pvt.Ltd
13.	Symposium	Oral systemic health	19.07.2012	Colgate India Ltd.
14.	Oral health talk broadcast on radio Oral hygiene screening camp and audiovisual show on oral health at CMTI, Bangalore	Oral hygiene day	01.08.2012 17.08.2014	Bangalore academy of Periodontology



15.	Interdepartmental Seminar	Perioesthetics	28.08.2012	
16.	CDE Program	IDA Colgate future dental professional program, Module III	03.11.2012	Colgate India ltd.
17.	CDE Program	Current Opinions in Management of Biofilms & Periodontal Diseases	08.12.2012	ISP, Listerine
18.	Rapid review for postgraduates	PERIOPANORAMA	11.02.2013 to 13.02.2013	Bangalore academy of Periodontology
19.	Interdepartmental Seminar	Potpourri of gingival lesions	24.07.2013	
20.	Oral health promotion drive	Oral hygiene day	28.08.2013	Bangalore academy of Periodontology, Oral-B
21.	Webinar	“Slim tips, Soft approach – Make a difference” – By Dr. A. Kumarswamy	29.8.2013	Colgate india Ltd.
22.	Symposium- 1.CDE program 2. Quiz competition-Brainstem 3.Poster competition-Stempost	Stemposium- A symposium on stem cells	23.12.2013	Partly funded by Stemade India Ltd., Advanced biotech Products ltd.,Elsevier, Win medicare,

23.	Rapid review for postgraduates	PERIOPANORA MA	13.02.2014 to 15.02.2014	Bangalore academy of Periodontology
24.	Webinar	“Perio-restorative doctrines for better tissue integrity” – By Dr. A. Kumarswamy	02.04.2014	Colgate india Ltd.
25.	Oral health promotion drive	Oral hygiene day	01.08.2014	Bangalore academy of Periodontology
26.	Interdepartmental seminar	Periodontal regeneration-An interdisciplinary endeavor for revival	17.09.2014	
27.	CDE Program	Current Opinions in Management of Biofilms & Periodontal Diseases	12.12.2014	ISP, Listerine

31. Code of ethics for research followed by the departments: ICMR guidelines followed as per the Institutional Ethical Committee.

32. Student profile program-wise:

<b>2010</b>			
	MALE	FEMALE	TOTAL
Appeared	19	26	45
Pass	17	22	39
% of passing	89.47	84.61	
<b>2011</b>			
	MALE	FEMALE	TOTAL
Appeared	17	22	39
Pass	14	20	34
% of passing	82.35	90.90	
<b>2012</b>			
	MALE	FEMALE	TOTAL
Appeared	8	14	22
Pass	7	11	18
% of passing	87.5	78.57	
<b>2013</b>			
	MALE	FEMALE	TOTAL
Appeared	10	22	32
Pass	9	21	30
% of passing	90	95.45	
<b>2014</b>			
	MALE	FEMALE	TOTAL
Appeared	14	47	61
Pass	9	30	
% of passing			

Name of the Program (refer to question no. 4)	Applications received	Selected		Pass percentage		
B.D.S		June 2010	31	83.87%		
		Dec 2010	10	80%		
		June 2011	27	88.8%		
		Dec 2011	11	72.72%		
		June 2012	12	83.33%		
		Dec 2012	05	60%		
		June 2013	21	100%		
		Dec 2013	08	75%		
		June 2014	44	90.9%		
		Dec 2014	17			
M.D.S % of passing		2010-11	Male	Female	Male	Female
			02	-	100%	-
		2011-12	01	01	100%	0%

### 33. Diversity of students

Name of the Program (refer to question no. 4)		% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
M.D.S	2010-11	Nil	50%	50%	Nil
	2011-12	50%	Nil	50%	Nil
	2012-13	50%	Nil	50%	Nil
	2013-14	50%	50%	Nil	Nil
	2014-15	50%	Nil	50%	Nil

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.

Nil

### 35. Student progression

Student progression	Percentage against enrolled
UG to PG	-
PG to M.Phil, DM / M Ch / DNB	-
PG to Ph.D.	-

<b>Student progression</b>	<b>Percentage against enrolled</b>
Ph.D. to Post-Doctoral	-
Employed	-
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurs	-

**36. Diversity of staff**

<b>Percentage of faculty who are graduates</b>	
of the same university	20%
from other universities within the State	80%
from universities from other States	Nil
from universities outside the country	Nil

**37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period**

Nil

**38. Present details of departmental infrastructural facilities with regard to**

- a) Library- Ref. – Total No of Titles: **69**
- b) Internet facilities for staff and students – Wi-Fi
- c) Total number of class rooms- seminar room-01
- d) Class rooms with ICT facility and ‘smart’ class rooms- 01
- e) Students laboratories - 01
- f) Research laboratories – 00

**39. List of doctoral, post-doctoral students and Research Associates**

- a) from the host institution/university -Nil
- b) from other institutions/universities –Nil

**40. Number of post graduate students getting financial assistance from the university.**

Nil

**41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology.**

Survey amongst interns to assess knowledge on various career options available following completion of BDS course was carried out prior to conducting an interactive career counseling and guidance program for interns.

**42. Does the department obtain feedback from**

- j. faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

Being affiliated to the Rajiv Gandhi University Of Health Sciences (RGUHS), the institution has to abide by and follow the curriculum designed by the university. Feedback

is taken from students and other stake holders like parents of the students, alumni and others, periodically to assess the need for restructuring the curriculum design. Based on the feedback, valuable suggestions are sent to the university for necessary revisions. The views of teaching faculty at the college level have a considerable weightage in this regard. Some faculty of our college are selected as members to attend university meetings and proffer creative suggestions in workshops regarding restructuring, framing, modifying and implementation of the university syllabi for degree courses.

**k. students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?**

Yes, the student's feedback regarding the faculty members is analyzed by the central unit for teaching-learning process. The evaluative report is communicated to the faculty members. The necessary changes are incorporated to enhance the learning process within the department.

**l. alumni and employers on the programs offered and how does the department utilize the feedback?**

Feedback on association activities, stake in policy/ development of institute etc. are obtained from alumni and employers through formal/informal contact and necessary changes are implemented.

**43. List the distinguished alumni of the department (maximum 10)**

**Dr. V K Gore** - First Principal of KLES Institute of Dental Sciences.

**Dr. T R Gururaja Rao** - Former Head of Department of Periodontics, KLES Institute of Dental Sciences and former principal of AME Dental college, Raichur

**Dr. Suvarna H Patil**- Professor, Maratha Mandal Dental college, Belgaum

**Dr. Savita AM**- Professor and Head, Dayanandsagar college of Dental Sciences, Bangalore

**Dr. T.K Ramesh**-Country project manager, Clinical Research, George clinical India Pvt. Ltd,

**44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.**

Sl.No.	Program	Topic/Theme	Date	External experts
1.	Symposium	Symplaq – A symposium to simplify plaque and redefine plaque control	05.03.2010	Dr.Mhd.Faizuddin Dr. Kishore Bhat Dr.Sushama Galgali Dr. Shantipriya Reddy Dr.Rajesh Nayak Dr.Gururaja Rao
2.	Symposium	Lasers in Periodontics	16.08.2010	Dr. Kripa Johar

3.	Workshop	Basic surgical Hands on Workshop of MIS Implants	01.06.2011	Experts from Confident Dental equipment India Pvt. Ltd.
4.	CDE Program	Conscious sedation” and “Career opportunities for Indian dental graduates in western countries	06.07.2011	Dr. Vikram P Kavi
5.	Workshop	Piezo-surgery hands- on	06.02.2012	Experts from Mectron equipment Pvt.Ltd
6.	Webinar	“Slim tips, Soft approach – Make a difference	29.8.2013	Dr. A Kumaraswamy
7.	Symposium-	Stemposium- A symposium on stem cells	23.12.2013	Dr. Ramesh Bhonde, Dr. Ramananda Nadig, Dr.Sankaranarayanan
8.	Webinar	“Perio-restorative doctrines for better tissue integrity”	02.04.2014	Dr. A Kumaraswamy

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

Diadectic Lectures, Problem based learning, interactive Sessions, ICT enabled seminars, journal clubs, webinars, table clinic, case seminars, demos

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?

Feedbacks, formative assessments, summative assessments, OSCI, OSPI

47. Highlight the participation of students and faculty in extension activities.

Oral Hygiene Awareness Camps, Oral hygiene rally, Tobacco cessation counseling.

48. Give details of “beyond syllabus scholarly activities” of the department.

Faculty members are also on board as reviewers in esteemed national and international journals. Under graduates are encouraged to present scientific papers and posters while post-graduates take active participation in intercollegiate scientific debates, quiz, paper and poster presentation

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details.

**Recognized by Rajiv Gandhi University of Health Sciences, Bangalore and Dental Council of India.**

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

**For Under Graduates**

Demonstrations are given for Pre-clinical and Clinical exercises  
Casts and Models were explained in detail batch wise  
Conducted Group Discussions every week

**For Post Graduates**

Conducted Seminars, Journal Clubs and Case presentations  
Encouraged students to involve in Scientific Research Activities  
Making them involved in Scientific Publications  
Introduction of Journal club article appraisal and critiquing form in postgraduate curriculum.

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**S-** Publications, Teaching, Clinical material, Wide clinical exposure and experienced and innovative faculty

**W-** Research funding, foreign exchange programs, post doctoral studies

**O-** Access to Diverse population, vicinity to semi urban and rural population, proximity to research organisations, availability of industry worker populations for epidemiological studies.

**C-** Integration of research into practice, resources, research mobilization employing cutting edge technology, meeting expectations of present generation learners, keeping pace with current global trends.

52. Future plans of the department.

Expansion of department

Increase in number of post graduate seats

Improvement of research facilities

Long term department projects in key research areas.

Introducing short term courses, Dental hygienist course, PG diplomas and Phd. program.



### **3. EVALUATIVE REPORT OF THE DEPARTMENT**

#### **DEPARTMENT IN CONSERVATIVE DENTISTRY AND ENDODONTICS**

**1. Name of the Department**

Conservative dentistry and Endodontics

**2. Year of establishment**

1992

**3. Is the Department part of a college/Faculty of the university?**

Yes, A Part of K. L. E Society's Institute of dental sciences, Bengaluru.

**4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)**

Under graduate- BDS

Post graduate- MDS

**5. Interdisciplinary programs and departments involved**

The department in association with other specialties regularly conducts interdisciplinary programs.

Sl. No	Departments involved	Topic
1.	Endo-perio	Diagnosis and management of endo-perio lesions
2.	Endo-ortho	Micro-esthetics
3.	Endo-OMFS	Apicectomy
4.	Endo-prostho	Ceramic fabrications
5.	Endo-oral medicine	Diagnosis and case discussions
6.	Endo-oral pathology	Histopathological investigations

**6. Courses in collaboration with other universities, industries, foreign institutions, etc.**

None

**7. Details of programs discontinued, if any, with reasons**

None

**8. Examination System: Annual/Semester/Trimester/Choice Based Credit System**

Annual

## 9. Participation of the department in the courses offered by other departments

Faculty and post graduate students have participated in

- Teachers training program
- Basic life support
- Laser applications
- Hands-on courses with Prosthodontics on Indirect restorations, all ceramics, all ceramics-the crowning glory, current concepts and recent advances in fixed Prosthodontics
- Oral medicine and oral pathology on oral imaging and strategies for research
- Symposium by Periodontics “symPlaQ”, current opinions in management of biofilms and periodontal diseases
- Conscious sedation program
- Special care dentistry-A professional challenge
- Current advances in maxillofacial and Orthognathic surgery

## 10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual(including CAS & MPS)
Professor	01	01	01
Associate Professor/Reader	02	02	02
Assistant Professor	-	-	-
Lecturer	05	04	05
Tutor / Clinical Instructor	-	-	-
Senior Resident	-	-	-

## 11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	Research under guidance
Dr. Prashant Moogi	MDS	Prof. & HOD	Conservative dentistry & Endodontics	13 years 8 months	04
Dr. Vinaykumar G	MDS	Reader	Conservative dentistry & Endodontics	7 years 3 month	03
Dr. Prashanth B. R	MDS	Reader	Conservative dentistry & Endodontics	5years 2months	01
Dr. PallaviGopeshetti	MDS	Senior lecturer	Conservative dentistry & Endodontics	3 years 7 months	-
Dr. Mangala M. G	MDS	Senior lecturer	Conservative dentistry & Endodontics	2 years 2 months	-
Dr. NithinK. Shetty	MDS	Senior lecturer	Conservative dentistry & Endodontics	7 months	-

Name	Qualification	Designation	Specialization	No. of Years of Experience	Research under guidance
Dr. Venkat Suresh	MDS	Senior lecturer	Conservative dentistry & Endodontics	7 months	-

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors

None

13. Percentage of classes taken by temporary faculty – program-wise information

None

14. Program-wise Student Teacher Ratio

BDS	50:7
MDS	2: 3

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual

Sanctioned	Filled	Actual
06	06	06

16. Research thrust areas as recognized by major funding agencies

None

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise. None

18. Inter-institutional collaborative projects and associated grants received

f) National collaboration b) International collaboration None

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received. None

20. Research facility / centre with

- state recognition
- national recognition
- international recognition

None

21. Special research laboratories sponsored by / created by industry or corporate bodies

None

## 22. Publications:

Number of papers published in peer reviewed journals (national / international)	22 (16-national, 6-international)
Monographs	-
Chapters in Books	-
Books edited	-
Books with ISBN with details of publishers	-
Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)	06
Citation Index – range / average	-
SNIP	1 article (2012) - 0.374 2 articles (2013) - 0.495 1 article (2013) - 1.133
SJR	1 article (2012) - 0.179 2 articles (2013) - 0.221 1 article (2013) – 0.876
Impact Factor– range / average	1 article: 1.792
h-index	-

## 23. Details of patents and income generated

None

## 24. Areas of consultancy and income generated

None

## 25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad

None

26. Faculty serving in

a) National committees b) International committees c) Editorial Boards d) any other (specify)

Dr. Prashant Moogi	Editorial Board	KLE's Dental Journal
	Reviewer	1. European Journal of General Dentistry 2. World Journal of Dentistry 3. JADR/Journal of international oral health 4. International journal of clinical dental science 5. Journal of Advanced research
Dr. Vinaykumar G	Reviewer	1. British Medical Journal 2. Journal of Contemporary Dental Practice 3. World Journal of Dentistry
Dr. Prashanth B. R	Reviewer	Journal of College of Dental Sciences

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

Faculty has attended:

- Teachers training programs
- CDE programs
- Basic life support programs
- Hands-on courses
- National and state conferences and conventions

28. Student projects

- percentage of students who have taken up in-house projects including inter-departmental projects  
10 projects (100%)
- percentage of students doing projects in collaboration with other universities / industry / institute  
None

29. Awards / recognitions received at the national and international level by

- Faculty: None
- Doctoral / post doctoral fellows: Not Applicable
- Students: UG and PG best paper and best poster awards in National and state conferences and conventions

Dr. Smiran Aluwalia (PG student)	1. Paper Presentation on Try-In and Cementation of Ceramic and Composite Inlays / Onlays at Ramiah Dental College on 20/10/11(2 <sup>nd</sup> BEST PAPER) 2. Revascularization procedure for treatment of immature pulpless teeth with chronic periapical abscess at 26 <sup>th</sup> FODI & 16 <sup>th</sup> IES National Conference on 11 <sup>th</sup> to 13 <sup>th</sup> Nov 2011(BEST PAPER)
Dr. Nithin Shetty (PG student)	“Reattachment of Fractured Natural Tooth Fragment” presented in IAACD, K.L.E Dental College Bangalore, 29/8/11(BEST PAPER)
Dr. Nandini Biradar (PG student)	Restoration- Natures own alternative/Restoration by using novel enamel bio-fillers for improving properties of marginal leakage. 15-11-2013(BEST PAPER)
Dr. Chittiappa (PG student)	Bridging the gap: A Case Series of Intraradicular Rehabilitation. 28 <sup>th</sup> IACDE & 21 <sup>st</sup> IES National Conference, Hyderabad.15-11-2013(BEST PAPER)
Dr. Niyati (PG student)	RED proportion- Esthetic management of compromised cases. IAACD, KLE Bangalore. 2014 (2 <sup>nd</sup> BEST PAPER)
Tushar Ranjan, IV BDS	“Regenerative Endodontics”- the future perspective. Saveetha National Under Graduate Students Convention held at Saveetha dental college, Chennai, 29 Sept to 2 <sup>nd</sup> Oct 2013 (BEST POSTER)

**30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.**

Seminars, Workshops and CDE programs: No. 17

Sl. No	Date	Conferences/Workshops/ Hands-on courses conducted by Dept. of Conservative Dentistry & Endodontics
7.	July 2006	Scientific meeting of ACE in association with CDE KLEDCH
8.	Oct 2006	C.D.E programme - Aesthetics unlimited
9.	Jan 2009	Guest lecture on Laminate and Veneers by Dr. Yohan Chacko from Chennai
10.	3 <sup>rd</sup> June 2009	Advanced techniques workshop on “Minimally Invasive Endodontics” by Dr. Renato Loenardo from Brazil and “Management of Discolored Teeth” by Dr. Ramesh Shankar
11.	12 <sup>th</sup> Oct 2009	The Wonderful World of Dentistry” By Dr. Dan Fischer from Ultra-Dent, USA
12.	16 <sup>th</sup> Sept 2010	CDE Program on “Pain Management in Dentistry” by Dr Prashant. B.R
13.	8 <sup>th</sup> Oct 2010	CDE Program on “Myth Busters” in Association with ACE by Dr.Sahana D.S and Dr. Nandakishore. Bangalore.
14.	11 <sup>th</sup> March 2011	CDE Program on “ALL CERAMICS” by Jean Francois Roulet
15.	23 <sup>rd</sup> Aug 2011	CDE program on “Stress in dental Dental practice” by Dr.Siddheshwaran
16.	29 <sup>th</sup> Aug 2011	CDE programme on “Aesthetic Dentistry” by Dr. Uday Shetty
17.	16 <sup>th</sup> Aug 2010	“Teeth Whitening modalities “conducted by IDA in association with Colgate- for “Future Dental Professionals” by Dr. Kusum Valli
18.	28 <sup>th</sup> July 2011	Lecture on “Dentin Hypersensitivity Diagnosis & Management” by Dr.Reshma. S. Hegde at Continuing Dental Education Programme conducted by Colgate India pvt. Ltd.
19.	12 <sup>th</sup> April 2013	CDE program on “Minimally Invasive Smile Design: Thineers & Veneers” by Ratnadeep Patil
20.	26 <sup>th</sup> Dec 2013	CDE program on “Chairside indirect composite veneers” by Dr. Sunitha Menon
21.	20 <sup>th</sup> June 2014	Webinar on “Stress free Endodontics” by Dr. P. D. Joshi
22.	12 <sup>th</sup> Jan 2015	CDE program on “Post endodontic restorations” by Dr. Narasimhan Bharadwaj
23.	21 <sup>st</sup> Jan 2015	CDE and hands-on program on “Simplifying Endo preparation with single Niti file system” by Dr.Chris Chen

**31. Code of ethics for research followed by the departments**

Ethical committee of the institution provides the ICMR guidelines for various research projects

32. Student profile program-wise:

Name of the Program (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
MDS	10	2	4	100%	100%

Name of the program	Pass percentage	
	Male	Female
BDS		
2010	100%	96%
2011	100%	100%
2012	100%	86%
2013	100%	100%
2014	100%	89%

33. Diversity of students

Name of the Program (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MDS	33%	Nil	67%	Nil

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.

None

35. Student progression

Student progression	Percentage against enrolled
UG to PG	04 students
PG to M.Phil,DM / M Ch / DNB	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	
• Campus selection	-
• Other than campus recruitment	50% (in institution)
Entrepreneurs	50% (Clinical setup)



### 36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	100%
from other universities within the State	-
from universities from other States	-
from universities outside the country	-

### 37. Number of faculty who were awarded M.Phil.,DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period

None

### 38. Present details of departmental infrastructural facilities with regard to

- a) Library: Total number of books: 50
- b) Internet facilities for staff and students: wi-fi
- c) Total number of class rooms: 05
- d) Class rooms with ICT facility and ‘smart’ class rooms: -ICT facility: 05
- e) Students’ laboratories: 04
- f) Research laboratories: 00

### 39. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university
- b) from other institutions/universities

None

### 40. Number of post graduate students getting financial assistance from the university.

None

### 41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology.

No

### 42. Does the department obtain feedback from

- m. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

RGUHS governs, regulates and revises curriculum for all its UG and PG courses based on the regulation of DCI

- n. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes, the feedback on staff is taken from the students, analyzed and necessary changes are incorporated to enhance the learning process.

- o. Alumni and employers on the programs offered and how does the department utilize the feedback?

Feedback is obtained from Alumni soon after completion of course and also during Alumni meet, suggestions in feedback forms are analyzed, discussed in departmental meeting and necessary action is taken to improve teaching learning process.

43. List the distinguished alumni of the department (maximum 10) –  
Dr. Nandini S. Biradar, Dr. Chittiappa, Dr. Simran Ahluwalia

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.

Sl. No	Date	Conferences/Workshops/ Hands-on courses conducted by Dept. of Conservative Dentistry & Endodontics
1.	July 2006	Scientific meeting of ACE in association with CDE KLEDCH
2.	Oct 2006	C.D.E programme - Aesthetics unlimited
3.	Jan 2009	Guest lecture on Laminate and Veneers by Dr. Yohan Chacko from Chennai
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5.	12 <sup>th</sup> Oct 2009	The Wonderful World of Dentistry” By Dr. Dan Fischer from Ultra-Dent, USA
6.	8 <sup>th</sup> Oct 2010	CDE Program on “Myth Busters” in Association with ACE by Dr.Sahana D.S and Dr. Nandakishore. Bangalore.
7.	11 <sup>th</sup> March 2011	CDE Program on “ALL CERAMICS” by Jean Francois Roulet
8.	29 <sup>th</sup> Aug 2011	CDE programme on “Aesthetic Dentistry” by Dr. Uday Shetty
9.	12 <sup>th</sup> April 2013	CDE program on “Minimally Invasive Smile Design: Thineers & Veneers” by Ratnadeep Patil
10.	26 <sup>th</sup> Dec 2013	CDE program on “Chairside indirect composite veneers” by Dr. Sunitha Menon
11.	20 <sup>th</sup> June 2014	Webinar on “Stress free Endodontics” by Dr. P. D. Joshi
12.	12 <sup>th</sup> Jan 2015	CDE program on “Post endodontic restorations” by Dr. Narasimhan Bharadwaj
13.	21 <sup>st</sup> Jan 2015	CDE and hands-on program on “Simplifying Endo preparation with single Niti file system” by Dr. Chris Chen

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

The following teaching methodology programs adopted by faculty including clinical teaching for UG and PG students are,

Undergraduates:

- Discussions and demonstrations
- Teaching models
- Teaching charts/posters
- Practical exercises
- Problem based learning
- Standard Operating procedures
- Microteaching
- Integrated teaching
- Seminar
- Viva-cards
- Well equipped mannequins
- Chair side discussions

Postgraduates:

- Discussions and demonstrations
- Teaching models
- Teaching charts/posters
- Problem based learning
- Standard Operating procedures
- Microteaching
- Integrated teaching
- Inter-department meetings
- Inter-disciplinary meetings
- Seminar
- Webinars
- Chair side case discussions and demonstrations
- Viva-cards
- Well equipped mannequins
- Developing teaching skills by taking UG classes
- Learning research skills by doing and writing dissertation work and short studies

46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?

The department ensures program objectives are constantly met and learning outcomes are monitored by,

Academic:

Undergraduate students

- Taking feedbacks from students
- Conducting exams/internals
- Conducting monthly tests for week students
- Conducting viva-voce
- End posting exams
- Updating log books
- Conducting departmental meetings
- Remedial classes are taken for below average students
- Above average students are encouraged to participate in conferences and present papers/posters
- Counseling via mentor system

Postgraduate students

- Taking feedbacks from students
- Conducting weekly tests
- Updating check-lists and log books
- Evaluation of seminars, journal clubs and case presentations by check-lists
- Counseling via mentor system

Administrative:

- Conducting departmental meetings
- Monitoring by quality assurance committee of department

**47. Highlight the participation of students and faculty in extension activities.**

Participation of students and faculty in extension activities is as follows,

Academic:

- Poster & paper presentations in conferences and conventions
- Quiz competitions
- Essay writing
- Conducting CDE program, workshops and hands-on courses

Co-curricular and extra-curricular activities:

Participation in,

- Sports
- Cultural programs
- Swatch Bharat Abhyan
- Anti-tobacco day
- Anti-corruption day
- Oral hygiene day
- World AIDS day

48. Give details of “beyond syllabus scholarly activities” of the department.

- In addition to university dissertation, short studies are taken up by students & faculty
- Post graduate students participate in quiz competitions
- Undergraduate student participate in national level UG Conventions and present posters and papers.

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details.

No

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

Department contributes in generating new knowledge, basics and applied by,

- ICT enabled teaching
- Integrated teaching
- Encouraging poster & paper presentations
- Group discussions
- Case based learning
- Post graduates are encouraged to present papers & posters in conferences and conventions
- Post graduates are given opportunity to attend hands-on courses on new techniques

**51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.**

**STRENGTHS**

- Good infrastructure
- Team work and efficient faculty
- More number of patients
- ICT enabled teaching
- Well equipped labs
- Wi-fi and internet facility
- Mentor system
- Methodological teaching
- Well planned and regularized UG and PG curriculum
- Well documented academic and administrative activities
- Advanced diagnostic measures like,
  - RVG
  - Microscopes and microsurgical instruments
  - Laser assisted bleaching
  - Newer rotary systems
  - Newer obturating systems
- Encouragement in doing newer treatment options like,
  - Revascularization
  - MTA apexification

**WEAKNESS**

- Area can be improve

**OPPURTUNITIES**

- Funded research projects
- Opening esthetic department/clinic
- Collaborations with dental extension activity organizations
- Treatment cubicles

**CHALLENGES**

- To meet and cater the needs of out-patients

**52. Future plans of the department.**

- Extension of PG seats
- PG diploma course in esthetics
- PhD programs
- Opening esthetic clinic
- Extended and funded research activities
- Conduct specialty conferences
- Treatment longue for differently-abled patient

**3. EVALUATIVE REPORT OF THE DEPARTMENT  
DEPARTMENT OF ORTHODONTICS**

1. Name of the Department : Department of Orthodontics
2. Year of establishment : 1992
3. Is the Department part of a college/Faculty of the university? – Yes
4. Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.) :

Undergraduation: BDS  
Postgraduation: MDS

5. Interdisciplinary programs and departments involved :

<b>Interdisciplinary program</b>	<b>Departments involved</b>
Orthognathic surgery	Oral and Maxillofacial Surgery
Advanced diagnostic imaging and interpretation	Oral diagnosis and Radiology
Growth modification	Pedodontics
Microesthetics	Conservative dentistry and Endodontics
Microesthetics	Periodontics
Interdisciplinary Orthodontics	Prosthodontics, Periodontics, Conservative dentistry, Oral and maxillofacial surgery

6. Courses in collaboration with other universities, industries, foreign institutions, etc :  
None
7. Details of programs discontinued, if any, with reasons : None
8. Examination System: Annual/Semester/Trimester/Choice Based Credit System :  
Annual
9. Participation of the department in the courses offered by other departments : None
10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	2	3	
Associate Professor/Reader	4	3	
Assistant Professor	-	-	
Lecturer	2	2	
Tutor / Clinical Instructor	-	-	
Senior Resident			

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience
Dr. Sumitra	M.D.S	Professor & HOD	Orthodontics	18 years
Dr. Karunakara B.C.	M.D.S	Professor	Orthodontics	17 years
Dr. Anup Belludi	M.D.S	Professor	Orthodontics	15 years
Dr. Sujala.D	M.D.S	Reader	Orthodontics	07 years
Dr. Aravind.M	M.D.S	Reader	Orthodontics	05 years
Dr. Praveen.M.N.	M.D.S	Reader	Orthodontics	04 years
Dr. Vijayashree.U.H	M.D.S	Senior Lecturer	Orthodontics	06 months
Dr. Anadha	M.D.S	Senior Lecturer	Orthodontics	04 months

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors : None

13. Percentage of classes taken by temporary faculty – program-wise information : None

14. Program-wise Student Teacher Ratio : BDS 1:6  
MDS 1:1

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual : 05

16. Research thrust areas as recognized by major funding agencies : None

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise: None



**18. Inter-institutional collaborative projects and associated grants received: a) National Collaboration b) International collaboration:**

The external institutions for collaborative project work are selected based on the topics of projects. The department promotes transdisciplinary research involving the reputed institutes for project works of students i.e., CMTI, IISc, MS Ramaiah Institute of Technology and BISS Private Ltd, Clumax diagnostics and Oral D Diagnostics.

	<b>Name of student</b>	<b>Title</b>	<b>Guide</b>	<b>Year</b>
1.	Dr. Amol Mhatre	Enamel surface evaluation on debonding and after removal of orthodontic composite remnants by intraoral sandblasting and carbide bur technique; a 3- dimensional surface profilometry and scanning electron microscopic study	Dr.Arundhati. P. Tandur	2007
2.	Dr. Siddarth Arya	Effects of enlarged tonsil and /or adenoids on craniofacial growth - A cephalometric study	Dr. Shekhar S.E	2008
3.	Dr. Spoorthy. M	Evaluation of shear bond strength and adhesive remnants of three adhesive systems	Dr. Sumitra	2010
4.	Dr Madhuri K.A.P	Three- dimensional finite element analysis of force system for upper molar distalization with palatal mini implant and transpalatal arch	Dr. Karunakara B. C	2012
5.	Dr. Sumit Goel	Evaluation of stress distribution in maxillary anterior region during retraction in lingual mechanics - A finite element study	Dr. Anup Belludi	2012
6.	Dr. Moidu. V. P	Stress appraisal with simulation of en-masse intrusion and retraction deploying strategic mini implant locations - A finite element analysis	Dr. Anup Belludi	2013
7.	Dr. Supreeth. M	The relationship between mandibular incisal inclination, alveolar bone and gingival levels during orthodontic space closure – A prospective CBCT study.	Dr. Karunakara B. C	2013
8.	Dr. Aravind. M	Torque control in lingual sliding mechanics with lever arm principle- An FEM study.	Dr. Aravind. M	2013
9.	Heena Goyal	Assessment Of The Mid-Palatal Suture –A CBCT Cross Sectional Study.	Dr. Sumitra	2014

10.	Navraj .M	Comparative study of the biomechanics of en-masse retraction in labial and lingual orthodontics- a 3d finite element model analysis.	Dr. Anup Belludi	2014
11.	Bhavani Shravan	Surface Topographic Evaluation Of Enamel Deproteinization In Normal And Fluorosed Teeth: An Atomic Force Microscope Study.	Dr. Sumitra	2014
12.	Syed Rafi Ahmed	Relationship Between Tongue Volume And Intra Arch Dimensions, Incisor Axial Inclination, Interincisal Angle And Lips	Dr. Karunakara B. C	2014

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received: None

20. Research facility / centre with: None

- state recognition
- national recognition
- international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies : None

22. Publications:

SI No.	Publications details	Numbers	
		International	National
1	Number of papers published in peer reviewed journals (national / international)	35	29
2	Monographs		
3	Chapters in Books		
4	Books edited		
5	Books with ISBN with details of publishers		
6	Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, EBSCO host, Google Scholar, etc.)	64	
7	Citation Index – range / average		
8	Source Normalized Impact per paper SNIP		
9	SCI Image Journal Rank (SJR)		
10	Impact Factor – range / average	Range 0 -1.4	
11	h-index		

23. Details of patents and income generated: None

24. Areas of consultancy and income generated: None

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad: None

26. Faculty serving in - a) National committees b) International committees c) Editorial Boards d) any other(Specify)

**Dr. Sumitra**

Member of Indian Board of Orthodontics (Peer reviewed national specialty Board)  
Editorial board of the KLES Institute's Journal.  
Member of Institutional Synopsis and Ethical committee  
Member of College Council

**Dr. Karunakara**

Member of Institutional Environmental and Ecological Committee  
Member of Library Advisory Committee  
Member of Alumni Association Committee

**Dr. Anup Belludi**

Convener of Bangalore Orthodontic Study Group  
Executive committee member of Indian Dental Association.  
Former executive committee member of Indian Orthodontic Society  
( 2011-2014)  
Former convener of Madhya Pradesh Orthodontic Study Group (2010)  
Editorial board of the KLES Institute's Journal.  
Member of Institutional Internal check quality committee,  
Member of Institutional Publicity committee  
Member of Institutional Grievance and Redressal committee  
Member of Institutional Staff Welfare committee  
Member of Department of Continuing Education  
Member of College Council

**Dr. Sujala**

Member of Overseas and out of state student welfare committee

**Dr. Aravind**

Member of Institutional Synopsis and Ethical committee  
Member of Institutional Biomedical waste disposal committee  
Member of Institutional Patient Grievance Committee

**Dr. Praveen**

Member of Institutional Satellite Center Committee

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

Sl. No.	Date	CDE/Work shops/ training/ sensitization Programmes conducted by the Dept. of Orthodontics
1	13/5/2006 14/5/2006	Integration Functional Appliances With Fixed Mechanotherapy – Hands –on Workshop
2	09/6/2007	Hands on Course on Temporary Anchorage Devices-‘Miniscrew Implants’
3	20/10/2010	Interdepartmental presentation- Temporary Anchorage Devices
4	24/08/ 2011	Interdepartmental presentation- Wonders of Growth Modulation
5	10/10/2012	Symposium on “Current Perspectives in Craniomaxillofacial Surgery and Facial Aesthetic Problems”
6	20/12/ 2012	"Functional and esthetic rehabilitation of cleft lip and palate- A case report"
7	05/02/2013	“Contemporary Workshop on Aligner Technology”
8	16/04/2013	Guest Lecture on “Success Based Orthodontics”
9	15/06/2013	Demonstration of SAM Articulators
10	15/06/2013	Guest Lecture on “Asymmetric Extractions In Orthodontics”
11	18/08/2013	IDM on Orthodontic Management of Impacted Maxillary Canines – A case Series
12	27/09/2013	CDE Program on “FOCUS 2013-An Insight To Clinical Photography”
13	04/04/2014	CDE Program and Workshop on “Clinical Excellence In Orthodontics”
14	18/06/2014	Guest Lecture on “Guest lecture on evidence based management of TMJ”
15	21/01/2015	Guest Lecture on “Contemporary Approach Towards Esthetics”
16	04/04/2014	IDM on Contemporary Ortho-surgical Management of Skeletal malocclusions in adults
17	19/02/2015	Global Career Prospects for Orthodontists

## 28. Student projects

- Percentage of students who have taken up in-house projects including inter - departmental projects :

30%

- Percentage of students doing projects in collaboration with other universities / industry / institute :

70%

### Postgraduate Research Projects

	Name of student	Title	Guide	Year
1.	Dr. Amit Prakash	A comparison between condylar characteristics facial morphology and symphyseal width in class II preadolescent patients- A cephalometric study	Dr. Karunakara. B. C	2007
2.	Dr. Kalpana Jadhav	Cephalometric evaluation of symphysis morphology and antegonial notch in predicting mandibular growth	Dr. Sumitra	2007
3.	Dr. Amol Mhatre	Enamel surface evaluation on debonding and after removal of orthodontic composite remnants by intraoral sandblasting and carbide bur technique; a 3- dimensional surface profilometry and scanning electron microscopic study	Dr.Arundhati. P. Tandur	2007
4.	Dr. Girish. G. Sarada	Anatomical study using digital orthopantomogram to determine safe zone for implantation of micro-implants	Dr. Karunakara. B. C	2008
5.	Dr. Pravin Kumar	Comparison of hard and soft tissue changes of bimaxillary protrusion patients, treated with begg and straightwire techniques. - A cephalometric study.	Dr. Sumitra	2008
6.	Dr. Siddarth Arya	Effects of enlarged tonsil and /or adenoids on craniofacial growth - A cephalometric study	Dr. Shekhar S.E	2008
7.	Dr. Natasha Khushlani	Evaluation of skeletal and dental changes with cephalometric and model analysis after rapid maxillary expansion	Dr. Shekhar S.E & Dr. Sumitra	2009
8.	Dr. Vishal Vishnudas Sarda	Survival analysis of orthodontic mini-implants - A prospective clinical study	Dr. Sumitra	2009
9.	Dr. Abdul Kareem	Dental arch width and vertical facial morphology correlation		2009

		- A cephalometric and study model analysis in untreated adults.	Dr. Karunakara B. C	
10.	Dr. Venugopal.G. S	Arch width changes in extraction and non-extraction treatment in angles class I malocclusion treated with mbt prescription technique - An observational study	Dr. Karunakara. B. C	2010
11.	Dr. Spoorthy. M	Evalaution of shear bond strength and adhesive remnants of three adhesive systems	Dr. Sumitra	2010
12.	Dr. Pradeep D Kawale	Assessment of soft tissue profile changes in orthodontics cases treated with all first premolar extractions - A cephalometric study	Dr. Shwetha. G.S	2010
13.	Dr. Pushpalatha	Applicability of bolton`s ratios to a sample of south Indian population	Dr. Sumitra	2011
14.	Dr. Nilanjana Sarkar	Comparison of hard and soft tissue changes of bimaxillary protrusion patients, treated with begg and straightwire techniques - A cephalometric study	Dr. Karunakara. B. C	2011
15.	Dr. Akanksha Ranjan	Comparative assessment of conventional and self-ligating MBT prescription brackets for maxillary canine retraction - A clinical study	Dr. Shwetha G.S	2011
16	Dr. Karthik Cariappa	Efficacy of miniscrew implants for enmasse retraction of maxillary anterior teeth with sliding mechanics- A prospective clinical study	Dr. Sumitra	2012
17	Dr Madhuri K.A.P	Three- dimentional finite element analysis of force system for upper molar distalization with palatal mini implant and transpalatal arch	Dr. Karunakara B. C	2012
18	Dr. Sumit Goel	Evaluation of stress distribution in maxillary anterior region during retraction in lingual mechanics - A finite element study	Dr. Anup Belludi	2012
19	Dr. Moidu. V. P	Stress appraisal with simulation of en-masse		2013

		intrusion and retraction deploying strategic mini implant locations - A finite element analysis	Dr. Anup Belludi	
20	Dr. Supreeth. M	The relationship between mandibular incisal inclination, alveolar bone and gingival levels during orthodontic space closure – A prospective cbct study.	Dr. Karunakara B. C	2013
21	Dr. Nikhil Sharma	Evaluation of modified micro osteo perforations on the rate of tooth movement: A prospective clinical study	Dr. Sumitra	2013
22	Dipjyoti. B	Evaluation Of Cervicovertebral Dimension And Craniocervical Postural Angulation In Adults With Average, Vertical And Horizontal Growth Pattern”- A Digital Cephalometric Study	Dr. Karunakara B. C	2014
23	Heena Goyal	Assessment Of The Mid- Palatal Suture –A CBCT Cross Sectional Study.	Dr. Sumitra	2014
24	Navraj .M	Comparative study of the biomechanics of en-masse retraction in labial and lingual orthodontics- a 3d finite element model analysis.	Dr. Anup Belludi	2014
25	Bhavani Shravan	Surface Topographic Evaluation Of Enamel Deproteinization In Normal And Fluorosed Teeth: An Atomic Force Microscope Study.	Dr. Sumitra	2014
26	Syed Rafi Ahmed	Relationship Between Tongue Volume And Intra Arch Dimensions, Incisor Axial Inclination, Interincisal Angle And Lips	Dr. Karunakara B. C	2014

**29. Awards / recognitions received at the national and international level Research awards received by the faculty and students.**

**Faculty Awards**

1. Dr. Sumitra: National level “Dr. Prem Prakash Memorial Award” for the Best Treated Case in Indian Board of Orthodontics Examination 2008.

**PG students’ Awards**

2. Dr. Vishal Sarada won the national level second prize for the table clinic titled "Demistifying the muddle in intraoral photography" at the 14th IOS PG convention, 2010.
3. Dr Venugopal won the national level second prize for the table clinic. "Diagnostic Model Alignment Device" at the 15th IOS PG convention, 2011.
4. Dr. Spoorthy M won the national level third prize for the paper presentation titled "Functional and esthetic rehabilitation of cleft lip and palate- A case report" at the 15th IOS PG convention, 2011.
5. Dr. Madhuri won the second prize for the E-poster presentation titled "Truth about braces unveiled" at the CDE programme on Functional Occlusion conducted on 8<sup>th</sup> October 2013 at the M.S. Ramaiah Dental College and Hospital, Bangalore.

**30. Seminars/ Conferences/Workshops organized and the source of funding (national / International) with details of outstanding participants, if any.**

<b>Sl. No.</b>	<b>Date</b>	<b>Conferences/Work shops conducted by the Dept. of Orthodontics</b>
1	13/5/2006 14/5/2006	Integration Functional Appliances With Fixed Mechanotherapy – Hands –on Workshop
2	09/6/2007	Hands on Course on Temporary Anchorage Devices-‘Miniscrew Implants’
3	13/07/2012	Symposium on “Current Advances in Maxillofacial and Orthognathic Surgery”
5	10/10/2012	Symposium on “Current Perspectives in Craniomaxillofacial Surgery and Facial Aesthetic Problems”
6	05/02/2013	“Contemporary Workshop on Aligner Technology”
8	15/06/2013	Demonstration of SAM Articulators
10	27/09/2013	CDE Program on “FOCUS 2013 - An Insight to Clinical Photography”
11	04/04/2014	CDE Program and Workshop on “Clinical Excellence In Orthodontics”
15	19/02/2015	Global Career Prospects for Orthodontists



31. Code of ethics for research followed by the departments: ICMR guidelines followed as per the Institutional Ethical Committee.

32. Student profile program-wise:

Name of the Program	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
M.D.S (2011-14)	38	8	6	100%	100%

Name of the program	Pass percentage	
	Male	Female
BDS		
2011	93%	96%
2012	75%	77%
2013	100%	91%
2014	100%	92%

33. Diversity of students

Name of the Program	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
M.D.S	72%	7%	21%	-

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise:

Web based examination for Saudi License 2013 - One student

Dubai Health Authority examinations 2014 - One student

National level examination - Phase II Theory examination of Indian Board of Orthodontics - 10 students

35. Student progression

Student progression	Percentage against enrolled
UG to PG	1
PG to M.Phil, DM / M Ch / DNB	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed <ul style="list-style-type: none"> <li>Campus selection</li> <li>Other than campus recruitment</li> </ul>	12 Postgraduates
Entrepreneurs	4 Postgraduates

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	62%
from other universities within the State	38%
from universities from other States	-
from universities outside the country	-

37. Number of faculty who were awarded M.Phil. DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period: None

38. Present details of departmental infrastructural facilities with regard to

- a) Library – Total number of books : 37
- b) Internet facilities for staff and students : Wi-fi
- c) Total number of class rooms - 01
- d) Class rooms with ICT facility and ‘smart’ class rooms–Enabled with ICT facility
- e) Students’ laboratories - 01
- f) Research laboratories – 00

39. List of doctoral, post-doctoral students and Research Associates:

- a) from the host institution/university
- b) from other institutions/universities

:None

40. Number of post graduate students getting financial assistance from the university :  
None

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology – No

42. Does the department obtain feedback from?

- p. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? - Yes

At the end of the academic year, the department conducts review meeting in which all the staff members offer their suggestions for change or improvement based on the content of the course, classroom experience and the performance of the students in the examinations.

- q. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes, the student’s feedback regarding the faculty members is analyzed by the central unit for teaching-learning process. The evaluative report is communicated to the faculty members. The necessary changes are incorporated to enhance the learning process within the department.

- r. Alumni and employers on the programs offered and how does the department utilize the feedback

Yes, every year the feedback is taken from the Alumni. The suggestions of the alumni are discussed in the departmental meetings and the necessary changes in the teaching learning process are incorporated for the benefit of the patients.

**43. List the distinguished alumni of the department (maximum 10):**

Dr.

Amit Prakash, Dr. Vishal Sarada, Dr. Venugopal & Dr. Spoorthy

**44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.**

Sl. No.	Date	Work shops/training conducted by the Dept. of Orthodontics
1	13/5/2006 14/5/2006	Integration Functional Appliances With Fixed Mechanotherapy –Hands – on Workshop
2	09/6/2007	Hands on Course on Temporary Anchorage Devices-‘Miniscrew Implants’
3	13/07/2012	Symposium on “Current Advances In Maxillofacial And Orthognathic Surgery”
4	08/08/2012	Guest Lecture-“A Talk on Current Concepts In Biology Of Tooth Movement”
5	10/10/2012	Symposium on “Current Perspectives In Craniomaxillofacial Surgery & Facial Aesthetic Problems”
6	05/02/2013	“Contemporary Workshop on Aligner Technology”
7	16/04/2013	Guest Lecture on “Success Based Orthodontics”
8	15/06/2013	Demonstration of SAM Articulators
9	15/06/2013	Guest Lecture on “Asymmetric Extractions In Orthodontics”
10	27/09/2013	CDE Program on “FOCUS 2013-An Insight To Clinical Photography”
11	04/04/2014	CDE Program on & Workshop on “Clinical Excellence In Orthodontics”
12	18/06/2014	Guest Lecture on “Guest lecture on evidence based management of TMJ”
13	21/01/2015	Guest Lecture on “Contemporary Approach Towards Esthetics”

**45. List the teaching methods adopted by the faculty for different programs including clinical teaching.**

Student centric teaching methods that promote self directed learning for acquiring lifelong learning skills

- Emphasis on professional excellence
- Value based education for holistic development of the students
- ICT enabled teaching methods
- Peer assisted learning
- Evidence based Orthodontics
- Experiential learning

The department has a very good ratio of students to teachers with 1:5 for UGs and 1:2 for PGs in the clinics. Well qualified and experienced staff keenly observes the students in the practical’s as well as clinics. The department has videos of various clinical procedures and the students watch these before doing the procedures. The faculty evaluates their

theoretical knowledge before giving demonstrations of the preclinical and clinical procedures.

### **Under Graduate teaching (B.D.S)**

- Demonstrations
- Study of charts and models
- Observation of 3D models
- Practical exercises
- Home assignments
- Remedial classes for slow learners
- Seminars for advanced learners

### **Post Graduate teaching (M.D.S)**

Structured mechanism of teaching with six modules of six months each - for their academic training in clinical and research and teaching with emphasis on professional excellence.

Equal importance is given to Value based education with emphasis on moral and ethical values to make them socially responsible citizens.

- Pre – clinical exercises
- Log books
- Simulations
- Standard operating procedures
- Journal clubs with critical appraisal of the research/ clinical / case reports
- Seminars / Webinars Discussions
- Clinical case discussions with the power point formats
- Emphasis on interdisciplinary treatment approach
- Demonstrations of various clinical procedures
- Developing teaching skills by taking UG classes - They are trained to use ICT for interactive lectures.

Lectures based on the basic principles of Medical education – Principles of microteaching are taught and followed. The specific learning objectives - SLOs are stated before commencing the lectures and summarized in the end.

- Training the students for presentation of research and clinical papers
- Developing research skills by writing a dissertation.
- Training for Publications of case reports / research papers following the ICMJE guidelines URM.
- Presentation of completed cases with critical appraisal
- Training them for the final examinations by conducting I and II term papers and a mock examination three months before the final examination.

**46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?**

### **For Under Graduates**

- The department conducts three Formative Assessment examinations. The last formative examination is the Mock exam conducted exactly similar to the

summative exam.

- Viva – Voce every month
- Checking of Updated Log books

#### **For Post Graduates**

- Updated checklists and log books
- Seminars
- Journal Clubs
- Case presentations
- Discussions and home assignments
- Identifying the weak students – by theoretical and practical knowledge and taking appropriate steps to improve their performance.
- Personal counseling through mentor system
- Two term papers - at the end of first and second year
- Evaluative checklist for the mock and final examination
- Updating the records of cases treated
- A mock examination three months before the final examinations

#### **47. Highlight the participation of students and faculty in extension activities:**

- The students and faculty conduct screening for orthodontic patients in the camps and schools. The students motivate the patients to undergo orthodontic treatment.
- Orthodontic day was celebrated on 1<sup>st</sup> October 2014 followed by orthodontic week.
- Dr. Sumitra gave a lecture on the awareness about orthodontic treatment to the faculty and the students. The entire faculty actively participated in the awareness program to make it a success. The students made the public awareness posters and displayed and explained to the patients about various orthodontic problems and their treatment.
- A smile contest was organized in the institution for the students and faculty.

#### **48. Give details of “beyond syllabus scholarly activities” of the department**

- In addition to dissertation work, extra research projects have been undertaken by the faculty and postgraduate students of the department.
- Undergraduate students are encouraged to attend conferences.
- Siddharth an undergraduate student, presented poster in Indian Dental Association conference in Chennai
- The postgraduate students present research papers / case reports/ clinical innovations and present table clinics in the national PG conventions.
- The postgraduate students participate in the specialty quiz competitions.

#### **49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details – No**

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.

- Interactive discussions during Seminars, Journal Clubs and Case presentations
- An innovative method of clear aligners – Dr. Girish Sarada
- An innovative method of diagnostic set up – Dr. Siddharth Arya
- Development of a defogging intraoral mirror for intraoral photographs- Dr. Vishal Sarada
- Development of a Diagnostic Model Alignment Device – Dr. Venugopal

51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.

**Strengths**

- Team work and highly skilled teachers
- ICT enabled teaching for undergraduates and postgraduate students
- Regular discussions and interactive sessions with students
- Mentor system for each student
- Evidence based orthodontics is taught and practiced in the department
- Use of all the Contemporary orthodontic appliances: lingual appliances, clear aligners, ceramic appliances, orthognathic surgeries, and self-ligating appliances
- Good infrastructure
- Sufficient number of patients with a variety of malocclusions
- Sufficient number of special cases
- Well equipped lab
- Regularized academic curriculum for UG and PG students
- Faculty research projects have been undertaken

**Weakness**

- Lack of area for maintaining the department case records
- Area for the lab is inadequate

**Opportunities**

- Encouraged to take up research projects
- Encouraged to attend scientific conferences
- Encouraged to present papers in scientific conferences /conventions

**Challenges**

- To meet the demands of the emerging fields in orthodontics
- To improve the research output of the department
- To start doctoral research program in the department

## 52. Future plans of the Department

1. To improve the research output of the department
2. To start a separate unit for Orthognathic surgeries
3. To start a separate unit for Lingual orthodontics with lab facilities
4. To conduct Speciality conferences and PG conventions

**EVALUATIVE REPORT OF THE DEPARTMENT**  
**DEPARTMENT OF PUBLIC HEALTH DENTISTRY**

1. **Name of the Department:**  
Department of Public Health Dentistry
2. **Year of establishment:**  
1992
3. **Is the Department part of a college/Faculty of the university?**  
Yes, a part of K. L. E Society's Institute of Dental Sciences, Bengaluru.
4. **Names of programs offered (UG, PG, PharmD, Integrated Masters; M.Phil., Ph.D., Integrated Ph.D., Certificate, Diploma, PG Diploma, D.M./M.Ch., Super specialty fellowship, etc.)**  
Under graduate - BDS  
Post graduate - MDS
5. **Interdisciplinary programs and departments involved:**  
The department has conducted 3 Interdisciplinary programs with other departments.
6. **Courses in collaboration with other universities, industries, foreign institutions, etc.**  
None.
7. **Details of programs discontinued, if any, with reasons:**  
None.
8. **Examination System: Annual/Semester/Trimester/Choice Based Credit System:**  
Annual.
9. **Participation of the department in the courses offered by other departments.**  
Faculty and post graduate students have participated in:
  - teachers training program
  - basic life support
  - laser applications
  - hands-on courses with Prosthodontics on Indirect restorations, all ceramics, all ceramics-the crowning glory, current concepts and recent advances in fixed Prosthodontics.



10. Number of teaching posts sanctioned, filled and actual (Professors/Associate Professors/Asst. Professors/others)

	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	01	01	01
Associate Professor/Reader	01	01	02
Assistant Professor	-	-	-
Lecturer	03	03	03
Tutor / Clinical Instructor	01	01	02
Senior Resident	-	-	-

11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance

Name	Qualification	Designation	Specialization	No. of Years of Experience	Research under guidance
DrSrivastava B K	MDS	Prof & HOD	Public Health Dentistry	20 years	06
DrShruthiEshwar	MDS	Reader	Public Health Dentistry	5 Years	01
DrVipin Jain K	MDS	Senior Lecturer	Public Health Dentistry	1 year 7 Months	-
DrRekhaRao	MDS	Senior Lecturer	Public Health Dentistry	1 year 6 Months	-
DrMadhuniranjanSwamy	MDS	Senior Lecturer	Public Health Dentistry	7 Months	-

12. List of senior Visiting Fellows, adjunct faculty, emeritus professors:

None.

13. Percentage of classes taken by temporary faculty – program-wise information.

None.

14. Program-wise Student Teacher Ratio:

BDS	10:1
MDS	3:2

15. Number of academic support staff (technical) and administrative staff: sanctioned, filled and actual:

Sanctioned	Filled	Actual
06	06	06

16. Research thrust areas as recognized by major funding agencies:

None.

17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise.

None.

18. Inter-institutional collaborative projects and associated grants received:

g) National collaboration b) International collaboration

None.

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received.

None.

20. Research facility / centre with

- state recognition
- national recognition
- international recognition

- None.

21. Special research laboratories sponsored by / created by industry or corporate bodies:

None.

22. Publications:

\* Number of papers published in peer reviewed journals (national / international)  
:12

\* Monographs:-

- \* Chapters in Books:-
- \* Books edited :-
- \* Books with ISBN with details of publishers:-
- \* Number listed in International Database (For e.g. Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, Medline, etc.)
- \* Citation Index – range / average :-
- \* SNIP:-
- \* SJR :-
- \* Impact Factor – range / average :-
- \* h-index :-

23. Details of patents and income generated :

None.

24. Areas of consultancy and income generated

None.

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad :

None.

26. Faculty serving in

- a) National committees b) International committees c) Editorial Boards d) any other (specify)

Dr. Srivastava BK	Editor-in-Chief	KLE's Dental Journal
	Board of Studies	Rajiv Gandhi University of Health Sciences
	Reviewer	Journal of Public Health Dentistry
Dr. ShruthiEshwar	Editorial	KLE's Dental Journal
Dr. Vipin Jain K	Editorial	KLE's Dental Journal

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

Faculty has attended:

- Teachers training programs
- CDE programs
- Basic life support programs

- Hands-on courses
- National and state conferences and conventions

**28. Student projects**

- percentage of students who have taken up in-house projects including inter-departmental projects:
  - 15 projects (50%)
- percentage of students doing projects in collaboration with other universities / industry / institute :
  - None.

**29. Awards / recognitions received at the national and international level by**

- Faculty: None
- Doctoral / post doctoral fellows : Not Applicable
- Students : None

**30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any.**

Sl. No	Date	Conferences/Workshops/ Hands-on courses conducted by Dept. of Public Health Dentistry
24.	12 August 2013	CDE programme & Hands on course on SPSS software and Endnote referencing system by Dr Shetty
25.	27th May 2014	Workshop and Hands-on course on mendelian referencing software by Dr Puneeth Gupta
26.	27th May 2014	Stress management by dental students, by Mr Kulkarnai

**31. Code of ethics for research followed by the departments:**

Ethical committee of the institution provides the ICMR guidelines for various research projects.

**32. Student profile program-wise:**

Name of the Program (refer to question no. 4)	Applications received	Selected		Pass percentage	
		Male	Female	Male	Female
MDS	3	1	2	Not Applicable	

**33. Diversity of students:**

Name of the Program (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
MDS	67%	Nil	33%	Nil

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise.

None.

35. Student progression:

Student progression	Percentage against enrolled
UG to PG	-
PG to M.Phil, DM / M Ch / DNB	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed	-
<ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	
Entrepreneurs	-

36. Diversity of staff:

Percentage of faculty who are graduates	
of the same university	80%
from other universities within the State	20%
from universities from other States	-
from universities outside the country	-

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period:

None.

38. Present details of departmental infrastructural facilities with regard to:

- a) Library : Total number of Books: 65
- b) Internet facilities for staff and students :wifi
- c) Total number of class rooms: 03
- d) Class rooms with ICT facility and 'smart' class rooms: 03
- e) Students' laboratories : None
- f) Research laboratories:None

39. List of doctoral, post-doctoral students and Research Associates

- a) from the host institution/university
- b) from other institutions/universities
  - None.

40. Number of post graduate students getting financial assistance from the university.

- None.

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology.

- No.

42. Does the department obtain feedback from

s. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback?

- RGUHS governs, regulates and revises curriculum for all its UG and PG courses based on the regulation of DCI

t. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

- Yes, the feedback on staff is taken from the students, analyzed and necessary changes are incorporated to enhance the learning process.

u. alumni and employers on the programs offered and how does the department utilize the feedback?

- No

43. List the distinguished alumni of the department (maximum 10)

- None

44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts.

Percentage of faculty who are graduates	
of the same university	80%
from other universities within the State	20%
from universities from other States	-
from universities outside the country	-

45. List the teaching methods adopted by the faculty for different programs including clinical teaching.

- The following teaching methodology programs adopted by faculty including clinical teaching for UG and PG students are,

Undergraduates:

- Discussions and demonstrations
- Teaching models
- Teaching charts/posters
- Practical exercises
- Problem based learning

- Standard Operating procedures
- Microteaching
- Integrated teaching
- Seminar
- Viva-cards
- Well equipped mannequins
- Chair side discussions

Postgraduates:

- Discussions and demonstrations
- Teaching models
- Teaching charts/posters
- Problem based learning
- Standard Operating procedures
- Microteaching
- Integrated teaching
- Inter-department meetings
- Inter-disciplinary meetings
- Seminar
- Webinars
- Chair side case discussions and demonstrations
- Viva-cards
- Well equipped mannequins
- Developing teaching skills by taking UG classes
- Learning research skills by doing and writing dissertation work and short studies

**46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?**

The department ensures program objectives are constantly met and learning outcomes are monitored by,

Academic:

Undergraduate students

- Taking feedbacks from students
- Conducting exams/internals
- Conducting monthly tests for week students
- Conducting viva-voce
- End posting exams
- Updating log books
- Conducting departmental meetings

- Remedial classes are taken for below average students
- Above average students are encouraged to participate in conferences and present papers/posters
- Counseling via mentor system

Postgraduate students

- Taking feedbacks from students
- Conducting weekly tests
- Updating check-lists and log books
- Evaluation of seminars, journal clubs and case presentations by check-lists
- Counseling via mentor system

Administrative:

- Conducting departmental meetings
- Monitoring by quality assurance committee of department

47. Highlight the participation of students and faculty in extension activities.

Participation of students and faculty in extension activities are as follows,

Academic:

- Poster & paper presentations in conferences and conventions
- Essay writing
- Conducting CDE program, workshops and hands-on courses

Co-curricular and extra-curricular activities:

Participation in,

- Sports
- Cultural programs
- Swatch Bharat Abhyan
- Anti-tobacco day
- Anti-corruption day
- Oral hygiene day
- World AIDS day

48. Give details of “beyond syllabus scholarly activities” of the department.

- None.

49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details.

- No

50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.



- Department contributes in generating new knowledge, basics and applied by,
  - ICT enabled teaching
  - Integrated teaching
  - Encouraging poster & paper presentations
  - Group discussions
  - Case based learning
  - Post graduates are encouraged to present papers & posters in conferences and conventions
  - Post graduates are given opportunity to attend hands-on courses on new techniques

**51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.**

**STRENGTHS**

- Good infrastructure
- Team work and efficient faculty
- Regular Outreach Programmes
- Tobacco cessation and counseling centres
- Public awareness programmes
- Methodological teaching
- Well planned and regularized UG and PG curriculum
- Well documented academic and administrative activities

**WEAKNESS**

- None

**OPPORTUNITIES**

- Funded research projects
- Association with national and international NGO's
- Involvement in the national level surveys and contribution in the oral health awareness programme and policies at national and international level.
- Collaborations with dental extension activity organizations
- Treatment cubicles

**CHALLENGES**

- To meet and cater the needs of the underserved communities.
- Reach-out for each and every individual's oral health needs.

**52. Future plans of the department.**

- Extension of PG seats
- PhD programs
- Extended and funded research activities
- Conduct specialty conferences

### 3. EVALUATIVE REPORT OF THE DEPARTMENT

#### DEPARTMENT OF ORAL AND MAXILLOFACIAL PATHOLOGY

1. **Name of the Department:** Oral and Maxillofacial Pathology
2. **Year of establishment:** 1992
3. **Is the Department part of a college / faculty of the University?**  
Yes, the Department is part of KLE Society's Institute of Dental Sciences, Bangalore and the college is affiliated to Rajiv Gandhi University of Health Sciences
4. **Names of programs offered:**  
We offer the subjects of Dental Anatomy and Oral Histology in I year BDS, and Oral and Maxillofacial Pathology in III year BDS
5. **Interdisciplinary programs and departments involved:** None
6. **Courses in collaboration with other universities, etc:** None
7. **Details of programs discontinued, if any, with reasons:** None
8. **Examination system:** Annual
9. **Participation of the department in the courses offered by other departments:**
  - a. Postgraduate students from the Departments of Oral Surgery, Oral Medicine, Pedodontics and Periodontics often need to do some part of their dissertation / research work in our Department, in which we offer guidance and inputs
  - b. We take active part in the monthly Inter-Departmental Meetings held in the college

#### **10. Number of teaching posts sanctioned, filled and actual**

Posts	Sanctioned	Filled	Actual (including CAS & MPS)
Professor	1	1	1
Associate Professor / Reader	0	0	0
Assistant Professor	0	0	0
Lecturer	2	2	2
Tutor / Clinical Instructor	0	0	0
Senior Resident	0	0	0

**11. Faculty profile with name, qualification, designation, area of specialization, experience and research under guidance**

Name	Qualification	Designation	Specialization	Experience	Research under guidance
Dr K Uma	MDS	Professor & Head of the Department	Oral & Maxillofacial Pathology	20 years 2 months	A comparative study of two methods of sex determination from lateral cephalograms: a conventional method based on measurements and a new method based on Fourier analysis of forehead shape
Dr Ranjitha J	MDS	Senior Lecturer	Oral & Maxillofacial Pathology	1 year 1 month 14 days	Detection of myofibroblasts in Oral squamous cell carcinoma and its correlation with lymph node metastasis: An immunohistochemical study
Dr Indushekhar Bellary	MDS	Senior Lecturer	Oral & Maxillofacial Pathology	1 month 14 days	Adverse effects of mining pollutants on oral tissues-clinical and genotoxicity study

**12. List of senior Visiting Fellows, adjunct faculty, emeritus professors: None**

**13. Percentage of classes taken by temporary faculty: Not applicable**

**14. Program-wise Student Teacher ratio:**

a. DADH in I BDS: 16:1

b. Oral Pathology in III BDS: Regular batch – 12:1, Odd batch – 2.6:1

**15. Number of academic support staff (technical) and administrative staff: 1 ( lab technician)**

**16. Research thrust areas as recognized by major funding agencies: None**

**17. Number of faculty with ongoing projects from a) national b) international funding agencies and c) Total grants received. Give the names of the funding agencies, project title and grants received project-wise: None**

**18. Inter-institutional collaborative projects and associated grants received: None**

h) National collaboration b) International collaboration

19. Departmental projects funded by ICMR; DST-FIST; UGC-SAP/CAS, DPE; DBT, ICSSR, AICTE, etc.; total grants received: None

20. Research facility / centre with: None

- state recognition
- national recognition
- international recognition

21. Special research laboratories sponsored by / created by industry or corporate bodies: None

22. Publications:

Sl No.	Publications details	Numbers	
1	Number of papers published in peer reviewed journals (national / international)	International 3	National 4
2	Monographs	None	
3	Chapters in Books	None	
4	Books edited	None	
5	Books with ISBN with details of publishers	None	
6	Number listed in International Database (For <i>e.g.</i> Web of Science, Scopus, Humanities International Complete, EBSCO host, Google Scholar, etc.)	Google scholar: 6	
7	Citation Index – range / average	One article cited 5 times	
8	Source Normalized Impact per paper SNIP	1.257 (for 2013)	
9	SCI Image Journal Rank (SJR)	0.289 (for 2013)	
10	Impact Factor – range / average	-	
11	h-index	-	

23. Details of patents and income generated: None

24. Areas of consultancy and income generated: None

25. Faculty selected nationally / internationally to visit other laboratories / institutions / industries in India and abroad: None

26. Faculty serving in - None

- a) National committees b) International committees c) Editorial Boards d) any other (specify)

27. Faculty recharging strategies (Refresher / orientation programs, workshops, training programs and similar programs).

S. No.	Date	CDE/workshops/training/ sensitization programmes attended by the faculty members
1	March 11, 2011	CDE 'All Ceramics' by Prof Jean Francois Roulet at KLES Institute of Dental Sciences, Bangalore
2	April 1-2, 2011	CDE 'Manthana – Quest for knowledge' by Dept of Oral & Maxillofacial Pathology, KCDS, Bangalore
3	May 28, 2011	CDE 'Pathognana' by Dept of Oral & Maxillofacial Pathology, JSS Dental College, Mysore
4	July 14-17, 2011	3 <sup>rd</sup> World Congress of the International Academy of Oral Oncology (IAOO), Singapore
5	August 23, 2011	CDE 'Stress in Dental Practice – An Insight' by Dept of Conservative Dentistry and Endodontics, KLES Institute of Dental Sciences, Bangalore
6	Feb 25, 2012	CDE 'Museum Techniques' by Dept of Oral & Maxillofacial Pathology, MSRDCH, Bangalore
7	Mar 17, 2012	CDE 'An Approach to the Diagnosis of Salivary Gland Tumours' by Dept of Oral & Maxillofacial Pathology, AECS Maaruti College of Dental Sciences and Research Centre, Bangalore
8	June 4, 2012	CDE 'Path Bites' by the Dept of Oral & Maxillofacial Pathology, V S Dental College & Hospital, Bangalore
9	July 14 & 15, 2012	XII National Post Graduate Convention of IAOMP by D Y Patil Dental College & Hospital, Pune
10	Feb 11 – 13, 2013	CME on Soft Tissue Pathology 'Approach to the Diagnosis of Soft Tissue Tumours: Challenges and Dilemmas' by Kidwai Memorial Institute of Oncology, Bangalore
11	March 1 & 2, 2013	CDE 'Update in Oral Medicine and Pathology with Oral Imaging and Strategies for Research' by Dept of Oral Medicine and Radiology, KLES Institute of Dental Sciences and IAGD, Bangalore
12	May 30 & 31, 2013	I National Conference on Dental Health Professionals' Education by M S Ramaiah Dental College & Hospital, Bangalore
13	Nov 8 – 10, 2013	XXII National Conference of IAOMP, Renaissance Convention Centre, Mumbai
14	Dec 23, 2013	CDE 'STEMposium' by Dept of Periodontics, KLES Institute of Dental Sciences, Bangalore
15	Feb 24, 2014	CDE "'Anaavarana" the scientific exchange' by Dept of Oral and Maxillofacial Pathology, Krishnadevaraya College of Dental Sciences, Bangalore
16	April 4, 2014	CDE in Forensic Odontology by Dr Aashith Acharya, Rajarajeshwari Dental College, Bangalore
17	Sept 11-14, 2014	FDI Annual World Dental Congress, Greater Noida, NCR New Delhi
18	Nov 28 – 30, 2014	XXIII National Conference of the Indian Association of Oral and Maxillofacial Pathologists, Hotel Chancery Pavilion, Bangalore

## 28. Student projects

- Percentage of students who have taken up in-house projects including inter - departmental projects - None
- Percentage of students doing projects in collaboration with other universities / industry / institute: None

29. Awards / recognitions received at the national and international level by

Research awards received by the faculty and students: None

30. Seminars/ Conferences/Workshops organized and the source of funding (national / international) with details of outstanding participants, if any: None

31. Code of ethics for research followed by the departments: ICMR guidelines followed as per Ethical Committee.

32. Student profile program-wise:

Name of the Program (refer to question no. 4)		Applications received	Selected		Pass percentage	
			Male	Female	Male	Female
B.D.S	2011	-	-	-	62%	69%
	2012	-	-	-	91%	96%
	2013	-	-	-	80%	100%
	2014	-	-	-	63%	75%

33. Diversity of students

Name of the Program (refer to question no. 4)	% of students from the same university	% of students from other universities within the State	% of students from universities outside the State	% of students from other countries
There is no B.D.S. program				

34. How many students have cleared Civil Services and Defense Services examinations, NET, SET, GATE, USMLE, PLAB, GPAT, NCLEX, CGFNS, IELTS and other competitive examinations? Give details category-wise: None

35. Student progression

Student progression	Percentage against enrolled
UG to PG	2 students
PG to M.Phil, DM / M Ch / DNB	-
PG to Ph.D.	-
Ph.D. to Post-Doctoral	-
Employed <ul style="list-style-type: none"> <li>• Campus selection</li> <li>• Other than campus recruitment</li> </ul>	-
Entrepreneurs	-

36. Diversity of staff

Percentage of faculty who are graduates	
of the same university	66.6%
from other universities within the State	-
from universities from other States	33.3%
from universities outside the country	-

37. Number of faculty who were awarded M.Phil., DM, M Ch, Ph.D., D.Sc. and D.Litt. during the assessment period : None

38. Present details of departmental infrastructural facilities with regard to

- a) Library – Total number of books: 58
- b) Internet facilities for staff and students: Wi-fi broadband and fixed line broadband
- c) Total number of classrooms - 04
- d) Class rooms with ICT facility and ‘smart’ classrooms – None
- e) Students’ laboratories - 02
- f) Research laboratories – 00

39. List of doctoral, post-doctoral students and Research Associates: None

- a) From the host institution/university
- b) From other institutions/universities

40. Number of post graduate students getting financial assistance from the university: None

41. Was any need assessment exercise undertaken before the development of new program(s)? If so, highlight the methodology – No

42. Does the department obtain feedback from

- v. Faculty on curriculum as well as teaching-learning-evaluation? If yes, how does the department utilize the feedback? - Yes

The Rajiv Gandhi University of Health Sciences, Karnataka handles the designing of the curriculum for all its Undergraduate and Postgraduate courses based on the regulations of DCI. At the end of the academic year, the department conducts a review meeting in which all the staff members offer their suggestions for change or improvement based on the content of the course, classroom experience and the performance of the students in the examinations.

- w. Students on staff, curriculum and teaching-learning-evaluation and how does the department utilize the feedback?

Yes, the students’ feedback regarding the faculty members are analyzed and the required necessary changes are incorporated to enhance the learning process within the department.

- x. alumni and employers on the programs offered and how does the department utilize the feedback – No

43. List the distinguished alumni of the department (maximum 10): No PG program
44. Give details of student enrichment programs (special lectures / workshops / seminar) involving external experts:
- Inter-departmental meetings every year on various topics
45. List the teaching methods adopted by the faculty for different programs including clinical teaching.
- For teaching the undergraduates, the following methods are used
- PowerPoint presentations for didactic lectures
  - Seminars on some topics
  - Practical demonstrations of tooth carving and histotechniques
  - Observation and study of microscopic slides in Histology and Pathology
46. How does the department ensure that program objectives are constantly met and learning outcomes are monitored?
- Topic-wise tests are conducted after completion of each chapter
  - Three internal exams per year are conducted
  - Extra classes for slow learners
  - Slow learners are asked to take extra tests
  - Personal counseling by mentors
47. Highlight the participation of students and faculty in extension activities: Students and faculty participate in various health awareness campaigns conducted by the college, as well as in special events like No Tobacco Day, AIDS Day, Oral Health Day, etc.



**48. Give details of “beyond syllabus scholarly activities” of the department:**

The faculty members attend National Conferences, PG Conventions, CDE programs and workshops regularly

**49. State whether the program/ department is accredited/ graded by other agencies? If yes, give details: No**

**50. Briefly highlight the contributions of the department in generating new knowledge, basic or applied.**

One of our ex-faculty members, Dr Sangeetha, applied the concept of SPAM (Student Assisted Peer Mentoring) for teaching tooth carving to two batches of I BDS students. It was the first time this system was used to teach tooth carving, and the response of the students was very good.

**51. Detail five major Strengths, Weaknesses, Opportunities and Challenges (SWOC) of the department.**

• **Strengths**

- Good infrastructure
- Well-trained and dedicated teachers
- Teamwork
- Interesting cases
- Regularized academic curriculum for students
- Regular discussion and interactive sessions with students
- Mentor system for each student

• **Weakness**

- There is no PG program in the department
- Support staff
- Laboratory equipment

• **Opportunities**

- Learning through new and interesting cases
- Participating in international inter-institutional research projects
- Attending scientific conferences and presenting papers

• **Challenges**

- Dealing with day-to-day workload

**52. Future plans of the department**

- Expansion of the department for postgraduate training
- Setting up of a research room
- Up gradation of the laboratory
- Further collaboration with institutes in India and abroad for PhD level studies