



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SRI RAMAKRISHNA DENTAL COLLEGE AND  
HOSPITAL**

S.N.R. COLLEGE ROAD, NAVA INDIA, COIMBATORE. 641006  
641006  
srdch.ac.in

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**May 2021**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

S.N.R Sons Charitable Trust was founded in 1970 by the illustrious sons of Sri S.N. Rangasamy Naidu; being an ardent devotee of Sri Ramakrishna Paramahansa, all the institutions started by the trust, bear the name of the holy sage 'Sri Ramakrishna'.

The trust runs various Hospitals and institutions namely Sri Ramakrishna Hospital, Sri Ramakrishna Dental College and Hospital, Sri Ramakrishna College of Nursing, Sri Ramakrishna College of Physiotherapy, Sri Ramakrishna College of Pharmacy, S.N.R. Sons College, Sri Ramakrishna College of Arts and Science for Women, Sri Ramakrishna Engineering College, Sri Ramakrishna Institute of Technology, Sri Ramakrishna Polytechnic College, Sri Ramakrishna Advanced Training Institute, Sri Ramakrishna Matriculation Higher Secondary School - Avarampalayam, Sri Ramakrishna Matriculation Higher Secondary School – Vattamalaipalayam, Sri Ramakrishna Vridhasramam, Sri Ramakrishna Rural Health Centre, Vattamalaipalayam, Sri Ramakrishna Rural Health Centre, Pachapalayam, Sri Ramakrishna allied health science institute, Sri Ramakrishna urban health centre, Ganapathy and Community Halls in Coimbatore.

The vision of the trust is to offer total commitment to social cause in a selfless manner, to give relief to the needy and the poor, with the mission to provide quality health care to the needy through efficient health services and provide enlightenment through education to students to produce graduates in different fields; General, Technical and Professional Education including Medical, Dental and Paramedical Sciences with competitive spirit and competence to serve the society and the country.

Sri Ramakrishna dental college and hospital is a unit of SNR sons charitable trust and was started in the year 2000, with the aim to be the best dental institution providing education, infrastructure and treatment facilities to students and patients. The annual intake started with the admission of 60 students and upgraded to the admission of 100 students from 2007 in undergraduate program. The postgraduate program was started from 2009 in five specialty courses. The undergraduate and post graduate courses are affiliated to Tamilnadu Dr.MGR medical health university and recognised by Dental council of India.

### **Vision**

Vision:

To be the best educational and service unit in dentistry imparting knowledge, clinical skills, patient care and social responsibilities with ethical practice on par with global standards.

### **Mission**

Mission:

1. To develop and improve student's educational environment that fulfils knowledge and skill to apply and adapt to future needs.

2. To provide excellent academic, patient-centred health care with utmost utilization of facilities prescribed and impart quality value for life.
3. To continuously implement the prescribed program objectives and goals recommended by the regulatory/ statutory bodies.
4. To evolve as leaders in teaching learning process, research, innovation, clinical care facilities and infrastructure continually with global standards.
5. To apply ethical and humanitarian practices in all the programs and articulate human moral values in the young minds to serve the community.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

The strength,

1. Location - the college is situated in the centre of the city and belongs to a trust which has a 5 decade of medical service.
2. The faculty – the attrition rate is very low
3. Patient volume for teaching learning process
4. Comprehensive clinical set up
5. Updating of equipment's and infrastructure
6. Good alumni support
7. New initiatives – Digitalization of records, Education
8. Adaptation to the changes in education methodologies prescribed by Dental council of India and Tamilnadu Dr. MGR Medical University
9. Involvement of students in administration
10. Methodological teaching process
11. Thrive to increase the program outcomes
12. Good library and learning environment

### Institutional Weakness

The weakness,

1. Transparency on Decisions
2. Needs improvement in Multi Disciplinary patient Approach
3. Not practicing latest trends in the field
4. latest diagnostic imaging and technology system
5. Documentation
6. Feedback system and systematic review
7. Regular maintenance of facilities
8. Greenery
9. Research, Innovation and ecosystem
10. Less value-added specific competency programs
11. Appreciation on achievements

## **Institutional Opportunity**

The Opportunities,

1. Organised digital documentation
2. To install latest dental imaging and dental technology
3. Create a unique policy for College teaching learning process
4. 360 degree Appraisal system for motivation and team building
5. Targeted approach to vision
6. Regularised Budget allocation
7. Incentives for achievement of Departments and individuals
8. Creating environment for research, innovation and Ecosystem
9. Decentralising the administration and creating next generation leadership
10. Tree plantation and indoor plantations
11. More value-added specific competency programs
12. Interaction between students and faculty

## **Institutional Challenge**

The Challenges,

1. To adapt to new progressive policies on teaching learning
2. To focus towards one vision
3. Transparency on Decisions
4. Unbiased Feedbacks
5. Resource management
6. ICT skill development

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

SRDCH is an affiliated institution and follows the Dental curriculum as set down by the DCI and the TN Dr. MGR Medical University which recommends that the Dental graduates fulfil competencies that include knowledge, general skills, and attitude for diagnosis, treatment planning, and practice management in Dentistry with effective communication and management of community resources. We focus on empowering each graduate to fulfil the above competencies by following clearly defined program objectives, for Undergraduate and Postgraduate courses. SRDCH has representatives in the BoS, who routinely suggest changes in the curriculum and evaluation methods.

The Curriculum committee, after reviewing the academic committee report of the previous academic year, recommends changes in curriculum delivery. These changes are implemented through the Academic planning committee. Teaching schedules are prepared at the beginning of the academic year, in order to deliver a structured learning experience, by all departments across the years of study along with Lesson plans and lesson

formats. Evaluation of student academic performance is done through routine assessments.

The UG / PG programs involve integration of basic sciences with clinical subjects. Integrated learning is implemented through interdisciplinary lectures and clinical society meetings. Certificate course in basic implantology is offered for the Post graduates. Value added topics are taken for the Undergraduates.

SRDCH encourages extra-curricular activities through NSS, YRC, RRC which enhance student's responsibility to society and Environment. The GSCASH committee has set out clear policies and sensitizes the staff and students about safety at their workplace and avenues available for registering complaints. Code of conduct and Ethics highlights the rights and responsibilities of the employee and is uploaded on the website. Rural health camps conducted by the Department of Public Health Dentistry reinforce to each student the right to health for every citizen.

Structured feedback on curriculum is sought from all stakeholders and the reports are used to take appropriate corrective / preventive actions, in order to sustain good practices.

The overall aim is to ensure that our students are equipped to provide the best of care and inculcate the practice of lifelong learning in order to be a professional and ethical dentist.

### **Teaching-learning and Evaluation**

SRDCH is committed to be the most preferred domicile for education and patient care in Dentistry. It offers two programs - BDS and MDS. Admission is only through NEET and reservation quota set by the state government is adhered to for the same. It is one of the most sought-after colleges in the counseling and the sanctioned seats are filled. Students from the other states also enroll in the college.

The HEI encourages students to hone up their skills in curricular and co-curricular activities and also in extracurricular activities. Opportunities through various clubs like NSS, RRC, and YRC enhance student's responsibility to society. Cultural and sports events bring out their innate talent.

SRDCH follows learner centric teaching methodologies like experiential learning in simulation labs, integration of knowledge of Basic Medical Sciences in Clinical decision making, interdisciplinary teaching to visualize the patient's problem holistically, participatory learning through group discussion etc. Innovative projects, participation in conferences and other programs in the college improve creativity and analytical skills in students.

SRDCH offers the best in terms of infrastructure and Faculty and has very capable team of well experienced teachers who diligently work towards the teaching and training of the students. The faculty is encouraged to upskill themselves in the latest technology in the teaching learning process.

Three Sessional examinations are conducted in a year to assess student progression. Mid-course guidance is provided to improve student's performance. Remedial sessions include one on one discussion of Question papers and other topics during practical / clinical postings. For slow learners in practical aspects, repeat exercises are given. Towards the end of the academic year, remedial classes are taken to help students who have poor academic performance.

SRDCH has set Learning Objectives and graduate attributes for both Programs as stipulated by statutory bodies and has uploaded the same on its website. The teaching-learning process and evaluation system implement the desired attributes for a dental graduate and assess the attainment of the same respectively. Parent teacher meetings are conducted every year to appraise the parents about their ward's progress and facilitate their participation in the same.

### **Research, Innovations and Extension**

We, Sri Ramakrishna Dental College and Hospital have appropriate Research guides to guide our students for research. The postgraduate departments are encouraged to take up research projects and undergraduates are encouraged to take short studies. Our teachers were awarded international fellowships for advanced studies and participation in conferences. Our students have received funds from government and non-governmental agencies for their short time research projects.

We have an ecosystem for innovations and an incubation center for creation and transfer of knowledge. The Institution boasts of Post Graduate guides who guide and mentor young minds in their research path. The students are encouraged and guided to publish the research in recognized national and international journals. All the departments in the college encourages students to participate in National and International conferences and webinars to spur interest in innovations. Dedicated mentors identify and enable students to express their ideas and innovations.

Apart from setting enviable standards in delivering oral health services, SRDCH has been organizing regular extension and outreach activities every year. During the last five years, we had organized 332 dental health camps. These outreach activities benefit the community in and around Coimbatore district that includes rural areas, tribal hamlets, urban slums, industries, school and colleges. For this our college has received many accolades.

SRDCH takes pride in its Institutional Social Responsibility programs which include health camps, environmental and road traffic awareness initiatives and discounted treatment for underprivileged.

### **Infrastructure and Learning Resources**

SRDCH has all the recommended infrastructure to provide the students all the possible opportunities to learn and acquire knowledge, which is critically related to the vision of our college that makes the institution to stand at par with the DCI and Tamilnadu Dr M G R Medical University standard.

The classrooms and seminar halls are ICT enabled with LCD projectors, smart board and LAN facilities and well ventilated to hold 100 students spaciouly. The college also has ICT enabled seminar halls for postgraduates with LCD projector. The clinics are well connected with ICT for patient management. An Integrated dental (patient) management software is to care the patient documentation and planning for comprehensive management of patient needs.

Continuous updating of all the physical facilities is made in all departments to provide clinically-oriented and technologically advanced learning. Digital dental radiographic facilities-IOPA, OPG, RVG, Dental Microscopes, Hard and Soft tissue lasers, advanced Implant surgical equipments, dolphin software, Piezo surgical unit are made available for the students. Installation of CSSD has made the Sterilization protocols to be

maintained at higher clinical standard along individual departments.

The institution has satellite clinics to provide oral health care to the rural community and is aimed to inculcate social responsibility and the mission of service to the nation amongst the students. The college has a fully equipped mobile Dental van with 2 dental chairs and other amenities to facilitate for the fore mentioned vision. The departments are provided with lab facility which helps the students to improve their practical skills. Pre-Clinical laboratories are well-equipped with patient simulators in Prosthodontic and Conservative Dentistry departments to enable the Undergraduate students to learn and train properly with hands on experience before attending patients. Ceramic laboratory, histopathological laboratory and clinical laboratory are operated to provide utmost patient care. All the departments are interconnected by LAN for administration, and student utility and clinical departments are provided with Wi-Fi.

The library is well stocked with books, journals and e-Journals for all the departments in a 9,000 Sq.feet, learner friendly environment with an AV room.

### **Student Support and Progression**

The government schemes such as backward class scholarships, first graduate students and adhidravidar welfare schemes are facilitated in our institute and an average of 140students get benefited every year. The institute have instituted enhancement and development schemes such as NSS, YRC, RRC, Yoga, Language enhancement skill, soft skill etc programs to overcome the background and inculcate the social responsibility among the students. The opportunities are utilized by the students to improve their skills in different aspects of life.

Carrier guidance and preparing for competitive exam programs are conducted to improve the students for betterment in their life. There are various committees which are transparent in their activities and redress to the student's grievance, anti-ragging and sexual harassment complaints.

An average of 10 to 15 students cracks the NEET DENTAL PG exam every year and many students are self-employed by starting their own clinics and some join as lecturers in different colleges due to their academic and research interest.

Students organise and conduct cultural and sports events every year in the college and encouraged to participate in inter and intra college events.

We have an active student council which assist, promote, coordinate, provide an opportunity and to organise activities which will foster the growth of the institution in academics and in extracurricular activities.

We have a strong alumni association which was established in 2013 and was registered. It helps to promote enthusiasm, commitment and financial soundness of the alumni committee. It has contributed around 24 Lakhs to the institution for the development of simulation lab, buying furniture's and a gold medal for best outgoing students.

### **Governance, Leadership and Management**

SRDCH is a decentralized model of organizational structure which demonstrate and emphasize the roles of

participatory management in all operational process with effective communication which brings stability to the organization.

SRDCH management committee is headed by the Managing Trustee of SNR Sons Charitable Trust with an established system comprising of Joint Managing Trustee, CEO, Principal, Vice Principal, and Administrative Officer along with Heads of departments ensuring smooth functioning of the institution in all aspects.

The Principal is an integral component of organizational governance who oversees overall performance of the institution at academic and administrative level. He / She plays a pivotal role in implementation of the management and institution policies by involving in activities like development, deployment, strategic and resource planning and quality management.

Vice Principal academics and Vice Principal administration coordinates and monitors the activities of the academic cell, patient care and Hospital Management through resource utilization and optimization. Various committees are arranged to regulate the governance of hostel, library, academic and research.

The Head of the departments lead team to achieve predetermined department objectives by striving to exceed the expectations of the interested parties, apart from the other routine activities thereby necessitating efficient functioning of the department in terms of student education and patient care.

Recently the organogram is restructured to have more decentralized activity to include various coordinators (Clinical, Academic, Student, Program, IQAC, Lab) for overall functioning of the Institution and suggests improvements to achieve the benchmark set in the vision and mission.

### **Institutional Values and Best Practices**

Sri Ramakrishna Dental College and Hospital over a period of years has created and inculcated a strong set of values that aims at creating a conducive environment for providing quality education and exemplary patient services. The institution imparts education with emphasis on the holistic development of the students.

The institute is committed to provide a gender equal environment monitored by a dedicated policy and committee and by conducting awareness programs on gender equity. SRDCH has students, staffs and patients from different regional and cultural backgrounds and provides an inclusive environment with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. The Code of Conduct (COC) is disseminated every year to the students and staffs.

The institution has upgraded itself by installation of software to manage academics as well as patient services.

The entire institution is committed to keep the campus green with a sound environmental policy that follows a ban on plastics and tobacco, appropriate segregation of waste and with various other protective measures. Harnessing the solar energy and by installation of sewage treatment plan, the institute has contributed to the energy conservation.

SRDCH has exemplary patient care facilities. Updated technology driven treatment in the hands of empathetic, ethical and trained professionals are the hallmark of patient care at SRDCH. The three tier system of dental services are an excellent example of how the Institution leverages its resources to provide quality services to people of all strata.



Service to the community has been the institute's best practice and have achieved it by establishing many rural and urban health centres and outreach programs to provide affordable treatments.

Regular audits and feedback system has ensured that the quality of the institute has always been in accordance with the vision and mission of the institute.

## **Dental Part**

The institute admission process is only through NEET common exam and attracts the high scoring students in the state as a preferential college for the programs. The admission process is carried out according to the specifications and registration is done under the Tamilnadu Dr. MGR Medical University. The institute follows the mandatory protocols for immunisation, sterilisation and disinfection. There is a robust mechanism for waste disposal management.

The students admitted are oriented and inducted to the course through a scheduled program, which helps them to understand the program they have chosen. The institution keeps upgrading the facility and expose the students for learning the development in the field of dentistry. The departments are integrated and interdisciplinary approach towards patients are taught throughout the learning process.

The faculty are recruited through an interview system which allow the institute to select the best. The faculties are oriented towards the institutional vision and the appraisal system motivate them to achieve their personal and institutional goals.

The specific competencies are achieved in a phased manner and the course outcome contribute to the success of the institute to achieve the feet. The college provides all the materials needed for the learning process for the departments to demonstrate and teach.

The college has a dental education unit through program committee which organise programs for the faculties n emerging trends in material, teaching methodology, information technology and clinical science. The primary objective of DEU was to transform the institute to digital and implementation of the software's and familiarise them among the faculties in recent years. Now the college has patient management system, learning management system in use which reduce the time and paperwork and lead to concentrate on clinical teaching and enable to focus more on graduate attributes.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI RAMAKRISHNA DENTAL COLLEGE AND HOSPITAL
Address	S.N.R. college road, Nava India, Coimbatore. 641006
City	COIMBATORE
State	Tamil Nadu
Pin	641006
Website	<a href="http://srdch.ac.in">srdch.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	L. Deepanandan	0422-2564688	9443362230	-	principal@srdch.ac.in
IQAC / CIQA coordinator	S. Karthikeyani	0422-	9843322663	-	karthikeyanis@srdch.ac.in

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	01-01-1999			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>		<b>Document</b>	
Tamil Nadu	Tamilnadu Dr. M.G.R. Medical University		<a href="#">View Document</a>	
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>		<b>View Document</b>	
2f of UGC				
12B of UGC				
<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
DCI	<a href="#">View Document</a>	31-07-2013	60	only inspection will be carried for renewal

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	S.N.R. college road, Nava India, Coimbatore. 641006	Urban	5.09	25137.91

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BDS,Bds	60	NEET	English	100	100
PG	MDS,Mds	36	NEET	English	2	2
PG	MDS,Mds	36	NEET	English	2	2
PG	MDS,Mds	36	NEET	English	3	3
PG	MDS,Mds	36	NEET	English	3	3
PG	MDS,Mds	36	NEET	English	3	3

### Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				27				21			
Recruited	6	0	0	6	17	10	0	27	10	11	0	21
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	36				11				0			
Recruited	14	22	0	36	4	7	0	11	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				154
Recruited	37	83	0	120
Yet to Recruit				34

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	3	4	0	7
Yet to Recruit				9

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	2	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	6	0	0	15	9	0	10	11	0	51
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	11	13	0	0	0	0	0	0	0	24
UG	0	0	0	0	0	0	0	0	0	0

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



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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	19	0	0	0	19
	Female	81	0	0	0	81
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	10	0	0	0	10
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	2	2	7	3
	Female	8	10	5	12
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	20	19	17	15
	Female	72	66	69	62
	Others	0	0	0	0
General	Male	1	3	3	1
	Female	9	9	9	5
	Others	0	0	0	0
Others	Male	0	2	0	0
	Female	0	1	0	0
	Others	0	0	0	0
Total		113	113	111	98

<b>General Facilities</b>	
<b>Campus Type: S.N.R. college road, Nava India, Coimbatore. 641006</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>102</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>11</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>No</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>No</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>

• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>NA</b>

<b>Hostel Details</b>		
<b>Hostel Type</b>	<b>No Of Hostels</b>	<b>No Of Inmates</b>
* Boys' hostel	1	56
* Girls's hostel	1	253
* Overseas students hostel	0	0
* Hostel for interns	1	11
* PG Hostel	1	9

## Extended Profile

### 1 Students

#### 1.1

##### Number of students year-wise during the last five years

2019-20	2018-19	2017-18	2016-17	2015-16
529	513	543	533	556
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
112	91	124	101	118
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

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

2019-20	2018-19	2017-18	2016-17	2015-16
113	97	110	113	113
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
101	98	91	92	92
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
101	98	91	92	92
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 3 Institution

### 3.1

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

2019-20	2018-19	2017-18	2016-17	2015-16
676.90	480.94	509.96	350.15	361.25
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

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

**Response:**

The Dental curriculum as set down by the DCI and the TN Dr. MGR Medical University, Chennai recommends that the Dental graduates fulfill competencies that include knowledge, general skills, and attitude for diagnosis, treatment planning, and practice management in Dentistry with effective communication and management of community resources. The implementation of the curriculum at SRDCH focuses on empowering the graduate to fulfill the above competencies. SRDCH enforces curriculum implementation, by adhering to the norms, as stipulated by the statutory bodies, and by taking into account the vision and mission statements of the Institution. SRDCH follows the clearly defined program objectives, for Undergraduate and Postgraduate courses, that the graduating student would have attained upon graduation.

The Curriculum planning committee, after reviewing the audit report of the previous academic year, recommends the changes in curriculum delivery. The recommended changes are implemented through the Academic planning committee to fulfill University/DCI recommendations for each subject and to incorporate the recommended changes. Teaching schedules are prepared at the beginning of the academic year, in order to deliver a structured learning experience, by all departments across the years of study along with Lesson plans and lesson formats.

Evaluation of student academic performance is done through routine assessments. In keeping with the stipulation of the affiliating University, SRDCH incorporates formative assessment as a monitoring and steering mechanism for continuous and comprehensive evaluation.

Integrated learning is implemented through interdisciplinary lectures and clinical society meetings that focus on comprehensive care. Postgraduates and undergraduates are encouraged to undertake research projects, research publications and participate in presentations at scientific conferences.

Structured feedback on curriculum is routinely sought from all stakeholders and the feedback reports are used to take appropriate corrective and preventive actions, in order to sustain good practices. This ensures that the institution progresses towards its vision in the best interests of dental education and health care.

The overall aim is to ensure that our students are equipped to provide the best of care and inculcate the practice of lifelong learning in order to be a professional and ethical dentist.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

### 1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)

**Response:** 3.37

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	3	4	4	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for details of participation of teachers in various bodies	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

**Response:** 100



1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years	
Response: 6	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 6	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

<b>1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years</b>				
<b>Response: 0.37</b>				
1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2019-20	2018-19	2017-18	2016-17	2015-16
0	0	7	0	3
File Description	Document			
Institutional data in prescribed format	<a href="#">View Document</a>			
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>			
Any additional information	<a href="#">View Document</a>			
Link for additional information	<a href="#">View Document</a>			

## 1.3 Curriculum Enrichment

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

#### Response:

Health education involves a multifaceted approach to encompass exposure to all determinants of health. Dental Training should groom a health care provider into a professional who is equipped to perform the expected duties with utmost integrity, accountability and responsibility. The regulations of the Dental Council of India have mandated the development of competencies in knowledge, skill, and attitude domains.

The curriculum also defines the ethical principles to be embodied in the conduct of a dentist. Apart from teaching ethics as a part of the regular curriculum, SRDCH has adopted a code of conduct that mirrors the ethical and professional attributes recommended by the DCI and the TN Dr. MGR Medical University. Students and newly appointed faculty members are informed of the COC at the induction program. The COC is made available for ready reference through the student's handbook and SRDCH website.

The Gender Sensitization Committee Against Sexual Harassment (GSCASH) conducts annual sensitization programs to ensure a gender-equitable environment. Students actively participate in women's welfare activities.

Through the NSS units, students participate in environmental protection activities such as tree plantation drives and awareness campaigns. This instills a deep awareness of the need and commitment to sustain the environment. Scheduled visits to water treatment plants expose the student to methods of environmental resource management. Students carry out regular Swacch initiatives and spread awareness on cleanliness and hygiene in disease prevention. The NSS-YRC- RRC units of SRDCH organizes Blood Donation camps and student volunteers are actively involved.

Students at SRDCH participate actively in community projects and postings. The exercise helps in identifying determinants of health in a community setting. It encourages empathetic behavior and helps the student to acquire surveying skills. Students are posted in primary health centers to attain an understanding of community health systems.

International and National oral health days are observed by the Institution. Screening and treatment

activities are carried out. Students use creativity to educate the public on health issues through puppet shows, rallies, and skits. The Tobacco Cessation clinic functions in the Department of Public health dentistry and World No-Tobacco Day is celebrated by conducting many programs. Students posted in the clinics are sensitized to educate the patients about the adverse health impact of tobacco use and guide the patient towards quitting deleterious habits.

SRDCH recognizes the demands that the dental profession places on the student. In order to hone the capabilities of the student, SRDCH devotes routine hours to yoga to equilibrate the 'mind-body' continuum and establish a lifestyle of stress-free environment, thereby ensuring optimum productivity to themselves and their community. This is an effort at instilling lifelong practices that will ensure professional and personal well-being.

These practices are in line with the vision of SRDCH that focuses on developing dental graduates who will deliver comprehensive care to the needy in order to improve the quality of life of all stakeholders involved.

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### Other Upload Files

1

[View Document](#)

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

**Response:** 3

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

Response: 3

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

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

**Response:** 10.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
275	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 34.78

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

**Response:** 184

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

## 1.4 Feedback System

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

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

**Response:** B. Any 4 of the above

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

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

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

<b>File Description</b>	<b>Document</b>
Stakeholder feedback report	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>

NAAC

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

**2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**

**Response:** 99.71

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

2019-20	2018-19	2017-18	2016-17	2015-16
73	65	72	67	67

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

2019-20	2018-19	2017-18	2016-17	2015-16
73	65	72	68	67

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>
Link for Any other relevant informatio	<a href="#">View Document</a>

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

**Response:** 98.52

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

2019-20	2018-19	2017-18	2016-17	2015-16
113	97	109	112	113

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

2019-20	2018-19	2017-18	2016-17	2015-16
113	100	113	113	113

**File Description****Document**

The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any other relevant information

[View Document](#)**2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states****Response:** 2.18

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	1	5	4	2



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

## 2.2 Catering to Student Diversity

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

1. Follows measurable criteria to identify slow performers
2. Follows measurable criteria to identify advanced learners
3. Organizes special programmes for slow performers
4. Follows protocol to measure student achievement

**Response:** A. All of the above

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

**2.2.2 Student - Full- time teacher ratio (data of preceding academic year)**

**Response: 5:1**

File Description	Document
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

**Other Upload Files**

1

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

SRDCH, Coimbatore encourages students to hone up their skills and talents not only in curricular and co-curricular activities but also in extracurricular activities through various clubs.

SRDCH has active NSS, RRC, and YRC. These clubs encourage a number of activities for enhancing student's responsibility to society. Activities like "Tree Plantation Drive" to make the campus green, cleaning drive of our college campus for "Swachh Bharath", Public awareness programmes about various health issues, Programs against Child labour, Yoga sessions and Blood Donation camps are conducted. NSS volunteers of SRDCH actively participate in these beyond the classroom programs with zeal and enthusiasm. These programs brings out their leadership skills and other innate talents and builds their confidence.

Other than the mandatory clubs, our students are provided with other platforms to exhibit their innate talents. In our institution, there are a lot of experiential activities both inside and outside the classroom. Every year, college cultural and sports events happen as a mega event and students showcase their talents. In addition, the students are encouraged to participate in national and state level cultural and sports programs.

**Sports Activities**

A sound mind harbours in a sound body. At SRDCH, we encourage and have provided the infrastructure for students to actively participate in sports every day. We have a basketball and volleyball court within the campus encouraging team sports. This helps in group participation to inculcate the importance of integration among all the batches and individual member contribution as well. Indoor sports like carrom, chess, and table tennis facilities are provided. Our students are encouraged to participate in various sports activities organized by other Dental Colleges, state-level IDA organizations and have won many prizes. Our college has been actively organizing yearly sports days which includes track and field events and team sports.

## Cultural, Art and Literary Events

Our students are encouraged to attend cultural events at Intra College and inter-college level and they have won various prizes and brought laurels.

SRDCH cultural event includes cultural and art programs spread over an array of events like Pookolam, Rangoli, Cake decoration, Gift making, Balloon craft, Photo collage, Birthday card making, Pencil sketching, Biscuit art, Button art, Egg shell painting, Bouquet making, Ornament making, Soap Carving, Vegetable Carving, Hair styling, Face painting, Dent O Mania, Bulb painting, Pot Painting, Puppet making etc. Sand and stone art and Mehandi. Variety of Dance & Singing like solo, duet, and group dance in western and folk style, solo, duet and group singing, and fancy-dress competition. In Literary events, Tamil Haikoo, Essay Writing, Debate etc are conducted

### Art/poster Work Project

Students are encouraged to display co-curricular projects, given by various subjects, with their innovative ideas and designs.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.3 Teaching- Learning Process

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

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

#### Response:

SRDCH has implemented outcome-based education with student-centric and learner-centric teaching methodology as stipulated by the statutory bodies. Teachers facilitate active adult learning principles in imparting knowledge, attitude, and skills to make competent students. Apart from conventional teaching methods such as chalk & talk and PowerPoint teaching, we have many learner-centric teaching methodologies listed below.

### **EXPERIENTIAL LEARNING:**

Dentistry is a combination of science and art where knowledge should be applied to clinical skills. SRDCH students are first trained in preclinical / clinical simulation labs with models, and phantom head mannequins to master the art of dentistry. Thus, skills with speed and precision are developed before the students are given clinical exposure to real life situations. In clinical departments, students undergo training with faculty guidance and work on live patients ethically and in a safe manner. This builds confidence and equips them with professional skills.

### **INTEGRATED AND INTERDISCIPLINARY TEACHING:**

SRDCH imparts subject wise compartmentalized teaching and also integrated teaching wherein Basic medical science knowledge is applied clinically and helps in clinical decision making. Interdisciplinary teaching occurs between Anatomy and General surgery, Oral anatomy and Anatomy, Oral Pathology and Oral Surgery, Prosthodontics with Endodontics, Periodontics and Orthodontics and so on, so that the students are trained to visualize the patient's problem as a whole and provide holistic patient care.

### **PARTICIPATORY LEARNING:**

Participatory training is done to ensure active participation of students in the educational process. Students are organized in groups and then made to participate and interact in discussions. This improves their analyzing and communication skills and develops team spirit.

### **PROBLEM-SOLVING METHODOLOGY:**

Problem based learning trains the students to solve problems in real-life situations in clinical practice and prepares them to be competent in clinical decision-making. They arrive at differential, provisional or definitive diagnosis by interpreting and correlating the history, clinical and radiographic findings and other diagnostic tests, considering the social and cultural background of the individual. Faculty encourages and guides them in on-line search to find solutions for various clinical scenarios.

### **SELF DIRECTED LEARNING:**

SDL is learning on one's own initiative, with learner having primary responsibility for planning, implementing, and evaluating the effort. SRDCH promotes SDL since dentists need to be self-directed learners to maintain lifelong learning in the ever-changing world of dentistry.

### **PATIENT CENTRIC AND EVIDENCE-BASED LEARNING:**

In SRDCH the treatment provided is patient-centric and relies on latest evidence-based treatment. Students are trained by faculty to search for the latest evidence in recognized medical search tools like Scopus, Medline, Pubmed, and Cochrane research database. Evidence-based learning trains the students to

inculcate the lifelong learning habit and practice dentistry scientifically and ethically.

### PROJECT LEARNING:

Several projects are assigned to students from various departments for enhancing their knowledge and to bring out the innovative ideas in them.

### ROLE PLAY:

Learning, remembering and reconnecting are best done if the students see real life-like situations. Students are involved in role play in many topics that enable them to understand the subject with ease and to retain a lot than learning from the textbook.

File Description	Document
Link for learning environment facilities with geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

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

**Response:** C. Any two of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photos of the Clinical Skills Laboratory	<a href="#">View Document</a>
Details of training programs conducted and details of participants.	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

#### Response:

SRDCH adheres to ICT-enabled teaching-learning, evaluation, and assessment to training our students in alignment with National and global competency. All our classrooms, seminar halls, and departments are ICT enabled. The institution adopts modern pedagogy in line with emerging trends to enhance the teaching-learning process. Smart-boards are installed with internet facilities in the lecture halls with projectors and acoustic facilities. Google meet and zoom are used for conducting on-line classes and Google classroom is used to gather assignments, notes, and to conduct the periodic test.

Faculty use constructive tools like MS Word, MS PowerPoint presentations, Videos to deliver their lectures. We also have a well-equipped central library and a department library with books, journals, and ICT materials- separate computers with internet, scanning, and printing facilities. With the help of the resources, our faculty create more dynamic interactive, collaborative, and satisfying methods of delivering data to the students.

To strengthen and update the quality of education provided to the students, there has been up-gradation of newer technologies in the teaching-learning process. The use of Wi-Fi enables students to view subject related videos, research articles for updating their urge for knowledge. Search engine helps them to answer the unknown and also to gather data in the college premises.

Our faculty is encouraged to upload their presentations where learning is no longer seen as a solitary activity but described as interaction with peers, mentors, and experts. The institution manifests to provide better ways of teaching and learning, thus supporting a paradigm shift from teacher centered pedagogy to student centered learning.

The clinics are installed with Patient management software, with the well-established connectivity between

departments and Wi-Fi to use within departments to retrieve records. All the patient records are digitalized. This enables the student to adapt to the need for digital record keeping which is a need in private practice.

Recently, Learning management software has been installed as cloud storage, in which students can access the teaching plan and lectures with their institutional login id.

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

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

**Response:** 20:1

##### 2.3.4.1 Total number of mentors in the preceding academic year

Response: 26

File Description	Document
Log Book of mentor	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

SRDCH trains the students to attain higher-order thinking and follows Bloom's Taxonomy of learning levels and Miller's pyramid of assessment to achieve the Programme Outcome. All the students are motivated to explore their knowledge and skills by engaging them in various activities defined by the

curriculum.

The curriculum comes with a defined objective, which contributes to step-by-step development in knowledge, skill, and attitude. In addition, the course is designed to integrate a horizontal pattern which leads to a composed vertical integration. The institution follows the design prescribed by DCI and TNMGRMU and allows the students to involve in each process of development.

Creative and analytical thinking deserves a much higher priority in the curriculum of HEI. SRDCH aims in unleashing the creativity of the students and encourages analytical skills and nurtures innovation among dental students by practicing various teaching methodologies like Role play, Integrated and Interdisciplinary Learning, Experiential Learning, Participatory Learning, Problem Solving Methodologies, Patient-Centric and Evidence-Based Learning, Project-Based Learning, Self-Directed Learning in basic medical science, pre-clinical and clinical Departments.

Project works are assigned to students in various departments so that they embrace creativity as part of learning. Assignments like models, mini-projects, seminars, and conference presentations are initiated and students are encouraged to participate in competitive programs. Project-based learning (PBL) creates an environment that fosters creativity and teamwork and teaches students to find innovative solutions to problems. It provides students with the skills necessary to take charge of their own learning process and use it to the best of their ability. It enhances planning, critical thinking, reasoning, creativity, visualizing, personal and social responsibility, and an understanding of which technological tools work best for the task at hand.

Objective Structured Clinical /Practical Examination is incorporated in various subjects and is designed to test clinical skill performance and analytical skill. It assesses competency, based on objective testing through direct observation. It is comprised of several "stations" in which examinees are expected to perform a variety of clinical tasks within a specified time period against criteria formulated to the clinical skill, thus demonstrating competency of skills and/or attitudes. The OSCE has been used to evaluate those areas most critical to the performance of health care professionals, such as the ability to obtain/interpret data, problem-solve, teach, communicate, and handle unpredictable patient behavior.

File Description	Document
Link for appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 100



File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 0.79

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 6.3

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

Response: 636

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated Experience certificate duly certified by the Head of the insitution	<a href="#">View Document</a>

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

**Response:** 15.09

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

2019-20	2018-19	2017-18	2016-17	2015-16
9	6	55	0	0

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

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

**Response:** 1.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-Copies of award letters (scanned or soft copy) for achievements	<a href="#">View Document</a>
Awards claimed without certificates will not be considered	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

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

#### Response:

The academic calendar serves as an information repository and planning document for students, faculty, and departments, and for parents. SRDCH has a well-structured, organized academic calendar that includes all academic activities for the entire year. It outlines various activities like the beginning of the academic session, internal examination schedule, and list of holidays.

The academic calendar is prepared by the Principal and Academic coordinator in consultation with the Hods. In unforeseen circumstances, only the Principal has the authority to incorporate minor changes in the academic calendar, which he may deem fit.

In the beginning of the academic session, the students are appraised of the academic calendar and the same is uploaded on the college website and the student handbook for easy reference. The Syllabus for all Examinations given in the academic calendar is given by the departments.

As per university guidelines, SRDCH adheres to the academic calendar for the conduct of continuous internal evaluation. The syllabus is divided into three terms, and three sessional exams are conducted once in three months at the end of each term in a well-organized manner using approved standard operating procedures by the academic cell and exam cell. The exams conducted are transparent, objective, and ICT enabled. The portions for the sessional exams are divided as

I Sessional Exam –Term-I contain 35% of the syllabus

II Sessional Exam- Term II contains 35% of the syllabus

III Sessional Exam- Term III contains 30% of the syllabus

Sessional exams are conducted as per the university exam model so that the students are well trained in all aspects of the examination and achieve the desired knowledge and the practical and intellectual skills and competencies.

Two sets of question papers are sent from teachers of the subject to the academic cell few days prior to the sessional exams along with answer keys. Question papers are sent from department email to principal office / academic cell email id which is security protected. The principal or academic cell chief will select one question paper on the day of the exams and give it to the exam cell. Neutral invigilators are posted for invigilation and supervision of the exams.

Answer scripts are valued and the marks are displayed on the notice board/discussed with students. Students are allowed to seek any clarification with the faculty about the exam-related issues. Practical, Viva voice and formative assessments are done during regular practical classes.

Mid-course correction and guidance and opportunity are provided to students to improve their performance. Remedial sessions include one on one discussion during practical classes and during clinical postings. Question papers and the topics which they find hard are discussed. Those students who are weak in practical aspects are asked to repeat exercises after repeat demonstration by the faculty. Towards the end of the academic year-end course, remedial classes are taken to help students who have poor academic performance, and feedbacks are given to the students to improve their performance in the University Examinations.

File Description	Document
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for academic calendar	<a href="#">View Document</a>

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

#### **Response:**

The TN Dr.MGR Medical University examination is held on August 1st and February 1st of every year for BDS and May 15th and October 15th of every year for MDS. Theory exams are followed by practical and clinical exams under the supervision of internal and external examiners.

Examinations are conducted as per the rules and regulations of TN Dr.MGR Medical University, and theory answer scripts are valued by a central evaluation system in the University premises as per the TN Dr.MGR Medical University norms.

#### **SUBMISSION OF APPEALS:**

After the results are published on the website, students having any issues with marks awarded by the

university can apply for accessing their answer scripts which are available on the university website. Guidelines for the issue of photocopy of answer sheets of failed candidates are given on the TNMGRMU website for reference.

#### **PROVISION OF RE-TOTALLING AND RE-ASSESSMENT:**

As per University norms, answer scripts are doubly evaluated before the publication of results. Since answer scripts are doubly evaluated, there is no provision for re-totalling and re-assessment.

<https://www.tnmgrmu.ac.in/index.php/application-forms/guidelines-for-the-issue-of-photocopy-of-answer-scripts-of-the-failed-subjects.html>

#### **FOR CONTINUOUS INTERNAL EXAMINATION (CIE):**

##### **SUBMISSION OF APPEALS:**

In SRDCH, Sessional exams (CIE) are conducted once in three months at the end of each term as per the norms. After the sessional results are displayed on the notice board/ discussed with students, if any student has a grievance related to examinations, the students can apply for re-totalling and reassessment in a prescribed format which is available in the academic cell. Filled-up forms should be submitted to the HOD of the concerned subject who will ascertain the genuine nature of the complaint and take necessary corrective actions, like re-totalling and re-assessment. After the corrective actions are taken, the students are informed and necessary corrections are made in the exam mark list and submitted to the academic cell.

<b>File Description</b>	<b>Document</b>
File for number of grievances regarding University examinations/Internal Evaluation	<a href="#">View Document</a>
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	<a href="#">View Document</a>
File for any other relevant information	<a href="#">View Document</a>

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

##### **Response:**

University examination Reforms:

- TN Dr.M.G.R. Medical University conducts BDS exams every year on August 1st and February 1st and MDS exams on May 15th and October 15th. All exam systems, processes, and procedures are secure, robust, and transparent and ICT enabled in SRDCH.
- University exam applications are sent through the internet and students fill them up and send the application with exam fees through RTGS or online money transfer.

- After application processes are verified, internal assessment and attendance percentage for all the subjects are entered through University website login with authentic credentials.
- The university hall tickets are sent to the eligible candidates through an internet sequel.
- On the day of university, the examination question paper is downloaded from the university website 15 minutes before the start of exams.
- The examination hall is under continuous CCTV surveillance and video coverage of the examinations is done.
- All answer scripts are evaluated at the university premises by central valuation by neutral examiners. Results are declared on the university website. Students can also see their results and marks through the university app with their register number and password.

#### Continuous Internal Assessment Reforms:

SRDCH conducts 3 Continuous Internal assessments, one at the end of each term during the academic year.

- The dates for conducting the Sessional exams are strictly adhered to as per the Academic calendar schedule and it is conducted as per University Model
- Question papers are set by department faculty, approved by the HOD, and sent to the Academic cell/ Principal office
- The examination hall is under continuous CCTV surveillance and video coverage of the examinations is done.
- On the day of the exams, the question paper is distributed to students by designated invigilators for invigilation and supervision.
- The answer sheets are collected and sent to specific departments. The answer sheets are evaluated and assessed and the marks are displayed on the notice board/ discussed with students.
- Practical exams and viva are conducted as per the norms and marks are evaluated for the practical examinations and viva and displayed on the notice board/ discussed with students
- In addition to the practical/ clinical examination which are work place based and competency based assessment, OSCE/OSPE are also conducted in the departments to assess the students' skill and competency.

File Description	Document
Link for Information on examination reforms	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

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

**Response:** B. Any 3 of the above

File Description	Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

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

**Response:**

SRDCH has set the Goals and Objectives and Competencies as stipulated by DCI and TN Dr. M.G.R. University as the Learning Objectives and graduate attributes for both BDS and MDS programs and has uploaded the same on the website. It diligently follows the same in its teaching-learning process to ensure the attainment of the desired attributes for a dental graduate. The educational approach at SRDCH is designed to provide training that will enhance the knowledge, skill, and attitude and thus provide integrated and holistic development at personal and professional levels.

To implement the same, the Academic cell ensures that timetables are prepared year-wise to fulfill DCI and University recommendations for each subject. Teaching schedules and Lesson plans are prepared as per the curriculum and syllabus recommended by the Regulatory bodies and given to all students at the beginning of the academic year, in order to deliver a structured learning experience by all departments across the years of study.

SRDCH follows assessment methodologies to evaluate the level of attainment of learning objectives. Two types of assessment methods are followed.

### **CONTINUOUS INTERNAL ASSESSMENT**

Continuous Internal Assessment is an objective method and it is conducted regularly which is considered as a form of learning. Various parameters are set which assess the core competencies of a dental graduate.

### **UNIVERSITY EXAMINATION**

University Examination is a subjective method that is conducted at the end of each year for theory,

practical, and viva.

At the completion of the undergraduate training program, the graduates shall be proficient in the stated competencies and that is gauged by means of qualifying their written examination and practical examination which assesses their clinical knowledge and skill.

Feedback is routinely sought from all stakeholders and analyzed through the feedback committee. Academic cell and IQAC assess feedback reports and initiates appropriate corrective and preventive actions, and ensures that the attributes are achieved by the dental graduate in SRDCH.

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

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

**Response:** 75.08

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

2019-20	2018-19	2017-18	2016-17	2015-16
109	113	98	123	103

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

2019-20	2018-19	2017-18	2016-17	2015-16
112	118	113	149	163



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

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

#### Response:

The teaching-learning and assessment processes of the Institution are aligned with the stated learning outcome.

SRDCH is very ardent to be an educational hub for students to excel in their academics and to provide quality patient care for the community on par with global standards. To achieve the goal SRDCH adheres to the PDCA – Plan, Do, Check, Act cycle in delivering the curriculum and syllabus to the UG and PG students as per the norms of the Statuary bodies-Tamilnadu Dr. MGR Medical University and DCI. This reflects on the teaching and learning activities, the assessment processes through which the learning objectives, course objectives, and Programme objectives for BDS and MDS program are accomplished. Outcome-based education is the heart of our curriculum and all efforts are planned and implemented efficiently to accomplish the desired attributes of a dental graduate.

A copy of curriculum and syllabus, Teaching Schedule for both Theory and Practical /Clinical postings, Lesson Plan, Lesson Format, with all the details of topics as per MDN –Must to Know, Desired to Know, Nice to Know Format, Faculty in-Charge, Teaching methodologies, Assessment and Evaluation methods are given to students when the academic year starts so they are aware of learning objectives and the entire process followed to achieve competencies in outcome-based education.

#### ROAD MAP

Assessment and evaluation are very important parts of the constructive alignment process. SRDCH believes that well-designed assessments will allow lecturers and students to see if all the hard work has paid off, to know the level of mastery in the knowledge and skills the students have attained.

SRDCH follows a highly structured assessment methodology of continuous comprehensive assessment through formative and summative assessments. The formative assessments provide our students with opportunities to correct their errors and improve their knowledge.

The parameters for Formative assessments are planned and executed to meet the Programme specific learning outcomes of our Institution. The various parameters of formative assessments include assignment, seminar, viva, library, MCQ, E-poster, table clinic, open-book exam, record, lab/ clinical skills, OSPE/OSCE, group discussion, and EBD-Evidence based dentistry.

Summative assessments evaluate the theoretical knowledge, practical skills, communication skills through sessional exams I, II, III conducted at the end of each term in a well-organized manner. Sessional exams are conducted as per the university exam model so that the students are well trained in all aspects of the examination to achieve the desired knowledge and the practical and intellectual skills and competencies.

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

##### Response:

The main objective of the Parent-Teacher meeting is to create a common platform, where teachers and parents come together to discuss student's performance and devise ways to enrich their learning experience. It is an effort to appraise the parent about their ward's progress. In addition, it also facilitates parental participation in student's education, where the parent and teacher intend to co-operate and support the students' learning.

In SRDCH, PTM is conducted periodically for all the students after the Sessional exams. All parents are intimated about the meeting well in advance from the Principal's office via letters, email, and SMS with the details of student's performance in academics and attendance. PTM is conducted on a prescheduled day. Parents meet the respective subject HoD/staff and also mentors for obtaining their ward's progress report for the session.

The interaction between each student's parents and faculty is kept individual and private. Parents are briefed about the student's clinical/ pre-clinical work completion, academic performance, and progress. Deficiencies are identified and the avenues for improvement are explained and documented. Remedial measures as one on one discussions during practical classes and during clinical postings. Question papers and the topics which they find hard are discussed. Those students who are weak in practical aspects are asked to repeat exercises after repeat demonstration by the faculty. The dental syllabus is progressive from the beginning of the academic year through three terms (topics are different for all the three terms) till the University Examination and hence the evaluations are also progressive. So the results for the remedial measures are evident only in the University Examination.

Disciplinary issues, if any, are also discussed with the parents. For parents unable to come on the specified date, SMS, e-mails, and posts are sent and they are asked to meet at another convenient date. Parents also interact with the student mentors and they are briefed about the overall progress of the students.

Parents are asked to give feedback about teaching-learning assessment, infrastructure, and hostel. Feedback analysis and reports are made. Valid points are noted down for corrective measures.

The analyzed reports show that the students tend to do better in their academics when parents get involved. It has also aided in making students physically and mentally stable and has paved the way to have a harmonious study environment.

Parent-Teacher Meeting is a great opportunity for parents and teachers to develop a healthy and strong relationship for the holistic development of the students to achieve better learning outcomes.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for proceedings of parent –teachers meetings held during the last 5 years	<a href="#">View Document</a>
Link for follow up reports on the action taken and outcome analysis.	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

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

**Response: 2.97**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

**Response:** 14.35

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	14	13	14	13

File Description	Document
List of full time teacher during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 1.01

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	1	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Fellowship award letter / grant letter from the funding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 3

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	3	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

**Response:**

We, Sri Ramakrishna Dental College and Hospital have an ecosystem for innovations and an incubation center for the creation and transfer of knowledge. We passionately wish to link innovation and incubation to bring about positive changes in efficiency, productivity, quality, competitiveness as our students, faculty, and other stakeholders seek to transform ideas into products or services.

The quest for new knowledge drives innovation in research with inter-disciplinary approaches for the advancement of science and knowledge which is repeatedly emphasized. To ensure that the knowledge created is transferred for the benefit of society, our college has an Institutional review board (IRB) which will help for the research innovation and advancement of research and knowledge.

The Institution boasts of Post Graduate guides who guide and mentor young minds in their research path. The Institution is enriched with its state-of-the-art research equipment that is readily available for use by researchers. Every department in the college encourages students to participate in National and International conferences and webinars to spur interest in innovations. Dedicated mentors identify and enable students to express their ideas and innovations.

Our faculty and students are encouraged to participate in seminars, webinars, and conferences for knowledge building related to patents, IPR, and copyright. They are given on-duty leave to attend such programs.

To nurture education, it is critical that we advance our teaching through innovation. This is done through an intense culture of experiential training, building knowledge inquiry capabilities, and providing challenging platforms to students to develop innovative approaches to learning and application of knowledge.

File Description	Document
Link for details of the facilities and innovations made	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:** 9

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

2019-20	2018-19	2017-18	2016-17	2015-16
2	5	2	0	0

File Description	Document
Report of the workshops/seminars with photos	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

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

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Institutional data in prescribed form	<a href="#">View Document</a>

**3.3.2 Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.**

**Response:** 0

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

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

**Response:** 18

<b>File Description</b>	<b>Document</b>
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for any additional information	<a href="#">View Document</a>

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

**Response: 1.17**

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>

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

**Response: 0**

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

### 3.4 Extension Activities

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

**Response: 260**

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

2019-20	2018-19	2017-18	2016-17	2015-16
14	42	56	85	63



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

### 3.4.2 Average percentage of students participating in extension and outreach activities during the last five years

**Response:** 35.75

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

2019-20	2018-19	2017-18	2016-17	2015-16
100	365	125	120	240

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	<a href="#">View Document</a>

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

**Response:**

Apart from setting enviable standards in delivering oral health services, SRDCH has been organizing regular extension and outreach activities every year. During the last five years, we had organized 332 dental health camps. These outreach activities benefit the community in and around Coimbatore district,

that includes rural areas, tribal hamlets, urban slums, industries, school, and colleges. For this our college has received many accolades.

In 2016, The Education Post, New Delhi, and Confederation of International Accreditation Commission (CIAC) awarded SRDCH – **Best Dental College and Hospital in India**. In the same year for an outreach service of the SRDCH was awarded plaques by Vasavi Club of KCGF Golden City. Lions Club of Sultur and Robert Bosch Engineering and Business Solution Private Limited felicitated the noble services of the Department Of Public Health Dentistry for their responsible work to society.

In 2017, Lions Club Of Coimbatore Central, Lions Club Of Coimbatore Tidel City, Aravind Eye Hospital, Kumaraguru College Of Technology, Lions Club International, and Lions Club Of Coimbatore Kongu felicitated the noble services of the Department Of Public Health Dentistry SRDCH for their contribution and responsibility to the society by taking care of oral health and public awareness towards oral hygiene.

In 2018, Einstein Kids International Preschool appreciated the efforts and contributions of SRDCH for efforts to enhance the oral health of society. In the same year, the Rotary club of Covai user group and the Rotary Club of Coimbatore West honored the Department Of Public Health Dentistry, SRDCH to be a part of AALUM VELUM, a dental screening, and basic treatment camp.

In 2019, the **Indian Association for the Blind**; was awarded SRDCH for outstanding excellence and amazing commitment towards voluntary contribution for the empowerment of persons with visual challenges.

SRDCH was also awarded the **“Best Outreach Program”** by the **Indian Association of Public Health Dentistry** in November 2019.

File Description	Document
Link for e-copies of the award letters	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>

**3.4.4 Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years**

**Response:**

SRDCH takes pride in its Institutional Social Responsibility programs which include health camps, environmental and road traffic awareness initiatives, and discounted treatment for the underprivileged. During the last five years, SRDCH organized **332 dental health camps** which benefit the community in

and around the Coimbatore district including rural areas, tribal hamlets, urban slums, industries, schools,s, and colleges.

Project **DEEPAM** (Detect Early Ensure Prevention and Management) is a prestigious cancer screening and awareness program conducted by the Sri Ramakrishna Institute of Oncology and Research. SRDCH is closely associated with this project by providing free screening of oral cancer in tobacco users and also counseling to help quit tobacco.

Every year, the Department of Pedodontics, SRDCH organizes oral health and **hygiene awareness programs** in and around the schools of Coimbatore, which sensitizes students about dental diseases and methods of preventing them besides instructions about tooth brushing.

The screening camp on **National Tooth Brushing Day** was commemorated by PHD. department on 07.11.2015 in Sri Ramakrishna Higher Secondary School, Nava India. On 20.03.2015, **World Oral Health Day** was celebrated by PHD department by conducting street play and awareness rally in Saibaba colony and Anaikatty.

Department of Conservative conducted **Conservative and Endodontics Day** on the management of injuries to teeth and dental caries for Ramakrishna School students on 07.3.2017.

NSS, YRC & RRC teams organized a dental camps in the college on 30.08.2018. On 15.08.2019, NSS-YRC- RRC units participated in '**Adopt a Tree Plantation**' at Vellalore where more than 5000 saplings were planted.

**World No Tobacco day** awareness programs are conducted every year by staff and students of SRDCH in different ways. Banners and placards emphasizing the ill effects of tobacco, pamphlets, short films made by students on Tobacco awareness, steps of self-examination of the oral cavity to identify changes in the oral mucosa are also demonstrated.

In association with Larsen and Toubro, our college regularly visits conducted to screen **Government School students** in Coimbatore.

The **World Day against Child Labour** was celebrated on 12.06.2019 by NSS-YRC- RRC units of SRDCH.

NSS, YRC & RRC team of SRDCH celebrated **Oral hygiene day** on 01.08.2019 at Corporation Deaf & Dumb School, R.S Puram. Dental Screening and Oral Health Awareness Activities were done.

An awareness session on **preventing Road traffic accidents** and for **oral cancer** and later for Road Safety and wearing a helmet was conducted by the Department of OMFS on the campus for the public in 2019. Later, an awareness talk was held in the SRDCH conference hall.

**Blood donation camp** is regularly being organized every year in association with Sri Ramakrishna Hospital blood bank to increase awareness among students about blood donation.

The staff of SRDCH contributed Rs 2,11,356/- from **one day's salary** towards Chennai Flood Relief in the year 2015. In 2019, the staff of SRDCH **contributed one day salary** totaling Rs 2,45,191 Government of Tamilnadu to support COVID-19 measures.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>

### 3.5 Collaboration

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

Response: 0.2

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Documentary evidence/agreement in support of collaboration	<a href="#">View Document</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>

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

Response: 1

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 1

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	<a href="#">View Document</a>

NAAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

##### Response:

SRDCH has state of the art infrastructure which provides the students with all the possible opportunities to learn and acquire knowledge, which is critically related to the vision of our college that makes the institution to stand at par with the DCI and Tamilnadu DR MGR Medical University standards.

There are ICT enabled classrooms and seminar halls with LCD projectors, smart board and LAN facilities. Each of these classrooms is well ventilated and has the capacity to hold 100 students spaciouly. The college also has ICT enabled seminar halls for postgraduates with LCD projector, LAN facilities and white board.

Continuous updating of all the facilities is done to provide clinically-oriented and technologically advanced learning. Digital dental radiographic facilities-IOPA, OPG, RVG are available. Dental Microscopes, Hard and Soft tissue lasers, advanced Implant surgical equipments, dolphin software, Piezo surgical unit are made available for the students. Installation of CSSD has made the Sterilization protocols to be maintained at higher clinical standard. An Integrated dental (patient) management software takes care of the patient documentation and planning for comprehensive management of patient needs.

The institution has satellite clinics, in and around Coimbatore, to provide oral health care to the rural community. It is also aimed to inculcate social responsibility and the mission of service to the nation amongst the students. The college has a fully equipped mobile Dental van with 2 dental chairs and other amenities to facilitate for the fore mentioned vision. There are around 28 laboratories in various departments which help the students to improve their practical skills. Well-equipped Pre-Clinical laboratories with patient simulators are provided in Prosthodontic and Conservative Dentistry departments to enable the Undergraduate students to learn and train properly with hands on experience before attending patients. Ceramic laboratory, histopathological laboratory and clinical laboratory are operated to provide utmost patient care. All the departments are interconnected by LAN for administration, and student utility and clinical departments are provided with Wi-Fi.

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

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

##### Response:

##### “SPORTS DO NOT BUILD THE CHARACTER, THEY REVEAL IT”

SRDCH not only shapes the students into better professionals, but also provides facilities to cater to their physical and holistic development.

The college boasts of a professional basketball court, which is utilized by the boys and girls every day to refresh themselves. Basketball matches are held among the students on a regular basis. The college basketball team has represented in various intercollege tournaments and has brought glories to the college.

The college also boasts of a huge volley ball court, which also serves as a throw ball court for the girls. The college volley ball and throw ball teams have also shown enthusiasm in intercollege events and emerged as winners.

Apart from these, the students of SRDCH have always been active participants and bagged prizes in events like Cricket, Football, Tennikoit and Athletics in various conferences.

These sports facilities offer students a recreational opportunity to unwind from their daily grind and to balance their physical and mental health.

SRDCH facilitates the students with a variety of indoor games such as Chess, Carrom and Table Tennis. A separate Indoor games room within the college campus emphasizes the infrastructure provided for the games. The students as well as the faculty members enjoy their leisure times at the games room.

The college consistently provides a platform for various indoor game events, encouraging the students to showcase their interest and enabling them to master in the respective games.

The indoor games are a part of the college cultural programs and sports day. The students have bagged prizes in various indoor game competitions held across the country and brought laurels to the Institution

File Description	Document
Link for geotagged photographs	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for list of available sports and cultural facilities	<a href="#">View Document</a>

#### 4.1.3 Availability and adequacy of general campus facilities and overall ambience

**Response:**

SRDCH provides the best infrastructure that caters to the needs of Students, Faculty, and Patients. The College has a well-ventilated and spacious hostel separately for boys and girls with 21 rooms and 123 rooms that can accommodate 69 boys and 276 girls respectively. The hostel has 24x7 security guards and CCTV surveillance, RO water supply, solar hot water supply, and mechanized laundry services. The Hostel mess provides well-balanced nutritious food that is catered by the in-house catering staff.

Sri Ramakrishna Hospital has attained an iconic reputation since its inception in 1975. It is situated in the heart of Coimbatore city. It is a NABH accredited hospital with 1000 beds. It is a multi-specialty hospital, where top-flight consultants and expertly trained staff offer advanced treatments and procedures ranging from advanced neurosurgery to chemotherapy to stem cell transplantation to organ transplantation and so on. This establishment with a diversity of cases serves to train the third-year BDS students by providing a plethora of clinical material to learn diagnosis and treatment of a variety of cases. In addition, dental operative procedures and maxillofacial cases to be performed under General Anesthesia are posted in the operation theater of the hospital.

Other facilities include a ramp, wheelchair access, and lift. Disabled friendly toilets are also available on the campus. A fire extinguisher is installed in all the floors for safety purposes.

The cafeteria has in-house catered and commercially available hygienic snacks, beverages, tiffin, and meals that are made available at affordable prices. The college has an ATM center of Indian Bank on the campus for easy accessibility. The institution has installed 16.58 VK capacity Solar Power Panels to encourage a green environment and aims to reduce global warming to the best of its ability.

There are 10 water purifiers distributed on each floor of the college campus, in the girls' & boys' hostel to make clean water accessible to all. A distilled water plant is installed to use distilled water in all dental chairs and equipment to reduce maintenance. The outsourced staff maintains the sanitation of the toilets that are inbuilt in each floor for men and women on a daily routine. Signage boards are installed on each floor for patient's easy accessibility.

The institution has a sewage treatment plant with a capacity of 1.5MLD where the wastewater is treated and utilized for watering the plants. Ample parking space is available for students, staff, and patients with proper signage boards. The institution has a well-maintained green landscape which is taken care of by designated gardeners.



File Description	Document
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:** 10.87

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

2019-20	2018-19	2017-18	2016-17	2015-16
54.31	69.21	124.27	8.55	18.46

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

## 4.2 Clinical, Equipment and Laboratory Learning Resources

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

**Response:**

SRDCH has all infrastructural, teaching and learning facilities that is in accordance with the DCI

Regulations. The total area of the campus is 5.09 acres with total building area of 22351.509 sq.m, college area of 14951.7084 sq.m which includes the ground floor plus three floors with all basic sciences department, dental departments, library, examination halls, lecture halls, seminar halls, laboratories and also administrative block with an area of 297.29 sq. m. Girls' hostel has a building area of 4712.13sq.m and boys' hostel has a building area of 1166.66 sq.m. Institution provides excellent academic environment for 550 students with more than 92 highly competent teaching faculty. The Clinical training facilities are continuously updated to provide technologically advanced learning environment with specialized laboratories, smart lecture halls, smart seminar rooms and library with internet connection.

There are around 257 dental chairs and 2 portable dental chairs in the institution and 2 dental chairs in the mobile dental unit and 5 chairs in the peripheral health centers. The Dental College along with 1000 bedded Sri Ramakrishna multispecialty Hospital provides in-patient services such as fully equipped OT to perform major and minor surgeries which is supported by Intensive Care Unit and 100 bedded general wards with separate male and female wards.

The college is equipped with Digital dental radiographic facilities, Dental Microscopes, Hard & Soft tissue lasers, oscillating saw, advanced Implant surgical equipments, dolphin software, Piezo surgical unit and also have Pre-Clinical laboratories with simulators for UG and PG training. For teaching and learning there are 4 ICT enabled lecture halls, 5 Seminar halls as per the requirements and Electronic data recordings of patient information.

The Institution has research microscopes, Immuno-histochemistry facilities and clinical laboratory services for patients as an aid of diagnosis. In addition, the college has fully equipped acrylic and ceramic labs to provide good patient care.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:** 115581

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

2019-20	2018-19	2017-18	2016-17	2015-16
85064	79596	79525	78352	76503

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

2019-20	2018-19	2017-18	2016-17	2015-16
37676	37632	37762	31956	33839

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of patient details duly attested by the Head of the institution	<a href="#">View Document</a>
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training	<a href="#">View Document</a>

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

**Response:** 544.6

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

2019-20	2018-19	2017-18	2016-17	2015-16
499	487	499	542	530

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

2019-20	2018-19	2017-18	2016-17	2015-16
23	24	39	40	40

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

#### 4.2.4 Availability of infrastructure for community based learning Institution has:

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

**Response:** B. Any three of the above

File Description	Document
Institutional prescribed format	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Geotagged photos of health centres	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

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

**Response:**

ILMS is a software that helps Librarians and users to circulate, catalogue and track the books and journals.

It is meant to increase the efficiency of a library and improve the access to resources for its patrons, by automating the process that would otherwise have been done manually. ILMS has several important features which includes Data base where all the information belonging to the library is stored, Cataloguing module which allows librarians to add / delete the materials of the database, Circulating module which allows checking and tracking the location and status of the library's resources, Patron management allows the user to manage library's patrons, Staff-interface through which a librarian manages the ILMS by accessible web- based interfaces through LAN. The online public access catalogue (OPAC) is an interface through which the patrons can search for books, access the accounts and track the circulation history. It will be able to collect various reports like books issue and return details, books pending and fine details, titles and user login reports and so on.

Name and features of ILMS software: Dentoone

Name and extent of automation: Semi-automated.

Year of commencement of automation is September 2019 and the completion of automation is October 2019. The books were started to be issued to the students from October 19, 2019 through LMS.

File Description	Document
Link for geotagged photographs of library facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

##### **Response:**

Library functions as a knowledge center for the growth of students, faculty and the Institution as a whole. It also plays an important role in supporting the academic programs of the Institution. The library of SRDCH is spread across 8943 sq. ft with 150 seating capacity. The central library is a repository of 1398 titles and 4996 copies of books, 1059 reference books and various collections of 13 National and 25 International journals on various specialties in dentistry. Copies of thesis and library dissertations of the post graduate students are also preserved in the library.

The SRDCH library has a semi-automated Library Management Software (ILMS), transforming itself into a digital library with access to many electronic journals, e-books and databases that serves as a strong self-learning resource. In addition, around 275 e-journal subscriptions (including Medical, Pharmacy, Nursing E-Consortium) can be accessed through the e-consortium of Tamil Nadu Dr.MGR medical University. The Institution insists on inculcating the habit of self-directed learning and encourages the students to spend productive time in the library to update themselves and to know about the newer trends and latest advances in dentistry. The library also serves as a place with a pleasant ambience for the students to prepare for their examinations.

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

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

**Response:** E. Any one of the above

File Description	Document
Institutional data in prescribed sormat	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>

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

**Response:** 21.67

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

2019-20	2018-19	2017-18	2016-17	2015-16
24.09	28.15	17.54	16.09	22.50

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

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

##### Response:

SRDCH library functions as a knowledge center for the growth of the Institution and supports the academic programs of the Institution. The library of SRDCH is spread across 8943 sq. ft with 150 seating capacity. The central library is a repository of 1398 titles and 4996 copies of books, 1059 reference books, and various collections of 13 National and 25 International journals on various specialties in dentistry. Copies of thesis and library dissertations of the post-graduate students are also preserved in the library. The SRDCH library has a semi-automated Library Management Software (ILMS), transforming itself into a digital library with access to many electronic journals, e-books, and databases that serve as a strong self-learning resource.

The Library is open from 8.00 am to 6.00 pm on all working days providing in-person access to students and Faculty. A dedicated team of employees works throughout the day for the benefit of the users. The Institution insists on inculcating the habit of self-directed learning and encourages the students to spend productive time in the library and make use of the available resources. In addition, Undergraduates are allowed to borrow one book at a time for 5 days while Postgraduates can borrow 2 books for a period of 10 days.

In addition, to facilitate remote access, SRDCH acquires paid access to the e-consortium of Tamil Nadu Dr.MGR University every year. Around 275 e-journal subscriptions can be accessed through the same. All the students and faculty have been given individual password access to the e-consortium and hence remote access to the journals is enabled. Other facilities available are study hall, Xeroxing and internet, and e-services. To help students access internet content, computer systems with high-speed internet facilities are freely accessible during library hours.

A user induction program to orient the I BDS students about library usage is also undertaken by the members of the library committee during the Induction program. There is an established library committee that undertakes the responsibility of updating the research journals and textbooks annually as per the requirements of various departments.

File Description	Document
Link for details of library usage by teachers and students	<a href="#">View Document</a>
Link for details of learner sessions / Library user programmes organized	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:** Any One of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Give links e_content repository used by the teachers	<a href="#">View Document</a>

#### 4.4 IT Infrastructure

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

**Response:** 100

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

Response: 9

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

Response: 9

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution	<a href="#">View Document</a>



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

##### Response:

SRDCH is well equipped and connected with computers by LAN with high-speed CAT 6 cable with capacity of 250 MHZ and data transfer speed up to 1 Gbps and the campus is also Wi-Fi enabled. There are around 48 computers which are interconnected by LAN. Every department has computers which are connected with Server (Intel Lenovo X3500-M5 with Intel Xeon E5-2620V3 processor with 32GBDDR RAM with hard disc of 300GBSAS) and all the computers are installed with antivirus software which protects them from malicious programs. All lecture rooms are connected by LAN and have smart boards and LCD projectors.

Routine maintenance of computers, peripherals, network devices, servers, etc. is carried out by the IT department. All the systems have licensed software (Microsoft window 7) with firewall (Netfox version 19.3.2). There are 56 CCTV cameras which are well connected to server for surveillance with backup. Biometric (Essl with license) attendance system is well integrated to monitor the attendance of students, faculty and staff. ILMs software is installed in the library, that is self-automated and helps the librarians in cataloguing and circulation and tracking books and journals. It also increases the output and efficiency of the library. DMS software takes care of the in-patient's documentations and planning in all departments in the college. It comes with a user interface for comprehensive management of patient needs and also helps in billing process for the patients. EMS software is used for student admission, registration, storage of documents, attendance, marks report, payments, timetable, events and tasks with e-mail and SMS facility for monitoring their progression. Store software is used for the maintenance and inventory from department to central store to track the need and address the issues of different departments. It has a database of the suppliers, companies, purchase entries, stock reports and transfer forms to regulate the purchase and maintenance. The software installed by TN DR MGR medical university manages the students' details, university exam fee payments, receiving hall tickets, entry of internal assessment marks and on the day of examination the question paper is downloaded from university website 15 minutes before the start of the exams.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:** <50 MBPS

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

## 4.5 Maintenance of Campus Infrastructure

### 4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

**Response:** 9.95

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

2019-20	2018-19	2017-18	2016-17	2015-16
60.59	42.26	33.68	29.96	60.87

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:**

Institution has civil, electrical, plumbing, computers, and dental equipment maintenance and sports facility sections with trained personnel. Administrative officer looks after the activities of all the sections. The inputs from the various departments are directed to respective maintenance section. Such requests are addressed within a reasonable time based on the criticality of the time. A standard operating protocol is followed by all the departments.

ICT facilities in all the departments, classrooms, seminar halls are periodically checked and maintained by

the technical team. Facilities in library such as computers photocopy and printing services are well all maintained periodically by the maintenance section. All the preventive and corrective maintenance of dental chair units and equipment's are done by trained dental technicians. Phantom heads, other instruments and equipment's in the pre-clinical laboratories are well maintained with periodic preventive and corrective services.

SRDCH has a separate maintenance department which is in-charge of maintaining the dental college campus. The department has different sub departments like civil, electrical, IT. All these departments have qualified technical staff who work according to the standard operating procedure (SOP) and report to the Principal.

Any new structure is added or built by the civil department as per the decisions made in the IQAC based on the requirement received from concerned Head of Department and in charges. Various initiatives are undertaken to improve the physical ambience of the campus - Planting of trees, maintaining the green lawns and the garden area, systematic parking lots and renovation of administrative section.

The FMS committee maintains the infrastructure facilities and equipment's of the college. Various laboratories, library and sports room are maintained by the concerned Staff-In-Charge. The college equipment's are checked on a daily basis and the maintenance department attends to the day-to-day complaints. Potable water is supplied by CMC and stored in the underground tank, and in case of shortage of potable water, underground water is supplied to the campus. Aqua guards are attached to each water cooler to provide safe drinking water for staff and students. These are cleaned and maintained regularly. Many of the major equipment's like generator set, UPS, desktops, air conditioners, CCTV, water coolers, aqua guards are under annual maintenance contract. Stock verification is done at regular (6 months) intervals

The college has 82.5KVA and 180KVA power set generator to provide full power backup to whole campus. This institution has a number of offline and online (1-15KVA) UPS for safe guarding sensitive equipment's against voltage fluctuations. This is maintained by the Electrical section. Computer Servers have separate air-conditioned server room. Antivirus software is installed in computers to protect them from malicious programs. ICT facilities in classrooms, seminar rooms are all maintained by the IT department.

All the sports activities at college are conducted under the supervision of the extra-curricular committee in the college, who are also part of the student's council. It also organizes staff and student's sports events annually.

File Description	Document
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for minutes of the meetings of the Maintenance Committee	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

**Response:** 26.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
145	153	129	124	144

File Description	Document
List of students who received scholarships/freeships /fee-waivers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	<a href="#">View Document</a>
Attested copies of the sanction letters from the sanctioning authorities	<a href="#">View Document</a>

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

**Response:** B. Any five of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**Other Upload Files**

1

[View Document](#)**5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years****Response:** 8.69

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

2019-20	2018-19	2017-18	2016-17	2015-16
77	51	0	101	0

**File Description****Document**

Year-wise list of students attending each of these schemes signed by competent authority

[View Document](#)

Institutional data in prescribed format

[View Document](#)Copy of circular/ brochure/report of the event/  
activity report Annual report of Pre-Examination  
Coaching centers[View Document](#)**5.1.4 The Institution has an active international student cell to facilitate study in India program etc.,****Response:**

The college doesn't have an international cell as the admission are done only NEET common counseling. the following are the eligibility according to for Admission under Tamilnadu Dr. MGR Medical University.

1. Candidates who have passed any qualifying examination other than the Higher Secondary Examination conducted by the Government of Tamil Nadu.
2. Candidates who have passed +2 examination from the Central Board of Secondary Education (CBSE)/ Indian School Certificate Examination (ISCE) in the State of Tamil Nadu / Other states.
3. Candidates who have passed +2 / Higher Secondary Examination/ other qualifying examinations from States outside Tamil Nadu.
4. Non-Resident Indian(NRI)/Overseas Citizenship of India(OCI)/ Persons of Indian Origin(PIO) candidates.
5. Foreign Nationals.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for international student cell	<a href="#">View Document</a>

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

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

**Response:** Any 3 of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 80

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

2019-20	2018-19	2017-18	2016-17	2015-16
10	26	6	2	0

5.2.1.2 Number of students appearing in state/ national/ international level examinations

(eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) **during the last five years**

2019-20	2018-19	2017-18	2016-17	2015-16
10	26	6	2	0

File Description	Document
Scanned copy of pass Certificates of the examination	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 9.05

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

2019-20	2018-19	2017-18	2016-17	2015-16
6	9	6	16	11

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	<a href="#">View Document</a>

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

**Response:** 8.93

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

Response: 10

File Description	Document
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any proof of admission to higher education	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 4

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

2019-20	2018-19	2017-18	2016-17	2015-16
4	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### Other Upload Files

1	<a href="#">View Document</a>
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**5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution**

**Response:**

The objective of the student council of SRDCH is

- to promote and assist in the maintenance of the academic and social environment, free from exploitation, abuse, and ragging
- to coordinate the student activities and also to represent the views of the student matters
- to provide an opportunity for students to engage in a structured partnership with teaching faculty, parents, and management staff



- to organize activities that will foster the growth of the Institution.

The Institution has an active Student Council which has Members representing every batch. The Student Council has formed by-election for the posts of President, Vice President, General Secretary, Cultural Secretary,

Election for the current term was conducted on 4th October 2018 by Ballot paper method and counting was done on the same day. The Council was inducted on 5th January 2019 and the elected students assumed their posts by taking Oath.

Students participated in the marathon “Run for OMFS” to create awareness on Maxillofacial Surgery among the common public, organized by the Association of Oral & Maxillofacial Surgeons of India, at VOC Park, Coimbatore on 27th September 2018.

The Student Council selected a team of eligible students to participate in the Intercollege meet organized by the TN branch Indian Dental Association at Vinayaka Mission’s Dental College, Salem on the 10th and 11th of November 2018. The event involved Academic, Cultural, and Sports activities. Students won prizes in Paper and Poster presentations, Cultural and Sporting events in different categories. Our college secured the Overall Runner-up in the Event.

The Student Council motivated the students to participate in the institutional NSS, Youth Red Cross, and Red Ribbon Club. Students participated in the Campus cleaning on 12th January 2019 and the Tree plantation campaign on March 2019 on the college premises.

Students participated in the International Oral & Maxillofacial Surgeon’s day and organized a Street play and Flash mob on 13th February 2019 at our College campus.

The Student Council Volunteered in the Alumni Function R-GENIE on 27th April 2019 and in the Parents-Teacher meet on 17th July 2019. Students participated in the Blood Donation Camp on 8th May 2019.

20 Interns participated in the SEED–Symposium on Practice Management at Vinayaka Mission’s Dental College, Salem on 27th July 2019.

The student council was part of the Student Induction program for the 1st year BDS course on 7th August 2019 and facilitated conducting Foundation course for 1st years and guided the parents during the program.

On 15th August 2019 students participated in the cleaning and tree planting at Vellalore dump yard, Coimbatore organized by the NSS, YRC, and Red Ribbon club of our institution as a part of the SNR Son’s Charitable Trust cleaning drive.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for reports on the student council activities	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>
2	<a href="#">View Document</a>

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

**Response: 1**

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	1	1	1

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

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

**Response:**

SRDCH Alumni Association which was established in the year 2013 is a registered body under Tamil Nadu Societies Registration Act, 1975.

**Structure of the Association:**

SRDCH Alumni Association has 1058 members at present which includes undergraduate and postgraduates pass outs. The President of the association is Dr. Vandana Narayanan, Vice President Dr. Shilpa, Secretary Dr. Mohana Priya, Joint Secretary Dr. Selvarajan, and Treasurer Dr. Anubala Nagaraj and other EC members.

**Aim of the Association:**

To provide social and professional contacts for alumni and the institution. Maintaining an active and productive relationship with the faculty and the administration. Another aim of the association is to provide scholarships for deserving candidates. The association aims to establish an efficient network to mentor the

students. It also provides support for the fraternity and foundation, both financially and through active participation.

**Objectives of the Association:**

- To maintain a roster of all alumni and their information.
- To promote a sustained sense of belonging to the Alma mater among the alumni.
- To provide a forum for the alumni for the exchange of ideas on academic, cultural, and social issues by organizing and coordinating reunion activities of the alumni.
- To promote enthusiasm, commitment, and a sense of stewardship throughout the alumni community.
- To promote the visibility of the college to the community, alumni, parents, and its supporters.
- To promote the financial soundness of the alumni society.

**The following initiatives have been taken by the Association:**

The association had decided to honor the best outgoing BDS student with a Gold medal. A corpus fund of RS 3,50,000 (three lakhs fifty thousand) was donated on 24.6.2015 to the Institution and the interest earned from this will be utilized.

The association has contributed Furniture's worth RS 24,000 (twenty-four thousand) on 2.7.16 to the institution for the patient waiting area near the canteen premises.

An amount of RS 10,000 (ten thousand) donated for the college magazine on 8.9.2017 to the student welfare fund.

Recently Association has contributed RS. 20,00,000 (twenty lakhs) to the Institution on 20.3.2019 as sponsorship towards Simulation lab and other developments.

To regularise, the association has decided to file Tax with the Income Tax Department for the FY 2018-2019 and also file necessary documents with the Registrar of Societies, Coimbatore, and keep the Association active. To inaugurate the Alumni office and to conduct the election for the next office bearers.

The Trust has decided to offer a 15% reduction in cost for treatments at Sri Ramakrishna Hospital for all the alumni. As a part of the sponsorship towards Simulation Lab, the Managing Trust has offered to give a 20% discount in any program or course conducted by SRDCH for the alumni.

The alumni association has been growing over the years and will continue to contribute to the overall development of the institution.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Lin for quantum of financial contribution	<a href="#">View Document</a>

**5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years**

1. Financial / kind
2. Donation of books /Journals/ volumes
3. Students placement
4. Student exchanges
5. Institutional endowments

**Response:** E. Any one of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

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

**Response:**

The institution adapts very clear vision and mission which are aimed to be progressive and serve the purpose of establishment of the institute

**Vision:**

To be the best educational and service unit in dentistry imparting knowledge, clinical skills, patient care and social responsibilities with ethical practice on par with global standards.

**Mission:**

1. To develop and improve students' educational environment that fulfils knowledge and skill to apply and adapt to future needs.
2. To provide excellent academic, patient-centered health care with utmost utilization of facilities prescribed and impart quality value for life.
3. To continuously implement the prescribed program objectives and goals recommended by the regulatory/ statutory bodies.
4. To evolve as leaders in teaching learning process, research, innovation, clinical care facilities and infrastructure continually with global standards.
5. To apply ethical and humanitarian practices in all the programs and articulate human moral values in the young minds to serve the community

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>

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

**Response:**

In SRDCH a decentralized model of organizational structure is demonstrated, emphasizing the roles of participatory management in all operational process with effective communication that brings stability to the organization.

Our organizational structure is flexible enough to reinforce the importance of team work in problem solving and decision-making process. SRDCH management committee is headed by the Managing Trustee of SNR Sons Ccharitable Trust with an established system comprising of Joint Managing Trustee, CEO, Principal, Vice Principal, and Administrative Officer along with Heads of departments ensuring smooth functioning of the institution in all aspects.

The Principal is an integral component of organizational governance who oversees overall performance of the institution at academic and administrative level. He / She plays a pivotal role in implementation of the management and institution policies by involving in activities like development, deployment, strategic and resource planning and quality management.

Vice Principal academics oversees the entire academic program of the Institution and reports to the Principal on the status. He / She coordinates and monitors the activities of the academic cell.

Vice Principal administration coordinates patient care and Hospital Management through resource utilization and optimization. He / She monitors the co-curricular and extra-curricular activities of students. His / Her domain also includes smooth functioning of the hostels.

IQAC ensures maintenance of high standard in overall functioning of the Institution and suggests improvements to achieve the benchmark set in the vision and mission.

The Curriculum Committee monitors all academics related maneuvers like curriculum delivery and evaluation through structured process as prescribed by the statutory bodies.

Controller of Examination supervises the smooth and transparent conduct of university examination and continuous internal assessment in our Institution as per the rules of the affiliated university.

Research coordinator ensures the ethical conduct of research and other related activities in our Institution.

Librarian is in charge for providing access to information resources (books, e-books and journals) maintenance of library register through which issue/return of books is facilitated.

The Head of the departments is leading their team to achieve predetermined department objectives by striving to exceed the expectations of the interested parties, apart from the other routine activities thereby necessitating efficient functioning of the department in terms of student education and patient care.

The hostel warden is designated to ensure smooth functioning of boys & girls' hostel and services in the campus, including safety and discipline of students.

The Administrative officer's primary function is to provide necessary administrative support including financial accounting, procurement and supervision of non-teaching staff. Administrative officer is assisted by a dedicated team of support staffs who ensure smooth functioning of all aspects of dental education and

hospital management from the perspective of resource planning, deployment and optimization.

Recently the organogram is restructured to have more decentralized activity to include various coordinators (Clinical, Academic, Student, Program, IQAC, Lab) for overall functioning of the Institution and suggests improvements to achieve the benchmark set in the vision and mission.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for relevant information / documents	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

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

#### Response:

SRDCH has set the strategic goal of being one of the most sought-after teaching institutions and hospitals for oral health education and care in Tamil Nadu and sustaining the same in the next 5 years based on year-on-year enrollment of students.

- To strictly adhere to the curriculum put forth by the regulatory bodies year on year and there by achieve the student attributes and learning objectives and prepare the students for a successful career.
- To start the NAAC accreditation process in the Institution. To constitute Internal Quality Assurance Cell (IQAC) and other committees.
- To conduct training courses in advanced technology and introduce one course every two years with 10% student's enrollment so as to achieve 50% in five years.
- To conduct five programs which includes CDE, FDP etc every year and ensure 75% staff registration.
- To enhance research capabilities and obtain approved projects and publications in peer reviewed journals in five years.
- To improve patient inflow by 10% year on year through a) Patient focus care – Comprehensive clinic, b) Training students / staff in patient management.
- To monitor the progress and achievement of these goals, the same are reviewed periodically by the Principal, Vice Principals, Heads of the departments and management.
- To ensure clarity among the departments in terms of contribution expected from each of them towards the achievement of institutional goal, the institutional objectives have been appropriately deployed among all of them, as department level objectives.
- To install all the mandatory committees and install coordinators to maintain governance at higher level.

The department level learning objectives will be monitored by the HODs in the monthly departmental

meetings. Summary of these reviews will be submitted to the Principal, Vice Principals and Management for information and necessary support. The consolidated report on achievement of department level and institutional level objectives will be reviewed periodically.

As, Going Digital, is the order of the day and also it is considered to be essential for quick and speedy decisions in the dynamic or turbulent environment, digitization of the processes in a structured manner is also taken as one of the key elements of the strategic plan. Dental Management System, Learning Management System, Store Management System, Fees Management System and Employment Management System to be implemented in phased manner.

To improve the infrastructure and form green environment in the premises.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for strategic Plan document(s)	<a href="#">View Document</a>
Link for organisational structure	<a href="#">View Document</a>
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### **6.2.2 Implementation of e-governance in areas of operation**

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

**Response:** B. Any four of the above



File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	<a href="#">View Document</a>
Policy documents	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

##### Response:

Well-being of the staff is the dictum of SRDCH. Our prime focus is effective functioning with maximum productivity, the foundation of which is laid by our dedicated & diligent teaching and non-teaching staff. The welfare measures of SRDCH includes various activities that are directed towards improvement and comfort of employees by offering facilities in addition to salaries. This is framed to ensure that the beneficiaries work in a better environment with high morale and longer retention period. Our objective is to motivate our staff so that they take initiative in accomplishing the tasks with involvement and active participation. This will hence improve individual performance resulting in consistent growth of the institution.

The following are the effective welfare measures for our employees:

SL.NO	WELFARE MEASURES	DETAILS	LIST OF BENEFECIAR
1.	SCHOOL FEES DISCOUNT	SNR TRUST CBSE SCHOOL Rs 5,000 IN TUTION FEES	NON-TEACHING STAFF TEACHING FACULTY
2.	DIWALI BONUS	ONE MONTH SALARY	NON-TEACHING STAFF
3.	TREATMENT CHARGES DISCOUNT	DENTAL TREATMENT: 10%	NON-TEACHING STAFF

4.	FREE BEVERAGES	MEDICAL TREATMENT: 15% Rs. 416 per month	TEACHING FACULTY NON-TEACHING STAFF
5.	ACCIDENT POLICY	IN PATIENT :1,00,000 PER PERSON OUT PATIENT: 25,000 PER PERSON	TEACHING FACULTY NON-TEACHING STAFF
6.	ANNUAL STAKE HOLDERS FREE LUNCH	EVENT: GRADUATION DAY	STUDENTS TEACHING FACULTY, NON-TEACHING STAFF
7.	TREATMENT CONCESSION	UPTO 20% CONCESSION (LIFE LONG)	ALUMNI AND THEIR FA
8.	HEPATITIS B IMMUNIZATION	DISCOUNT RATE (Rs 80/- for 3 doses)	STUDENTS TEACHING FACULTY, NON-TEACHING STAFF
9	MAJOR SURGERIES (OPERATION THEATRE PROCEDURES)	OPERATIONAL THEATRE FEE AND ANAESTHETIST FEE THEATRE WAIVE OFF	ALL PATIENTS

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response: 0**

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	0	0	0	0

File Description	Document
Relevant Budget extract/ expenditure statement	<a href="#">View Document</a>
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** 2.4

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

2019-20	2018-19	2017-18	2016-17	2015-16
5	5	2	0	0

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 17.12

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

2019-20	2018-19	2017-18	2016-17	2015-16
70	2	10	2	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	<a href="#">View Document</a>

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

**Response:**

The performance appraisal system is on prescription of Dental council norms and institution governs

qualitative and quantitative measures.

The promotions are depending upon the availability of vacancy and the performance of the faculties in fulfilling the requirements prescribed by the Dental council of India. The performance appraisal of the new faculties is through self-evaluation after one year, and approval by the heads of the department and Principal.

The departments give constructive targets for the faculty members for an academic year like teaching, clinical training, results, research, and administrative contribution to the department and college activities. The new joined faculties are encouraged to rope into the new culture. When performance appraisal is not satisfactory for the faculty under probation period (one year) or on selection grade for the post (Reader, Professor), the probation period is extended and given an opportunity for next three months for corrective measures. On duty leaves are provided to attend self-development (preconference courses), skill training programs and attend administrative duties assigned by University and Dental council of India.

#### MINIMUM BASIC QUALIFICATION AND TEACHING EXPERIENCE REQUIRED FOR TEACHERS FOR UNDER-GRADUATE DENTAL STUDIES.

**Dental Staff Principal/Dean:** Same qualifications as prescribed for a Professor. Experience as Professor for not less than 5 years in a Dental Institution.

**Professors:** A BDS Degree of an Indian University or an equivalent qualification with Post-graduate qualification /Diplomate of National Board in the subject and with 5 years teaching experience as Reader.

**Readers:** A BDS Degree of an Indian University or an equivalent qualification with Post-graduate qualification /Diplomate of National Board in the subject and with 4 year's teaching experience after post-graduation.

**Lecturers:** A recognised MDS Degree of an Indian University/Diplomate of National Board or an equivalent qualification.

**Tutors:** A recognised BDS Degree of Indian University or an equivalent qualification with at least one-year experience.

Note: In case of individuals with discrepancy between teaching experience and the post-graduate qualification, a reference may be made to the Dental Council of India through competent authority for consideration. This is not applicable for future entrants.

#### (B) Medical Staff

The requirement of medical teaching staff is to be as per DCI Regulations 2006 Qualification and Teaching Experience of the medical teaching staff will be as per MCI Regulations.

File Description	Document
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

#### Response:

Resource planning refers to the strategy for planned and judicious utilisation of resources in SRDCH. It is essential to have resource planning because of the following reasons :

1. It helps to identify the various resources present in different sectors of dental college.
2. It helps in the conservation of various non-renewable resources.
3. It helps in reducing wastage of resources.

Resource optimization is the set of processes and methods to match the available resources (human and non-human) with the needs of the organization in order to achieve established goals.

The purpose of resource optimization is to find an alternative with the most cost effective or highest achievable performance under the given constraints, by maximizing desired factors and minimizing undesired ones in teaching and treating patients in various departments in the college. Resource maximization is the way of attaining the highest or maximum result or outcome regard to cost or expense.

Human resources in SRDCH are teaching staffs and non-teaching staffs like office staff, nursing staff, dental hygienist ,dental mechanic, electrician, librarian, attenders, gardener, receptionist, medical records section staff, photographer, main store in-charge, canteen staff, hostel staff, pharmacy staff and housekeeping staff. Resource of money in SRCDH are student fee, hostel fee, course fee, conference fee, continuing dental education programs, library photocopying, pharmacy medicine, satellite clinics and patient treatment charges.

Resource of money is utilised by paying salary to all teaching and non-teaching staff, purchasing dental chair, various equipment and instruments, dental materials, books, journals and medicine for the pharmacy and computers an various software like LMS, DMS.

Resource optimization is done by preserving and maintaining the dental chairs, various equipment and instruments. Established of satellite clinics is one time investments which has been utilised to optimize the income to the dental college.

To conduct various faculty development programs and various co-curricular courses some of the teaching faculties have been trained and will be giving training to many other faculties which is going to be a part of optimization of money resources for the institution.

Thus resource planning and optimization provides excellent evidence-based oral health education that prepares competent, ethical, and compassionate dental practitioners to meet the oral healthcare needs of

community today and in the future.

Resource optimization enables to provide excellent patient-centred, collaborative, comprehensive oral healthcare access in various departments and satellite clinics, improving healthcare access to underserved communities. Expansion of existing clinical services to support the educational and clinical research mission and enhanced access to general and specialised oral health care is one of the important goals of SRDCH.

Good administration and support is required to improve annual planning and decision making for enhanced budget preparation.

External relation and community outreach programs develop stronger relationship with the professional, business, social, and political networks to enhance the reputation of SRDCH, as a community asset and helps in optimization of resources as well. Resource planning is done to promote a humanistic environment that supports diversity and cultural competency through enhanced communication and engagement.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 6.4.2 Institution conducts internal and external financial audits regularly

##### Response:

The institution conducts regular audits on finance. Every month end the accounts are tallied, compiled and submitted to central office for submission of GST on purchase. A central audit team visits the administrative office for auditing on income and expenditure, transactions of purchase, bill collection, student fee collection every month. The audit reports are classified under different categories for verification and filing. Any deficiency or misleads are reported to finance department of the trust, which escalates it to the management for review and action. All the faculties are issued Form 16 to file their returns in time. The administration officer's report is overseen by finance manager and finance officer in the trust office. Budget allocations are done on proposal of projects and maintenance as needed. The institute has received ISO 9001:2015 certification in 2019.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>

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

**Response:** 7.7

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

2019-20	2018-19	2017-18	2016-17	2015-16
1.96	1.22	1.48	1.43	1.61

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

**Response:**

SRDCH has an IQAC that adopts a participatory approach in quality assurance. It is structured, comprising of the Principal as the chairperson, senior faculty members, administrative officer and members from management, students, local society, stakeholders and alumni. The objective of IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the Institution. It also promotes measures for Institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices. The quality enhancement process is integrated with the roadmap for NAAC accreditation and aligned with DCI and TNMGRM University norms.



For efficient academic performance. IQAC ensures that the institution adheres to the norms laid down by the statutory bodies. Academic committee monitors the entire academic activities which includes following the syllabus and curriculum laid by the regulatory bodies, completion of assigned academic works, conduction of CIA, fulfilling the term days. Importance is given to facilitate ICT enabled teaching and steps are taken to Provide Support structure for the same.

IQAC sees to the progress of the strategic planning to achieve the goal of conducting academic/ research/ value- added programs in the specified timeline and Documenting the same.

The above tasks are assessed and monitored through periodic audits. The objective of the audit is to look at the conformance and effectiveness of the processes being followed in teaching-learning, patient care, student assessment, program documentation etc., and to identify potential areas for improvement. The observations from the audits are discussed and corrective and preventive actions are communicated to the relevant personnel to initiate necessary action. The implementation of these actions is also verified through reports and re-audits.

IQAC serves as a Nodal agency for quality check and initiation of Best practices done in this Institution. IQAC Maintain Institutional database

Dissemination of information on quality parameters to all stakeholders is done and feedback is collected for the same and is used for improvement of quality and delivery.

To enhance quality in the Institution in various aspects, new committees have been formed that have their own action plans and work accordingly in a systematic manner. IQAC conducts regular meetings among its members and with all the committees and actively participates and extends necessary support for the execution and evaluation of planned activities incorporated in the academic calendar.

Thus, the IQAC of SRDCH is actively striving to improve the quality by constantly participating in Institution building activities.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

**Response:** 28.82

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

2019-20	2018-19	2017-18	2016-17	2015-16
81	54	8	0	0

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

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

**Response:** B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
AQAR submitted to NAAC and other applicable certification from accreditation bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response: 2**

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

2019-20	2018-19	2017-18	2016-17	2015-16
1	1	0	0	0

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

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

**Response:**

Sri Ramakrishna Dental College and Hospital foster gender equity. The organization strives to create a safe working environment conducive to all gender and to protect individual dignity. It reiterates the principles embedded in the Constitution of India towards equal rights, the right to dignity, and the right to practice any profession

SRDCH has a gender-neutral work zone. Both men and women are treated equally and given equal opportunities. The institution boasts of an equal number of male and female teaching employees. A significant percentage of women occupy positions of leadership and decision-making at various levels.

SRDCH is equipped with women-friendly facilities. The video surveillance system is installed throughout the campus to ensure safety. An enclosed space serves as the girl's common room for students. Separate

restrooms for women are present on every floor. A certified psychologist is available on the campus on specific days for counseling. Women employees are given 2 months of paid maternity leave as per the norms.

The Institution strives to create and sustain gender equity and women empowerment through various measures. The organization's *Code of Conduct (COC)* manual that provides the framework for ethical behavior upholds 'Gender equity as one of its principles. The primary goal of this principle is to obviate gender bias. Through its Committee for Monitoring Adherence to Code of Conduct (**CMACC**) ensures that the **COC** is disseminated to all its stakeholders namely the faculty and the students through its awareness programs periodically. The **COC** document is also handed over to new faculty during the induction program. The same is also included in the UG and PG students' handbooks for ready reference.

With all its fervent measures to sensitize the stakeholders on gender equity, the Institution has unshakeable faith that there will be zero violation in this regard. However, following the Prevention of Workplace Sexual harassment Act (2013), the institution has a dedicated policy against sexual harassment and a committee to monitor it with not less than one half of the members being women, to frame a lucid protocol for the prevention, prohibition, and redressal of any instances of sexual harassment within the institution. It operates under the Institutional Complaints Committee (**ICC**) that will review the complaints (if any) in line with the COC, the Vishaka guidelines, and the Prevention of Workplace Sexual Harassment Act, 2019. Appropriate signages are placed for sensitization.

In 2019, an awareness program for the prevention of sexual harassment titled 'S for Safety' was organized by the GSCASH. The invited speaker, an advocate, spoke on the legal articles related to women's safety and raised awareness about the ICC. The Institution observes days of importance that celebrate the role of women. International Women's Day was observed on 8 March 2018 when women employees were recognized for their achievements.

Thus, SRDCH is dedicated to enhancing and maintaining a supportive and humanistic environment that emphasizes values such as gender equity, which in turn helps the organization work efficiently to serve mankind.

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

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

**Response:** D. Any two of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Geo tagged photos	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

#### **Response:**

Sri Ramakrishna Dental College and Hospital strives to provide the best of care and sustained 'quality of life to the community. The responsibility of SRDCH encompasses not only the restoration and rehabilitation of the oral environment of its patients but also extends far and beyond to the renewal and nurture of the green eco-environment. The environmental policy of SRDCH communicates the conscientious effort of the organization to this cause.

As per the Government instructions, the solid wastes generated at SRDCH are transported from their source to authorized places which are then collected by the Coimbatore Corporation for disposal. This is a paid service and has been renewed for the calendar year 2019 (Receipt no:4000073). There is limited plastic use on the campus, which makes the disposal process less cumbersome and the policy has been framed for the same

The liquid waste generated in the SRDCH campus is recycled. The Sewage Treatment Plant (STP) with a capacity of 1.1 million liters/day has been installed and is periodically monitored by the Pollution Control Board (PCB). The sewage wastes from the SRDCH campus are carried by the sewage pipeline to this STP for treatment. The recycled water is used for the maintenance of the campus greenery.

Disposal of biomedical wastes at SRDCH is as per the Biomedical Waste Management Rules 2016, notified by the Ministry of Environment, Forest and Climate Change, Government of India as per the gazette notification dated March 2016. Since February 2013, the disposal has been outsourced to M/S Tekno Therm Industries that provides its services in accordance with the TamilNadu Pollution Control

Board. The wastes, including hazardous wastes like mercury, are segregated at the source, transported responsibly, and collected for disposal on a daily basis. Periodic training for all housekeeping staff, nursing assistants, teaching and non-teaching staff, and students is done by the Facility Management and Safety Committee. The same is imparted during the student and faculty induction program.

Disposal of electronic wastes is handled by the IT department of SRDCH. Steps are taken to minimize waste to landfills, incentivize sustainable choices, and ultimately increase recycling rates every year.

Machines that use ionizing radiation like Intra-oral X-ray machines and OPGs are Atomic Energy Regulatory Board (AERB) certified and monitored regularly. This is to ensure that they do not cause undue risk to health and the environment. The Institution has made it mandatory for the staff who work in proximity to radiation sources to wear Thermo Luminescent Dosimeter (TLD) badges to ensure radiation safety.

Thus, the Institution prioritizes environmental consciousness and sustainability, in word and deed, with its strong environmental policy and the infrastructure and activities that ensure that fulfills its moral obligation to the environment.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 7.1.5 Water conservation facilities available in the Institution:

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

**Response:** Any Three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View Document</a>
Geo tagged photos of the facilities as the claim of the institution	<a href="#">View Document</a>
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:** C. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>

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

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

**Response:** A. All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

While diversity may be one of the characteristics of an institution's base, the extent to which its individuals feel fairly treated and included in the organization is a critical component of the successful making of an inclusive environment. Students from the majority of force in the institution. In our institution, students come from various cultural, social, economical, and educational backgrounds so they are amalgamated to overcome these differences through various measures.

Each new batch of students participates in TEAM BUILDING EXERCISE to strengthen their communicative skills and develop cohesive behavior amongst the study platform. Students are not judged based on their disabilities and shortcomings and are given equal opportunities to showcase their talents and to participate in all activities. A common uniform and common mess for all the students is provided to eliminate any socio-economic bias and allow them to access all the facilities without disparity. To eliminate any communal, cultural, and regional insecurities of the student, each candidate is motivated to participate in cultural and co-curricular activities that are designed around the academic year by the Institution.

The institution has framed a well-defined Code of conduct to be followed on the campus. It is included in the student handbook and uploaded to the website. The institution has a Committee to monitor adherence to the code of conduct (CMACC) which conducts Orientation programs for the Freshers. Its members make sure that the code is adhered to.

Each new faculty attends the TEACHER INDUCTION PROGRAM which aids in understanding the institution's vision and policies. It also aims to avoid bias towards students of diverse backgrounds. This also aids in bridging the generational gap and in discerning the needs of students with diverse backgrounds.

The Institution is located in the heart of the city and is the most accessible dental specialty hospital in Coimbatore. SRDCH takes pride in taking care of the dental needs of the majority of the needy population around the city because of its strategic location. Yet, mindful of the vulnerable rural population, the Institution has expanded its boundaries to reach out to the unreached through its multiple peripheral centers at Anaikatty, Vattamalaipalayam, Pachapalayam, Ganapathy, and SLM home.



Gender imparity is avoided in all endeavors, privileges are given based on the performances and not on caste, creed, or color. Justice, Respect, and Gender equity are followed in all aspects of the premises. We, ultimately achieve a well-balanced academic and an all-inclusive environment that helps students to blossom to the best.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information/documents	<a href="#">View Document</a>

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

**Response:** A. All of the above

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

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

**Response:**

Sri Ramakrishna Dental College and Hospital nurtures tolerance, harmony, and unity in diversity. SRDCH is committed to transforming its individuals to be holistic adhering to human values. Observance of important days is not only considered as an important strategy to ingrain values such as mutual respect, appreciation, acceptance, empathy, tolerance, and togetherness but it is also a moral obligation towards the society and the nation.

The Institution makes concerted efforts to instill the spirit of patriotism and reverence for the nation's glorious past by commemorating Independence Day and Republic day. The tricolor national flag is hoisted on the campus every year. To also demonstrate its responsibility to the environment, the Institution through its NSS, YRC, and RRC team conducts massive tree plantation drives on many such occasions. In 2019, to mark the 73rd Independence Day, the team joined hands with the NGO 'Siruthuli' and other Educational Institutions of the SNR trust, to plant tree saplings in the Vellalore dump yard.

SRDCH also considers observing global public health days as a great platform to disseminate oral health awareness and break the barriers of ignorance amongst the employees, students, patients, and the community. World No Tobacco Day, World Oral Health Day, Oral Hygiene Day, National Tooth brushing Day, World Aids Day are observed by organizing activities like awareness campaigns, dental outreach camps, guest lectures, oratory competitions, street plays, rallies, short films, tooth brushing demonstration, oral hygiene kit distribution, etc.

On the other hand, the various departments proactively organize events to observe days dedicated to their specialty like the International Prosthodontics day, Conservative and Endodontic day, International OMFS day, World radiology day, National Public Health Dentistry day to make aware the issues specific to their dental specialty. E-posters, hands-on workshops, symposia, and creative contests like photography competitions, quiz programs, drawing competitions are organized.

Of all the multidimensional roles played by the SRDCH faculty, the role of a teacher is considered sacred and more fulfilling than any other. Therefore, Teacher's day is celebrated to honor and appreciate this noble profession. Children's day 2018 was observed in relevance to oral health by inviting our alumnus to deliver a guest lecture on 'Unravelling Autism'. World Day against Child Labour was also observed. Being an Institution that upholds gender equity, important days like International Day for the Elimination of Violence against Women, International Day of the Girl Child, and International Day of Rural Women are commemorated and spearheaded by the Gender Sensitization Committee against Sexual Harassment. Cultural events are organized on the occasion of Women's day and women employees with notable service are honored.

Thus SRDCH mandates the observance of important days to bring together its stakeholders and enrich the social milieu by creating an all-inclusive environment in order to create holistic dental professionals and to make its promises of community responsibility a reality.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### 1. 'Inclusive dental services for all'

#### Objectives of the Practice

SRDCH with its geographical advantage of being located in the heart of Coimbatore provides dental services to patients near and far since its inception. The dental services at SRDCH have been leveraged to meet the needs of the different strata of patients through the functioning of the VIP clinic, the Comprehensive Clinic, and the Academic clinic. This strategic compartmentalization into three tiers ensures that any patient who walks into the hospital leaves with satisfying dental care and experience

#### The Context

The academic clinics at SRDCH are structured and operated according to the guidelines set by the Dental Council of India and the TN Dr.MGR Medical University. Treatments are provided at nominal charges. However owing to operational difficulties, it is inevitable that patients are given this affordable care while compromising the element of 'time'. As for the students, although they were exposed to a skilled experience in the academic clinics, a much more practical approach of comprehensive care for patients was still missing. To fill these gaps, the comprehensive clinic was started in the year 2020. The VIP clinic provides dental care with immediate appointments by professional consultants.

#### The Practice

The three-tier system of dental services to the public is offered through the Academic Clinics, Comprehensive clinic, and the VIP clinic. The academic clinic fulfills the DCI guidelines and caters to the dental needs of the patient. In academic clinics offering treatment on the same day, the patient reports have always been a challenge due to the high flow of out-patients. an undergraduate student who is posted for a certain number of days in each department misses out on the practical hands-on experience of comprehensive care to the patient which is the norm once he/she starts practicing the profession after graduation.

The Comprehensive clinic was hence set up in the year 2020 to provide holistic care to patients under one roof. It has become the one-stop clinic for any and all of the dental needs of a patient. On the other hand, the BDS interns posted in work here as per a roster to get a firsthand experience of holistic dental care that makes them ready for the challenges that they are going to face after graduating from the institution.

Those patients who wish for a 'private clinic experience' opt for the VIP clinic that functions on the ground floor of SRDCH with its state-of-the-art infrastructure and pleasant ambiance.

### **Evidence of Success**

The interim results as measured by the patient inflow in the Comprehensive clinic and VIP clinic show the acceptance and benefit by the patient

### **Problems Encountered and Resources Required**

Patients' attitude and education towards the comprehensive oral was one of the major challenges that were encountered. This particular problem was overcome by setting up a helpdesk in the reception and enlightening the importance of comprehensive dental care through various educational tools.

## **2. 'Community extension activities'**

### **. Objectives of the Practice**

SRDCH, since its inception, has strived to carry out extension activities for the welfare of society and nation-building in every way possible. It is located in the heart of the city and is the most accessible dental specialty hospital in Coimbatore. Yet, also mindful of the vulnerable population- far and near, the Institution has leveraged its services, through an *approach* of extension activities like establishment of peripheral centers, outreach camps, mobile home care delivery, organization of awareness programs, collaboration with other governmental and non-governmental organizations.

### **The Context**

. SRDCH established its peripheral centers ably supported and guided by SNR sons charitable trust due to their philanthropic vision at Pachapalayam, Ganapathy, Vattamalaipalayam, Anaikatty, Krishna College, and SLM home. The goal centers as well as the other extension activities are established with a goal of this branch of dentistry to prevent and control oral diseases and promote oral health through organized community efforts.

### **The Practice**

SRDCH uses its geographic location to its maximum advantage to serve the people in its vicinity. SRDCH also ensures that its services not only reach the fortunate lot who reach the hospital but also strives to provide the best in dental care to the unreached. The Institution has expanded its boundaries through its **peripheral centers at Anaikatty, Vattamalaipalayam, Pachapalayam, Ganapathy, and SLM home.** The department of Public Health Dentistry posts qualified dentists, as per a roster, at these well-equipped centers to cater to the dental treatment needs of the local population.

SRDCH conducts **dental screening and treatment camps** regularly at schools, colleges, rural areas, old-age homes, orphanages, homes for the disabled.

SRDCH is a part of the '**Deepam project**' where it collaborates with the Government Primary health center camps for oral cancer screening. SRDCH has been granted permission to conduct dental screening camps for Corporation school children by the Coimbatore Corporation School authorities.

SRDCH considers observing **global public health days** as a platform to disseminate oral health awareness. Activities like awareness campaigns, dental outreach camps, guest lectures, oratory competitions, street plays, rallies, short films, tooth brushing demonstration, oral hygiene kit distribution are organized for World No Tobacco Day, World Oral Health Day, Oral Hygiene Day, National Tooth brushing Day, World Aids Day. **NSS-YRC-RRC units of SRDCH** conducts massive tree plantation, blood donation camps

### Evidence of Success

In the academic year **2018 to 2019, 78 camps** were conducted and **13,930** patients have benefitted. About 9836 patients have benefitted from availing services at the peripheral centers in the year 2018.

The peripheral centers give the undergraduates an opportunity to observe, assist and perform dental procedures for the vulnerable population. It inculcating an attitude of community responsibility.

### Problems Encountered and Resources Required

The COVID-19 Pandemic has imposed some difficulty in continuing the community activities of SRDCH. Strictly adhering to the GOI's protocol, dental camps that usually provoke gatherings of a large number of people have been avoided. However, with the IT facilities, awareness webinars are being conducted for the vulnerable population

File Description	Document
Link for best practices page in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

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

**Response:***‘Quality in dental education and dental care**– the top priority and thrust of SRDCH*

Today, SRDCH is one of the most sought-after private Dental institutions in the state. The secret to this achievement is its strong commitment to **‘QUALITY’**, as inscribed in its vision and mission statement. SRDCH demonstrates this commitment to quality in all domains, especially Academics and Student Support which are its focus areas.

SRDCH is an **ISO 9001:2015 certified** Institution. This **‘Quality-drive’** is disseminated and maintained by the **IQAC**, through **Awareness programs, procedural documentation, regular administration meetings, training sessions, Faculty development programs, internal/external audits, student handbook, student mentoring program, stakeholder feedbacks** to ensure quality.

SRDCH, in its pursuit of quality in professional education, ensures the same by strict implementation of the Dental Curriculum as mandated by the Dental Council of India. **The academic cell has a robust monitoring system** that periodically evaluates the performance of students. The outcome of which is evident in the excellent pass percentage acquired by students in the University examinations. The students get a preview of their specific upcoming program in the Induction and orientation programs that sensitize and prepare them for it. **Orientation programs** for the first years BDS, III-year Clinical students, and BDS Interns are conducted. The newly introduced **Learning Management System** has made study materials accessible to students. The dental student is made industry ready on graduation by intensive training in Clinical skills, **value-added courses** in the first and third year BDS and other student development programs. The **student mentoring system** paves way for academic and personal support to the student as they cope with academic and personal growth. The Research committee fosters research culture among students and faculty. This holistic approach in dental education has always distinguished an SRDCian from other dental professionals.

. Updated technologies-driven treatment in the hands of empathetic, ethical, and trained professionals are the hallmark of **patient care** at SRDCH. The **three-tier systems** of dental services are an excellent example of how the Institution leverages its resources to provide quality services to people of all strata. A **mobile dental care unit** is used in outreach programs to deliver doorstep healthcare to the vulnerable population. **The Patient Management Software (DMS)** has helped the system go paperless by saving energy and time, thereby increasing the efficiency in patient handling. The well-equipped **Comprehensive Clinic and VIP clinic** provides time-bound customized, patient care for all interdisciplinary procedures, people with special needs, and high-end elective dental services.

A systematic feedback system is also being followed by all the stakeholders of the college. The quality of the environment is periodically checked **through green audits and energy audits**.

The Institution has also adapted itself during this pandemic by adherence to **evidence-based protocols** in the clinical areas and conduct of online classes to ensure the continuance of patient services and

educational services.

Thus, these Quality-driven measures in the Institution make it stand out distinctively from its contemporaries both in education as well as patient care.

File Description	Document
Link for appropriate web page in the institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

NAAC

## 8.Dental Part

### 8.1 Dental Indicator

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

**Response:** 73.12

##### 8.1.1.1 Institutional mean NEET percentile score

Response: 73.12081

File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	<a href="#">View Document</a>
List of students enrolled for the BDS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 8.1.2 The Institution ensures adequate training for students in pre-clinical skills

**Response:**

The teaching learning methods practiced at SRDCH are rooted in the current trends of dental education practiced worldwide. The focus of education is on transformative learning so that dental graduates from SRDCH emerge as accomplished dentists equipped to provide Comprehensive dental care. They would have ingrained all the attributes necessary to perform in their role as a dental surgeon with exemplary success.

Each student is trained to achieve desired clinical skills by training them in preclinical and clinical simulation labs with models and phantom head mannequins. Thus, they develop skills with speed and precision before they are given clinical exposure to real life situations. This pre-clinical training refines the skill of the students and makes them competent to work on live patients in an ethical and safe manner, under the guidance and watchful eyes of faculty, . Thus, with adequate pre-clinical training, the students get experiential learning in the art and science of dentistry which builds confidence and equips them with professional skills.

The institution strongly believes that these methods will help metamorphose a student into a competent oral health professional that will set the stage for continual growth.

DEPARTMENT NAME	LIST OF CLINICAL SKILLS MODELS
General Anatomy	Terminology related to bone & introduction –skull



Physiology	Effect of exercise on HR &BP	
Biochemistry	Analysis of Carbohydrate-General Procedure	
Dental Materials	Dental Material properties, manipulation.	
Dental Anatomy	1. Plaster Models	
	2. Tooth carving on wax block	
Microbiology	Simple Staining – Cocci	
General Pathology	Blood Analysis - Haemoglobin Estimation	
Pharmacology	Mouth wash practical	
	Procedure	
Pre-clinical Conservative	Cavity Preparations in Plaster Models, Typhodont Tee	
Pre-clinical Prosthodontics	Anatomical landmark models, denture base, articulators, Occlusal rim	
Oral pathology	Identifying the Pathology in oral mucosa	
Oral medicine	Diagnostic instruments	
Oral surgery	Training on - Arch bar wiring excise	
Conservative	RCT – Natural teeth	
Periodontics	Training on Suturing Technique	
Prosthodontics	occlusal rims, Teeth setting.	
Orthodontics	Wire bending - excise	
Pedodontics	1. Pre-clinical Wire bending exercise, Cavity Preparation on pl	
	2. Space Maintainer	
Public Health Dentistry	1. Appliances & wire bending exercises	
	2. Cavity preparation in plaster models	

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

### 8.1.3 Institution follows infection control protocols during clinical teaching

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

**Response:** A. All of the above

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

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

**Response:**

SRDCH, the premier institute for dental education and dental care in the Coimbatore region, is an organization that believes that the making of a Dental graduate commences from 'Day One of the BDS programs. The BDS program delivered by SRDCH is a highly tailored - Outcome-based programme that focuses on 'Seven Major Competencies' They are:

I. Professionalism

II. Communication and Interpersonal skills

III. Knowledge base, Information handling and Critical thinking

IV. Clinical Informative gathering

V. Diagnosis and treatment planning

VI. Establishment and maintenance of oral health

VII. Health promotional information

However, such a meticulously structured complex professional program can be overwhelming and exhausting for the First year BDS students who have just exited from higher secondary schools, if their minds are not prepared to be receptive. Hence, a foundation course is the need of the hour. The institution has introduced a first-of-its-kind ten-day foundation course to ensure that the students are oriented and sensitized to the professional course in all aspects.

**Aim of the program** is to give the First year BDS students an introduction to the BDS course structure, learning methods, technology usage, and communication skills which would facilitate their smooth transition from higher secondary school to dental college. This helps to

1. Orient the students to all aspects of the dental college environment.
2. Equip them with certain basic, but important, skills required for patient care and enhancing their communication, language, computer, and learning skills.
3. Provide an opportunity for peer and faculty interactions and an overall sensitization to the various learning methodologies.
4. Familiarize themselves with the structure, functioning, governance, rules, regulations

and professional expectations in SRDCH.

**COURSE STRUCTURE: has different modules and has resource persons from our faculty and outside.**

- Introduction and Orientation visits to dental departments and Library
- Introduction to First Aid, Demo of BLS-CPR,
- Disinfection, Personal protection, Sterilisation
- Biomedical waste management
- Orientation to BDS curriculum, Attributes, and course subjects
- Study skills for the Professional Student, Learning techniques in BDS - mind mapping
- Professionalism and Ethics and Code of Conduct
- Need for extracurricular activities and Sports, Identification of Talents, Sensitization to NSS, YRC, RRC
- English and communication skills
- Basic Computing skills & use of the Internet in Education & Research
- Team building exercises, Camaraderie at SRDCH, and seniors sharing session
- Time management and Stress management
- Introduction to Student Council, Mentoring system
- Grievance Redressal Committee and anti-ragging committee
- Medical Check-up & vaccination

**INTERNS ORIENTATION:**

Orientation for Interns is aimed at creating awareness about their duties and responsibilities as trainee doctors and a refresher course in the basic protocol to be followed while working in the clinic. An introduction to their future planning is also a part of this program. The following programs are conducted for students entering their internship.

- Introduction to ethics and Code of conduct
- Sensitization to Research and other projects
- Chairside manners and ergonomics
- Sensitization to BMW and sterilization
- Clinical decision making and 4 handed dentistry
- Career planning and Financial management
- Department quota and sensitization

<b>File Description</b>	<b>Document</b>
Programme report	<a href="#">View Document</a>
Programme report	<a href="#">View Document</a>
Orientation circulars	<a href="#">View Document</a>

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

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

**Response:** C. Any 3 of the above

File Description	Document
Usage registers	<a href="#">View Document</a>
Invoice of Purchase	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs	<a href="#">View Document</a>

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

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

**Response:** A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs of facilities	<a href="#">View Document</a>
Certificate from the principal/competent authority	<a href="#">View Document</a>

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

**Response:** 1.03

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

2019-20	2018-19	2017-18	2016-17	2015-16
0	4	0	1	0

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

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

#### **Response:**

SRDCH has set the Goals and Objectives and Competencies as stipulated by DCI and TN Dr. M.G.R. University as the Learning Objectives and graduate attributes for both BDS and MDS programs and has uploaded the same on the website. The curriculum comes with a defined objective, which contributes to step-by-step development in knowledge, skill, and attitude. SRDCH diligently follows the same in its teaching-learning process to ensure the attainment of the desired attributes for a dental graduate. In addition, the educational approach at SRDCH is designed to provide integrated and holistic development at personal and professional levels.

To implement the above, the Academic cell ensures that timetables are prepared year-wise to fulfill DCI and University recommendations for each subject. Teaching schedules and Lesson plans are prepared as per the curriculum and syllabus. This is given to all students at the beginning of the academic year, to deliver a structured learning experience. by all departments across the years of study.

SRDCH follows assessment methodologies to evaluate the level of attainment of learning objectives. The syllabus is divided into three terms, and three Sessional exams are conducted once in three months at the end of each term in a well-organized manner using approved standard operating procedures by the academic cell and exam cell. The exams conducted are transparent, objective, and ICT enabled. The portions for the Sessional exams are divided as

I Sessional Exam –Term-I contain 35% of the syllabus

II Sessional Exam- Term II contains 35% of the syllabus

III Sessional Exam- Term III contains 30% of the syllabus

Sessional exams are conducted as per the university exam model. Various parameters are set which assess the core competencies of a dental graduate. The written exam evaluates the student's knowledge while the practical exam evaluates the student's knowledge, skill, and attitude. A minimum of 50% in each is considered a pass. The marks scored by each student are an objective method to ensure the attainment of the set attributes.

In addition, assignments, seminars, viva, MCQ, E-poster, table clinic, lab/ clinical work, OSPE/OSCE, provide our students with opportunities to improve their knowledge and analytical skill.

File Description	Document
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the last five years	<a href="#">View Document</a>
List of competencies	<a href="#">View Document</a>
Geotagged photographs of the objective methods used like OSCE/OSPE	<a href="#">View Document</a>

#### 8.1.9 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.

**Response:** 84.66

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

2019-20	2018-19	2017-18	2016-17	2015-16
107	90	92	93	79

8.1.9.2 Number of first year Students admitted in last five years

2019-20	2018-19	2017-18	2016-17	2015-16
113	98	111	113	113

File Description	Document
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:**

SRDCH has set the Goals and Objectives and Competencies as stipulated by DCI and TN Dr. M.G.R. University as the Learning Objectives and graduate attributes for both BDS and MDS programs and has uploaded the same on the website. The educational approach at SRDCH is designed to provide training that will enhance the knowledge, skill, and attitude and thus provide integrated and holistic development at personal and professional levels.

It diligently implements the same by a structured and well planned teaching-learning process. The Academic cell prepares timetables year-wise and the departments prepare Teaching schedules and Lesson plans. All the Departments adhere to the schedule and ensure that the syllabus is completed in the stipulated time. Apart from conventional teaching methods such as chalk & talk, and Didactic lectures, PPT and Video presentations are followed for lecture delivery.

In Practical training, students are first trained in preclinical simulation labs with models, and phantom head mannequins to master the art of dentistry before they enter the clinical departments. On entering the clinics, the Faculty guides them until they are confident enough to handle patients and real life situations. Students are given practical experience in sterilization and infection control and in all aspects of clinical dentistry. Problem solving methodology and Patient Centric And Evidence-Based Learning helps in diagnosis and treatment planning and also to evaluate it scientifically. Integrated and interdisciplinary teaching helps them to plan and treat patients as a whole. Experiential and participatory learning gives them hands-on experience to develop their psychomotor skills and execute the treatment.

Students are given project works and are encouraged to present posters/papers in scientific conferences to improve their analytical skill. Students at SRDCH participate actively in community postings. The exercise encourages empathetic behavior and helps the student to acquire surveying skills. Students are posted in primary health centers to attain an understanding of community health systems.

SRDCH believes that well-designed assessments will allow lecturers and students to know the level of mastery in the knowledge and skills the students have attained. It follows two types of assessment methodologies.

**CONTINUOUS INTERNAL ASSESSMENT** is conducted once in three months at the end of each term as per the university exam model. Various parameters are set which assess the core competencies of a dental graduate. The written exam evaluates the knowledge of the students while practical exam evaluates the knowledge, skill and attitude of the students.

A minimum of 50% in each is considered a pass. The marks scored by each student are an objective method to ensure the attainment of the set attributes.

**UNIVERSITY EXAMINATION** is conducted at the end of each year for theory, practical, and viva.

At the completion of the undergraduate training program, the graduates shall be proficient in the stated competencies and that is gauged by means of qualifying their University written examination and practical examination.



Outcome survey is conducted for outgoing Interns to get a feedback on their confidence and satisfaction in attainment of the attributes.

File Description	Document
Dental graduate attributes as described in the website of the College.	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:** 13875.11

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

2019-20	2018-19	2017-18	2016-17	2015-16
6591285	6457830	8465854	8035441	7595262

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

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

**Response:**

The development of the teaching skills by the faculty has become a critical component of health professionals' education.

FDPs are conducted as a part of various activities performed by Dental Education Unit in SRDCH. FDPs are structured to improve teaching methodology to transfer the knowledge to the students and to improve their learning qualities.

FDPs are focussed to establish an educational system to foster the excellence and mould a teacher into a

competent and trained educator in dental sciences. Since all the faculty members are responsible for all the educational processes, the efforts are put to plan implementation of curriculum in an organized manner.

Focus of FDPs is to ensure continuous quality improvement in teaching, learning, assessment and evaluation. Teaching faculties will be trained to promote teaching through interdisciplinary multimodule, outcome-based education through FDPs. FDP helps faculty updated of current trends in dental education through educational workshops and conferences.

Orientation and induction programs and refresher courses to all the faculty members are an integral part of FDPs. FDP has been already organized this refresher course to the newly appointed teachers about modern teaching, assessment and evaluation techniques and certify them to be trained teachers in Dental Sciences. FDP will emphasize to train the faculties, the teaching methods which will help students in integration of theoretical knowledge and clinical skills.

Teachers will learn to make the student apply integrated knowledge for clinical decision making in practice and encourage for self-directing learning methods as well. FDP also encourage teachers to organize courses to train students to practice interpersonal management through exposure to experiential environments and outreach programs. Teachers will also be trained through FDP to teach students how to evaluate clinical scenarios in a systematic manner to arrive at a scientific and ethical decision for patient management.

Faculty development programs are needed at all levels of faculty life, from the novice to the administrator, to address various levels of faculty involvement in the educational enterprise. Academic vitality is dependent on faculty member's interest and expertise.

Thus, faculty development has a critical role to play in promoting academic excellence and innovation that result in a high level of satisfaction and gains in teaching skills.

File Description	Document
List of teachers year-wise who participated in the seminars/conferences/ workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the last five years	<a href="#">View Document</a>
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

The current affairs are to install a good administrative system in order by setting achievable goals individually and for institution.

### **Concluding Remarks :**

The NAAC accreditation process has brought a different perspective on governance as the primary focus of the Institution was on teaching learning process. The documentation and progression which lead to evidentiary improvements by sequence reviewing was experienced in the process. The Institution strictly adheres to the protocols and the regulations set by the regulatory and statutory bodies and tries to improve patient care and student learning by facilitating the faculty.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
3.2.2	<p>Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years</p> <p>3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>6</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td>2</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	1	6	2	0	0	2019-20	2018-19	2017-18	2016-17	2015-16	2	5	2	0	0
2019-20	2018-19	2017-18	2016-17	2015-16																	
1	6	2	0	0																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
2	5	2	0	0																	
3.4.1	<p>Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.</p> <p>3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>6</td> <td>78</td> <td>96</td> <td>57</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>14</td> <td>42</td> <td>56</td> <td>85</td> <td>63</td> </tr> </tbody> </table> <p>Remark : Edited based on clarification received from HEI, DVV suggested input is recommended.</p>	2019-20	2018-19	2017-18	2016-17	2015-16	29	6	78	96	57	2019-20	2018-19	2017-18	2016-17	2015-16	14	42	56	85	63
2019-20	2018-19	2017-18	2016-17	2015-16																	
29	6	78	96	57																	
2019-20	2018-19	2017-18	2016-17	2015-16																	
14	42	56	85	63																	
3.4.2	<p>Average percentage of students participating in extension and outreach activities during the last five years</p> <p>3.4.2.1. Number of students participating in extension and outreach activities year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16															
2019-20	2018-19	2017-18	2016-17	2015-16																	

202	175	189	189	224
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Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
100	365	125	120	240

Remark : Edited based on metric 3.4.1. Same student attending more than one activity in the same year considered as one

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
5431418	6921383	1242770 5	855022	1846399

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
54.31	69.21	124.27	8.55	18.46

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
2409466	2815613	1754800	1609229	2250876

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
24.09	28.15	17.54	16.09	22.50

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
3021411	2276645	2206735	1863075	1623905
2	4	2	1	7

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
60.59	42.26	33.68	29.96	60.87

Remark : arrived from the audited Inc & Exp.

5.4.2 Provide the areas of contribution by the Alumni Association / chapters during the last five years

1. Financial / kind
2. Donation of books /Journals/ volumes
3. Students placement
4. Student exchanges
5. Institutional endowments

Answer before DVV Verification : C. Any three of the above

Answer After DVV Verification: E. Any one of the above

Remark : As per the supporting document only sl. No. 1, contribution as cash & kind alone is provided

6.2.2 Implementation of e-governance in areas of operation

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any four of the above

Remark : considered sl. No.1, 2, 3, 4.

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
196486	122350	148114	143177	161443

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
1.96	1.22	1.48	1.43	1.61

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

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

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
81	36	8	0	0

Answer After DVV Verification :

2019-20	2018-19	2017-18	2016-17	2015-16
81	54	8	0	0

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>109</td> <td>113</td> <td>98</td> <td>123</td> <td>103</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>112</td> <td>91</td> <td>124</td> <td>101</td> <td>118</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	109	113	98	123	103	2019-20	2018-19	2017-18	2016-17	2015-16	112	91	124	101	118
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1.3	<p>Number of first year Students admitted year-wise in last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>98</td> <td>111</td> <td>113</td> <td>113</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>97</td> <td>110</td> <td>113</td> <td>113</td> </tr> </tbody> </table>	2019-20	2018-19	2017-18	2016-17	2015-16	113	98	111	113	113	2019-20	2018-19	2017-18	2016-17	2015-16	113	97	110	113	113
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2.1 Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)

Answer before DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
69811923	49016976	45474369	41406827	42823355

Answer After DVV Verification:

2019-20	2018-19	2017-18	2016-17	2015-16
676.90	480.94	509.96	350.15	361.25

NAAC