



YEARLY STATUS REPORT - 2023-2024

Part A

Data of the Institution

1.Name of the Institution

**SURENDRA DENTAL COLLEGE &
RESEARCH INSTITUTE, SRIGANGANAGAR**

- Name of the Head of the institution **Dr. Sandeep Kumar**
- Designation **Director Principal**
- Does the institution function from its own campus? **Yes**

- Phone No. of the Principal **9413385160**
- Alternate phone No. **8769829700**
- Mobile No. (Principal) **9413385160**
- Registered e-mail ID (Principal) **skg@sgi.org.in**
- Alternate Email ID **dreenal700@gmail.com**
- Address **H.H.GARDENS, POWER HOUSE ROAD**
- City/Town **SRIGANGANAGAR**
- State/UT **RAJASTHAN**
- Pin Code **335001**

2.Institutional status

- Affiliated / Constitution Colleges **Affiliated**
- Type of Institution **Co-education**
- Location **Rural**

- Financial Status **Private**
- Name of the Affiliating University **Rajasthan University of Health Sciences, Jaipur**
- Name of the IQAC Co-ordinator/Director **Dr. Eenal Bhambri**
- Phone No. **8769829700**
- Alternate phone No.(IQAC)
- Mobile No: **8769829700**
- IQAC e-mail ID **sdcri.iqac@gmail.com**
- Alternate e-mail address (IQAC)

3. Website address (Web link of the AQAR (Previous Academic Year))

<https://sdcri.in/wp-content/uploads/2024/11/AQAR.pdf>

4. Was the Academic Calendar prepared for that year?

Yes

- if yes, whether it is uploaded in the Institutional website Web link:

https://sdcri.in/NAAC2023_2024/2.5.1/Academic%20calander%20.docx%2023-24_DS.pdf

5. Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.43	2022	26/10/2022	25/10/2027

6. Date of Establishment of IQAC

23/07/2016

7. Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMNMNMTT etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
NA	NA	NIL	Nil	NIL

8. Whether composition of IQAC as per latest NAAC guidelines

Yes

- Upload latest notification of formation of IQAC

[View File](#)

9.No. of IQAC meetings held during the year 3

- Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Whether IQAC received funding from any of the funding agency to support its activities during the year? **No**

- If yes, mention the amount **NIL**

11.Significant contributions made by IQAC during the current year (maximum five bullets)

1. Research Promotion 2.Community camps 3. CBCT installation 4. Establishment of Institute's Innovation council

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).

Plan of Action	Achievements/Outcomes
https://sdcri.in/NAAC2023_2024/IQAC%20Action%20Plan%20(2023-2024).pdf	https://sdcri.in/NAAC2023_2024/IQAC%20Outcome%20(2023-2024).pdf

13.Whether the AQAR was placed before statutory body? **No**

- Name of the statutory body

Part A

Data of the Institution

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• Name of the Head of the institution	Dr. Sandeep Kumar
• Designation	Director Principal
• Does the institution function from its own campus?	Yes
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• Financial Status	Private
• Name of the Affiliating University	Rajasthan University of Health Sciences,Jaipur

• Name of the IQAC Co-ordinator/Director	Dr.Eenal Bhambri				
• Phone No.	8769829700				
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• IQAC e-mail ID	sdcri.iqac@gmail.com				
• Alternate e-mail address (IQAC)					
3.Website address (Web link of the AQAR (Previous Academic Year)	https://sdcri.in/wp-content/uploads/2024/11/AQAR.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://sdcri.in/NAAC2023_2024/2.5.1/Academic%20calander%20.docx%2023-24_DS.pdf				
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Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.43	2022	26/10/2022	25/10/2027
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7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NA	NA	NIL	Nil	NIL	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		
• Upload latest notification of formation of IQAC			View File		
9.No. of IQAC meetings held during the year			3		

<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 	View File	
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11. Significant contributions made by IQAC during the current year (maximum five bullets)		
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Plan of Action	Achievements/Outcomes	
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13. Whether the AQAR was placed before statutory body?	No	
<ul style="list-style-type: none"> Name of the statutory body 		
Name	Date of meeting(s)	
NIL	Nil	
14. Does the Institution have Management Information System?	Yes	
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 		

Surendra Management System has various modules operational under its portal, for its students and faculty. Attendance - all the students can check their attendance in theory, clinics and practical classes through the online portal. Marks - Students can also check their marks categorized according to their internal assessments and sent-up examinations. Biometric - Faculty attendance and salary can be checked time to time through this section of the portal. Feedback - Students can provide feedbacks pertaining to every staff in the college, which can then be assessed through this section and measures can be taken accordingly to do improvements in whichever field necessary. Grievance - Students can directly upload, on the online portal, any grievances they have related to the college/hostel. Mentors - Every student has been assigned a mentor, who keep regular monthly meetings with these students, to discuss and solve any problems that they face. These details are also available directly on the management portal.

15.Multidisciplinary / interdisciplinary

The integration of basic and clinical sciences in dental curricula enhances the application of basic science principles to clinical decision making and improves students' critical thinking. At SDCRI, an innovative method of integrated teaching has been incorporated where all aspects of a particular topic are covered comprehensively. The curriculum is designed such that each lesson or unit is developed across many disciplines with a common organizing topic as a series of classes. This makes each student learn the basics of each subject along with its clinical implications simultaneously. This helps to implement an integrated interdisciplinary instructional methodology in which a common topic is studied in more than one content area. It evokes an allround in-depth understanding of each topic which is essential for an evolving subject such as dentistry. The interdepartmental meet is conducted by each department where special cases are presented by PG students and discussed with faculties of various departments, involving a multidisciplinary approach. This encourages discussions on different treatment approaches available. The institute constantly encourages all the faculty members and students to undertake interdisciplinary research work, thus allowing them opportunities to gain experiential learning and to build a strong academic foundation.

16.Academic bank of credits (ABC):

ABC, is an initiative that is closely aligned with NAD and facilitates the digital storage and management of academic

credits earned by students. It offers a flexible and learner-centric approach to achieving degrees, diplomas, and certificates. Institutions which are empowered to award marksheet, degree, certificate, etc. by themselves can register to come under the DigiLocker-NAD/ABC framework. This digital Institutional platform has been developed by the National e-Governance Division (NeGD) of the Ministry of Electronics and Information Technology (MeitY) under the DigiLocker framework. Universities, INIs, Autonomous colleges, etc. which are empowered to award marksheet, degree, certificate, etc. by themselves should register on the DigiLockerNAD/ABC platform and upload their academic data along with the ABC ID. In the case of affiliated colleges that do not directly issue academic awards to their students, there is no immediate need to register on NAD/ABC and OURS IS AN AFFILIATED INSTITUTE.

17.Skill development:

Skill development is a vital part of personal growth. It involves learning new abilities or improving existing ones to enhance performance. It is vital for personal, professional, and economic growth. In an ever-evolving world, the ability to adapt and acquire new skills is crucial to meet industry demands and personal goals. Learning new skills and honing the acquired skills will broaden the opportunities. Skill training not only provides skills in a particular area, but trains students to build and enhance networking, improve time management, enhance communication skills and prepare them more holistically in their future roles as oral health care professionals. Surendra Dental College and Research Institute provides skill development programs that comprehensively prepare students and help them achieve excellence in various treatment modalities in the field of dentistry. We do so, by organizing various skill development programs, for soft skill development and communication development. We believe that formal training given on basic soft skills or communication skills (CS) during dental undergraduate years can help to develop a better doctor-patient relationship throughout the clinical practice. Developing communication skills was felt as a need through formal training as well as in assessment. The Institute highlights these things through detailed audio visual presentations and step-by-step training with live demonstrations on dummy models, and clinical material.

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

The Indian Knowledge System (IKS) is a repository of ancient

wisdom encompassing diverse fields such as medicine, philosophy, astronomy, and more. In dental education, IKS offers a unique perspective that blends traditional practices with modern methodologies. Through online webinars, dental colleges delve into Ayurveda's principles, highlighting holistic approaches to oral health. Ayurveda emphasizes the interconnectedness of the body, mind, and spirit, impacting oral hygiene and overall well-being. Moreover, IKS encompasses the teachings of ancient texts like Charaka Samhita and Sushruta Samhita, which discuss oral health maintenance using natural remedies, herbal formulations, and specific dietary recommendations. These insights complement modern dental practices, fostering a comprehensive understanding of oral care. It promotes a nuanced perspective, encouraging a symbiotic relationship between conventional dental science and traditional Indian knowledge. Embracing IKS in dental education not only enriches the learning experience but also fosters a respect for indigenous wisdom, bridging the gap between ancient heritage and modern innovation in oral healthcare.

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

Outcomes-based education (OBE) is a student-centred approach to teaching and learning. Rather than focusing on what course content needs to be covered, OBE shifts the focus to what students should be able to do or know as a result of the learning experience. Surendra Dental College had adopted outcome based education from 2023 and to strengthen this approach, program outcomes (POs), program specific outcomes (PSOs), course outcomes (COs) have been defined. The process involves mapping of program outcomes (POs), program specific outcomes (PSOs), and course outcomes (COs). Direct and indirect assessment is most vital tools to monitor OBE. The institute seeks to ensure that assessment occurs consistently and systematically so that the results contribute to quality education. The institute, for award of its degree and for purpose of evaluating outcome attainment ensures that defined COs, POs and PSOs are attained and question papers/ assignments are specifically planned in accordance with COs. Direct and Indirect Methods are used for the assessment of the attainment of CO, PO. Direct attainment is assessed through the performance in assessments whereas in indirect attainment, the feedback on the framed questionnaires is considered. If the POs and PSOs attainment value is below the target, an essential remedial action will be planned and implemented.

20.Distance education/online education:

In SDCRI, BDS and MDS is a full-time regular attending course.

Online theory lectures are provided to the students at various platforms like Teachmint, Testmoz and Youtube as and when required. Students have to attend theory and practical classes in campus to qualify with skill and knowledge.

Extended Profile

1.Student

2.1 512

Total number of students during the year:

File Description	Documents
Data Template	View File

2.2 117

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3 127

Number of first year students admitted during the year

File Description	Documents
Data Template	View File

2.Institution

4.1 126.39

Total expenditure, excluding salary, during the year (INR in Lakhs):

File Description	Documents
Data Template	View File

3.Teacher

5.1 113

Number of full-time teachers during the year:

File Description	Documents
Data Template	View File

5.2	95
Number of sanctioned posts for the year:	

File Description	Documents
Data Template	View File

Part B
CURRICULAR ASPECTS
1.1 - Curricular Planning and Implementation
<p>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.</p> <p>The standards and quality of education in Surendera Dental College follow principles and policies of the parent university (i.e.) Rajasthan University and regulations of DCI. The curriculum design recognizes the importance of development, stimulation, and maturation of critical thinking, scientific problem-solving skills, team and group working, self-directed learning, delivery and evaluation as prescribed by the regulatory bodies done at the Annual commencement of the academic session. The academic calendar is based on curriculum, developed and implemented and has relevance to local, regional defined graduate attributes. Enrichment Methodology: Undergraduates attend Conferences and Workshops and present scientific papers, posters and publish research in journals of repute. Assessment methods: The exam cell forms assessment timetable and monitors the evaluation of theory and practical of post graduate students.</p>

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://sdcri.in/NAAC2023_2024/1.1.1/MOM_curriculum.pdf
Any other relevant information.	https://sdcri.in/NAAC2023_2024/1.1.1/PO%20-CO.pdf

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)**02**

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

1.2 - Academic Flexibility**1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year****1.2.1.1 - Number of courses offered across all programmes during the year****28**

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

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year**284**

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

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

Surendera Dental College & Research Institute has integrated the crosscutting issues in the curriculum either through introduction of specific courses which enhance professional competencies or through conduction of various lectures and workshops addressing social issues and human rights. The aim is to inculcate gender sensitivity, human values and professional ethics, social ethics, environment sensitivity etc, thereby leading to the holistic development of students. Various platforms like field work, community outreach, seminars, conferences, guest lectures, essay competitions etc are provided to encourage the intermingling of students and to enhance the Gender sensitivity, respect and tolerance among them. The course curriculum includes topics dedicated to biowaste and radiological waste and their proper management and disposal to reduce the environmental hazard posed by them. Courses are also taught regarding the safe use of drugs, their dosage and administration. The institution follows the DCI prescribed syllabus to inculcate cross-cutting issue in the curriculum, moreover certain additional issues are also addressed in the class to expand student sensitivity to such global matters.

File Description	Documents
List of courses with their descriptions	https://sdcri.in/NAAC2023_2024/1.3.1/list%20of%20courses%20with%20their%20description%201.3.1.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/1.3.1/Additional info-Description of chapter 1.3.1 (1)_DS.pdf

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills**09**

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

1.3.3 - Number of students enrolled in the value-added courses during the year**395**

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

1.3.4 - Number of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the academic year)**392**

File Description	Documents
Any other relevant information	View File
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers

A. All 4 of the above

Employers Alumni Professionals	
File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://sdcri.in/NAAC2023_2024/1.4.1/stakeholder_feedbackreport.pdf
Data template	View File
Any other relevant information	View File
1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback not collected	B. Any 3 of the Above
File Description	Documents
URL for stakeholder feedback report	https://sdcri.in/NAAC2023_2024/1.4.1/stakeholder_feedbackreport.pdf
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.	
2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year	

65

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

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

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

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states**2.1.3.1 - Number of students from other states; during the year**

54

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

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

A. All of the Above

File Description	Documents
Any other relevant information	No File Uploaded
Data Template	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File
Criteria to identify slow performers and advanced learners and assessment methodology	View File

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

Number of Students	Number of Full Time Teachers
512	113

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

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

SDCRI has a strong emphasis on academics while also emphasizing extracurricular activities, including both indoor and outdoor sports. SDCRI has a Student Welfare Committee that ensures that students participate actively in academic, sporting, and cultural events. Our college encourages students to present scientific papers and posters, as well as participate in sports and cultural events at the individual level; academic, sports/cultural at the intercollegiate, national, and state levels, through a strong committee called the "Student Welfare Committee," which includes various staff members. Each scientific study and presentation is held to a high standard by the Institutional Research Cell (RC) and the Institutional Ethics Committee (EC). Academic, sporting, and cultural activities at the national and state levels are indications of excellence. Our students participate in a variety of college competitions, including painting, poster-making, collagemaking, rangoli, and so on. Various departments also organize competitions to showcase student creativity. Within the college campus, students participate in a variety of indoor and outdoor games such as Table Tennis, Football, Cricket, and Badminton. One of the institution's guiding concepts is the holistic development of students, and complete academic, extramural, and athletic experience allows students to achieve all aspects of personal, social, intellectual, emotional, physical, and psychological growth.

File Description	Documents
Appropriate documentary evidence	https://sdcricri.in/NAAC2023_2024/2.2.3/List_of_seminar_attendants_and_pictures_2.2.3_DS.pdf
Any other relevant information	https://sdcricri.in/NAAC2023_2024/2.2.3/any_other_2.2.3_circular_DS.pdf

2.3 - Teaching- Learning Process

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

Teaching-learning process revolves around the needs, interests and capabilities of students. Students are trained by project based learning and participatory learning. This practice encourages critical and creative thinking and enhances problem solving skills. The students are engaged in the subject by active participation in ongoing clinical procedures in the clinics. Library online services i.e., erp system to assess online books and journal is provided to the students giving them an array of options to choose from according to their better understanding. All students are given assignments and some out of the box cognitive questions to take that one step ahead of their comfort zone and enhance understanding. Special clinical cases are assigned to UGs and PGs to implement their theoretical knowledge into clinical practice and discuss with senior faculty. After introducing the students to the clinics, they are thoroughly trained by senior staff and faculty but once that training is done, we allow the students to design the treatment planning of their respective patients on the basis of their own knowledge and best of understanding. Hands-on learning is a form of experiential learning which involves students reflecting on their skill. Hands-on teaching on models related to dental implants, lasers, and basic life support are being conducted.

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

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning	A. All of the Above										
<table border="1"> <thead> <tr> <th>File Description</th><th>Documents</th></tr> </thead> <tbody> <tr> <td>List of clinical skills models</td><td>View File</td></tr> <tr> <td>Geo tagged photographs of clinical skills lab and simulation centre</td><td>View File</td></tr> <tr> <td>List of training programmes conducted in the facilities during the year</td><td>View File</td></tr> <tr> <td>Any other relevant information</td><td>View File</td></tr> </tbody> </table>	File Description	Documents	List of clinical skills models	View File	Geo tagged photographs of clinical skills lab and simulation centre	View File	List of training programmes conducted in the facilities during the year	View File	Any other relevant information	View File	
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Geo tagged photographs of clinical skills lab and simulation centre	View File										
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Any other relevant information	View File										
2.3.3 - Teachers use ICT-enabled tools for effective teaching and learning process including online e-resources											
<p>We, at Surendera Dental College, staunchly implant our learning and teaching programs core ICT tools. We have a digital estate; all the students live under the Wi-Fi patronage. Dedicated ICT centre is served by with experienced engineers, technicians, software developers and network and system administrators. They provide quality services with secure access that supports learning, teaching, research and administrative functions. We are interconnected with data link throughout the campus and 100 MBPS Internet bandwidth (L.L.) through BSNL In addition to the chalk, talk and walk method of teaching, which has certain flaws like board management, neat diagrams and handwriting skills, our faculty members are using the IT enabled learning tools such as PPT, video clippings, Audio system, online sources to expose the students for advanced knowledge and practical learning. For this, the classrooms are well connected with the LAN facilities along with necessary digital teaching/learning aids. The ICT enabled teaching learning system has become a huge necessity post the Covid-19 Pandemic. Besides online classes through Zoom, Google</p>											

meet, Whatsapp groups are created for every batch of students to keep easy communication among the teachers and students.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://sdcri.in/NAAC2023_2024/2.3.3/college.pdf
List of teachers using ICT-enabled tools (including LMS)	https://sdcri.in/NAAC2023_2024/2.3.3/Teachers%20using%20ICT%20enabled%20Tools_DS.pdf
Webpage describing the “LMS/ Academic Management System”	https://sdcri.in/sms/
Any other relevant information	https://sdcri.in/sdcri-e-learning

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
22	127

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

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

The project work is an integral part of curriculum at UG and PG level. We achieve this by providing projects in classroom and homework assignment. The projects are done including poster making and models at departmental level related to dentistry. Students remain active, work cooperatively, interact with each other, take responsibility and develop self-confidence. Innovative pilot project explores aspects of teaching and learning in dental undergraduate education. In today's complex world we must educate not just for competence, but for capability thus we at Surendra indulge in interdepartmental meets for further educational research and valuable addition to the curriculum. After introducing the students to the clinics, they are thoroughly

trained by senior staff and faculty but once that training is done, we allow the students to design the treatment planning of their respective patients on the basis of their own knowledge and best of understanding of their cases. Hands-on learning is a form of experiential learning which involves students reflecting on their skill. Hands-on teaching on models related to dental implants, lasers, and basic life support are being conducted.

File Description	Documents
Appropriate documentary evidence	https://sdcri.in/NAAC2023_2024/2.3.5/Evidence%202.3.5_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/2.3.5/otherinfo_2.3.5_DS.pdf

2.4 - Teacher Profile and Quality

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

113

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

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

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

88

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/MCh/DNB in super specialities / other PG degrees in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	No File Uploaded

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

list attached

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

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

list attached

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

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

10

File Description	Documents
Institutional data in the prescribed format/ Data template	View File
e-copies of award letters (scanned or softcopy)	View File
Any other relevant information	No File Uploaded

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

Academic calendars are systems by which we define achievable landmark dates for a year in an academic institution. It is the framework for routine commencement of internal evaluations, university examinations, vacations and breaks and also extracurricular activities in one academic year. During start of session the academic calendar is displayed on the notice boards. The academic calendar consists of extracurricular

activities, schedules for students, Dates for conduction of various internal assessment, dates of vacations, holidays and preparatory leaves for the said year, similarly for Interns the calendar comprises of their posting schedules in respective departments. Which is to be strictly followed throughout the year, any changes in those said dates can only be done by the Director Principal after thoroughly addressing the reason and consequences of the changes. Any changes or variations in the pertaining to the dates or events are pre intimated to the concerned authority and student body representatives. Pre communicating the year plan, allows the students to arrange their studying and vacationing schedule by establishment of defined landmarks and setting up short term goals.

File Description	Documents
Academic calendar	https://sdcri.in/NAAC2023_2024/2.5.1/Academic%20calander%20.docx%2023-24_DS.pdf
Dates of conduct of internal assessment examinations	https://sdcri.in/NAAC2023_2024/2.5.1/2_5_1%20INTERNAL%20&%20EXTERNAL%20DATE%20SHEETS_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/2.5.1/2_5_1_Response_DS.pdf

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

As per the dates announced to the students for paper viewing, reevaluation and re-totaling by the examination cell, answer booklets were shown to the students in the presence of subject expert, student and the exam cell co-ordinator. Counseling of the students is done based on his or her performance. The answer sheets with discrepancies of re-totaling/re-evaluation are mended. As per the dates announced to the students for re-evaluation and re-totaling by the university, students fill the form for reevaluation and submit the hard copy of the same in college office and the college forwards the form to the university for reevaluation for university related grievances.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	View File

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

SDC&RI has introduced reforms in the examination process in a phased manner. 1.Examination Procedures: (a) Pre-Examination Procedures: Seating plan is now always displayed outside the examination hall. (b)Examination Procedure: Exams are conducted in a huge, well furnished examination hall in contrast to the previous practice of using lecture theatres. Examination hall is under the surveillance of CCTV cameras. Practical and theory Exams were conducted with separate days for theory and practical exams. (c) Post-Examination Procedures: Feedback forms from externals now continuously improve our teaching-learning activities and evaluation mechanism. Data for results are interpreted. Presentations are done with latest audio-visual aids. ZOOM is used for online classes. 2. Continuous Internal assessment system: Paper setting is only done by head of departments. Academic calendar is displayed at the start of session which provides all the information to the students regarding their curricular and extra-curricular activities. Formative (Internal) examinations are conducted by respective departments under the supervision of the institutional heads. Summative assessment marks are digitally fed by Head of departments at Principal's office. Students' improvement is continuously monitored by their mentors and also intimated totheir parents.

File Description	Documents
Information on examination reforms	https://sdcri.in/NAAC2023_2024/2.5.3/exam_reforms.pdf
Any other relevant information	Nil

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

A. All of the Above

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

2.6 - Student Performance and Learning Outcomes

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

The institute has categorically formulated the learning objectives of each program and ensure to achieve the programmed goals. All the Depts have set the individual COs and POs. Systemically academic progress consisting of programmed design - course design - curriculum content - pedagogic approach - evaluation components and weightages - practice bases leaning and projects is clearly charted out while planning of academic curriculum. In the

view of the involvement of all faculty members at the appropriate stages of academic progress, faculty members ensure that the progress is followed rigorously and correctly. Further, the progress structure, course content, delivery mechanisms are all published in the internal documentation which is available for both faculty and students. Each faculty member before the beginning of the term, declare the learning objective, course outline, lesson plan and evaluation process setting out the details of the pre-reads, books, articles, cases that are required to be studied and discussed in the class including classroom presentations and the class participation activities and in the process each student is made aware of the academic process involving in the program.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://sdcri.in/NAAC2023_2024/1.1.1/PO%20-CO.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://sdcri.in/NAAC2023_2024/2.6.1/METHODS%20OF%20ASSESSING%20OUTCOMES%202.6.1.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	NIL
Any other relevant information	NIL

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

File Description	Documents
List of Programmes and the number of students passed and appeared in the final year examination for the year	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the year.	View File
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View File
Trend analysis for the last year in graphical form	View File
Data template	View File
Any other relevant information	No File Uploaded

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

The assessment process strictly adheres to the protocol prescribed by the university. Summative evaluation is in the form of internal assessment tests for academic year are planned at proper intervals. Formative Evaluation includes complete evaluation of the learning outcomes carried out at the end of every academic year by the evaluators approved from the university. Course outcomes are measured based on the individual marks obtained by the students against the maximum marks. The Program outcomes, program specific outcomes and course outcomes are assessed through the success rate of students in internal assessments, university exams, ability to handle situations and being employed as per skills. The institution measures the attainment of outcomes through feedback from students with regard to the program/course. The feedback helps the institution to make necessary changes in the set academic goals in order to attain the course objectives. A considerable number of the graduates pursue post-graduation is an indication of attainment of program outcomes, program specific outcomes and course outcomes as desired by the institution.

The high pass percentage is another indication of the success of learning process in the course outcomes.

File Description	Documents
Programme-specific learning outcomes	https://sdcri.in/NAAC2023_2024/1.1.1/PO%20-CO.pdf
Any other relevant information	NIL

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

Parent teacher meeting is a talk about students learning and progress. Conducting effective parent teacher meeting can help promote positive outcomes for parents, students, and our college respectively. Our sole purpose is to promote connections and communications between parents, teachers, students and administration of Surendra Dental College & Research Institute and to promote the development in academic performance and the physical and mental health of students. It is a great opportunity to share academic progress and growth based on classroom observations, tests, assessments and assignments. It also enable us to learn from the parents or guardians about students' strengths, needs, behaviours, and learning styles. Parent-teacher conferences are usually conducted once a year after completion of second Internal assessments. There are brief meetings, offline or online, lasting about 10-30 minutes. Meetings are typically scheduled 1 to 2 months in advance. Parents are reminded that they'll be able to ask questions, because an effective parent teacher meeting is a two-way conversation about students.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://sdcri.in/NAAC2023_2024/2.6.4/Proceedings%20DS.pdf
Follow up reports on the action taken and outcome analysis.	https://sdcri.in/NAAC2023_2024/2.6.4/parents teacher meeting report.pdf
Any other relevant information	NIL

2.7 - Student Satisfaction Survey**2.7.1 - Online student satisfaction survey regarding teaching learning process**

142

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION**3.1 - Resource Mobilization for Research****3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year**

18

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

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

1

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

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

Number of Research Projects	Amount / Funds Received
01	00

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	dst.rajasthan.gov.in
Any other relevant information	No File Uploaded

3.2 - Innovation Ecosystem

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

Central Research Laboratory (CRL) was established at Surendera Dental College and Research Institute by our honourable chairman Late Surender Aggarwal Ji with outlooks to add multidisciplinary R&D activities and propose a platform to researchers to avail lab facility. Under the supervision of Dr. Sandeep Kumar M.D.S, a dedicated team of experienced clinicians, academicians, scientists, and public health researchers run through CRL. With an enthusiastic collaboration of clinicians & scientists, CRL pledges to link the bench-to-bedside gap. CRL is committed to neoteric

research in the area of clinical dentistry & life sciences. With the aid of prevalent technologies, CRL has well-resourced advanced instrument facilities. CRL has distinct labs namely for Vitro studies, biochemistry facility, microbiology, and pharmacology facilities for comprehensive and corresponding medicine studies. Before implementation, clinical studies that are carried out at CRL receive approval from Institutional Review Board and Institutional ethical clearance. CRL also organizes training programs, CDE, symposiums, workshops, seminars, and conferences regularly thus boosting the ongoing research activities.

File Description	Documents
Details of the facilities and innovations made	https://sdcri.in/NAAC2023_2024/3.2.1/innovations_made.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/3.2.1/Photos%203.2.1_DS.pdf

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

08

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	View File

3.3 - Research Publications and Awards

3.3.1 - The Institution ensures implementation of its stated Code of Ethics for research. The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following: There is an Institutional ethics committee which oversees the implementation of all research projects All the projects including student project work are subjected to the Institutional ethics committee clearance The Institution has

A. All of the Above

plagiarism check software based on the Institutional policy Norms and guidelines for research ethics and publication guidelines are followed

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

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

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

27

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

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

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

08

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

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

03

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	View File

3.4 - Extension Activities

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

01

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

3.4.2 - Number of students participating in extension and outreach activities during the year**216**

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

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

Surendera Dental College & Research Institute (SDC&RI) stands out for its impactful contributions to society and oral health. Through initiatives like webinars on World Mental Health Day and awareness campaigns on World Cancer Day, the institute actively engages in educating both students and the public on crucial health issues. Notably, SDC& RI secured government approval

for implementing the Mukhya Mantri Chiranjeevi Yojana, emphasizing its commitment to healthcare. The institute's collaboration with Rotaract Club for World No Tobacco Day, efforts during Cleft and Craniofacial Awareness Month, and the Sumukham campaign exemplify its dedication to preventive healthcare and community well-being. SDC& RI's multifaceted approach includes organizing oral health camps in schools, creating informative paintings, and launching nationwide campaigns like One Nation One Smile.; The Ministry of Health and Family Welfare's commendation for the institute's celebration of World Oral Health Day in 2023 reflects its high standing. Overall, SDC& RI's selfless and impactful endeavors have earned it credibility and recognition on both national and state levels.

File Description	Documents
List of awards for extension activities in the year	https://sdcri.in/NAAC2023_2024/3.4.3/Certificate%20e-copies%20_11zon_DS.pdf
e-copies of the award letters	https://sdcri.in/NAAC2023_2024/3.4.3/E-%20copies%20of%20awards%20or%20letters.pdf
Any other relevant information	<u>NIL</u>

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

The institute is having liaison with the community for various programmes among students and faculty members by promoting their participation in extension / outreach activities. Community Education- SDC&RI is having field practice area in 2 satellite dental clinics at village Sadhuwali & 8A. The college expands the possibilities for participation and incorporating community ideas through various oral health camps. National Service Scheme: The impact of extension activities is visible in both the development of students and the community not only in health sector but for the care of environment. The active participation in Swachh Bharat Abhiyan, tree plantation drive (1,000 samplings) planted at Karni Marg, Sri Ganganagar in collaboration with Rotary club Sri Ganganagar have not only created awareness in communities but also a sense of belonging among the students. Free/Subsidized Oral Health Care-SDC&RI is committed to provide charity to needy and

poor patients and benefits apart from it.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://sdcri.in/NAAC2023_2024/3.4.4/Event%20Reports-compressed_11zon_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/3.4.4/3.4.4%20PHOTOS.pdf

3.5 - Collaboration

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

03

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

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

06

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

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

Surendera Dental College & Research Institute is located on 26250sq.mtrs of land. In the campus the constituent units are SDC&RI Dental College and Surendera General Hospital. All the constituent units of the campus have state of art infrastructure & physical facilities as per norms of respective Statutory Councils. All lecture halls, demonstration rooms, laboratories and seminar halls are wellfurnished and ventilated with all required facilities. Facilities like LAN, LCD, OHP projectors and sound system are used regularly. These physical learning spaces are expanded with wireless connection to access online resources.

Facilities for Clinical learning: The campus has fully equipped dental as well as general hospital. OPD services with adequate patients for clinical learning are available in all specialties. There is total 308 dental chairs along with 130 beds for bed side clinical teaching- learning. The hospitals have well equipped 03 operation Theatres for minor and complex surgeries & students get opportunities to learn various types of surgeries.

Learning in Community: The Department of Public Health Dentistry provides exposure to dental students to the Community setting by 02 satellite dental clinics at village Sadhuwali and 8A in rural

area as well as organizing educational visits to different public health department & social Institutes like, Primary Health Centre, Water Treatment plants, Sewage Treatment plants etc.

Laboratories: There is total 12 laboratories out of which 6 are student labs, 3 pre - clinical labs, 02 clinical/diagnostic lab & 01 research lab.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://sdcri.in/NAAC2023_2024/4.1.1/Facilities%20in%20prescribed%20format%204.1.1.pdf
Geo tagged photographs	https://sdcri.in/NAAC2023_2024/4.1.1/Photos%20%20geotagged%204.1.1_11zon_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/4.1.1/Additional%20info%20(maps%20and%20other%20docs)%20(1)%204.1.1.pdf

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

Surendera Dental College & Research Institute nurtures recreational & sports talent amongst staff & students & to achieve this campus have excellent infrastructure. Indoor Sports room is available for indoor (Carom, Chess & Table-Tennis) and outdoor playground (badminton, cricket, football, volleyball, lawn tennis and athletics) games in the campus.

File Description	Documents
List of available sports and cultural facilities	https://sdcri.in/NAAC2023_2024/4.1.2/LIST%20OF%20FACILITIES%204.1.2.pdf
Geo tagged photographs	https://sdcri.in/NAAC2023_2024/4.1.2/Photos%20of%20facilities%20%20geotagged%204.1.2_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/4.1.2/Additional%20info%20(write%20ups)%204.1.2_DS.pdf

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

Separate secure and comfortable in campus hostel facilities with modern amenities and good ambience for both boys and girls students. For the entertainment of students, TV room is available in each hostel. Resident wardens work for the redressal of student grievances in the hostels. There are 2 separate hostels for boys and girls in different areas of campus. There are single/double/triple sharing A/C and Non A/C rooms. Some rooms have attached washroom/toilet and some have common washroom/toilet facilities. All rooms are spacious, well ventilated and well furnished with facilities like box bed, study table and chair, cupboard. Lift facility is also available in girl's hostel. There are lobbies; common area for guests, guardians, relatives, family of the students can meet. Separate guest rooms are also available if any parents or guardians wants to stay in the campus for short period of time. Each hostel has garden area and two wheeler parking area for students. There is 24 hour power back up available. Both hostels have running water facility and RO water purifier system to provide pure drinking water for students. Both the hostels have solar panel water heaters. Both hostels have round the clock security by well trained security guards along with CCTV surveillance. The campus is surrounded with 50% of total area is green with gardens, lawns and plant nursery. Solar system is installed catering substantial electricity requirement. Generator facility is available as a backup.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://sdcri.in/NAAC2023_2024/4.1.3/Photos%20geotagged%204.1.3_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/4.1.3/Additional%20info%20(write%20up%20on%20dementions)%204.1.3_DS.pdf

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

152.6

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

4.2 - Clinical, Equipment and Laboratory Learning Resources

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

The teaching hospital is multispeciality, 300+ dental chair units with a patient inflow of more than 200 patients per day. It has 9 dental specialties with Post graduation being carried out in all the 9 departments. OPD and IPD services are available. OPD services are provided to the patients visiting to the hospital for diagnosis and treatment planning but do not require admission for treatment. All out patients are registered at reception and billing area. All the records of the patients (new and old) are stored and managed here at the record keeping department and send to the concerned department for further treatment planning. MRD functions between 9:00 AM to 5:00 PM. All the consultations are free. Outpatient services and facilities include the services of following departments: IPD services are for the patients who require admission in the hospital and require regular monitoring of the condition of the patient due to trauma or infection or any

pathology to be treated under General Anesthesia and require post op care. The institution has an attached operation theatre and attached ICU with trained staff for round the clock observation and treatment for the patient condition. Various inpatient services include: Fixing fractured jaw, Space infection treatment, Jaw surgeries (orthognathic), maxillofacial pathologies treatment. In house laboratories include X-Ray, specimen collection and testing of soft tissue anomalies by pathology lab

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://sdcri.in/NAAC2023_2024/4.2.1/Geotagged%20photos%204.2.1_DS.pdf
The list of facilities available for patient care, teaching-learning and research	https://sdcri.in/NAAC2023_2024/4.2.1/List%20of%20requirement%20as%20per%20guidelines%204.2.1.pdf
Any other relevant information	NIL

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

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

111618

File Description	Documents
Any other relevant information	No File Uploaded
Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council/ University) where the students receive their clinical training.	View File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	NIL

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

4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year**332**

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	No File Uploaded

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

A. All of the Above

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

4.3 - Library as a Learning Resource

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

A library management system is software that is designed to manage all the functions of a library. It helps librarian to maintain the database of new books and the books that are borrowed by members along with their due dates. A library management system is used to maintain library records. It tracks the records of the number of books in the library, how many books are issued, or how many books have been returned or renewed or late fine charges, etc. You can find books in an instant, issue/reissue books quickly, and manage all the data efficiently and orderly using this system. The purpose of a library management system is to provide instant and accurate data regarding any type of book, thereby saving a lot of time and effort. This system completely automates all your library's activities.

File Description	Documents
Geo tagged photographs of library facilities	https://sdcri.in/NAAC2023_2024/4.3.1/Geotagged%20photos%204.3.1_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/4.3.1/Bills%20and%20screenshot%204.3.1%20other%20info_DS.pdf

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

The Library at Surendra Dental College & Research Institute is a state of the art centre whose very purpose is to integrate the information support system with the educational activities in all possible ways and to provide a highest quality service to the faculty and students. It is situated on the second floor with separate reading areas for under graduate and post graduate students and a seating capacity of 200 and a separate internet section. Users can have quick access to latest information either by visiting our library or from their Departments/desktops/devices as our whole campus is networked through Wi-Fi technology and the LMS is available online as well. Almost all the functions of the library, including issuing of books, journals, magazines, etc, are automated as well as manual. This not only saves precious time of users, but also enhances the efficiency, since bar coding is done

for documents issued to users. Books are arranged in a classificatory sequence (Subject-wise) and this enables the usersto find their required books easily and quickly.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://sdcri.in/NAAC2023_2024/4.3.2/Library%20acquisition%20data%20_DS.pdf
Geotagged photographs of library ambience	https://sdcri.in/NAAC2023_2024/4.3.1/Geotagged%20photos%204.3.1_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/4.3.2/ortho%20(1)_DS.pdf

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

C. Any 2 of the Above

File Description	Documents
Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File
Any other relevant information	No File Uploaded

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

26.57

File Description	Documents
Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File
Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File
Any other relevant information	No File Uploaded

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

Surendera dental college and research Institute is committed to promoting excellence in dental Education and research, and finding better, safer and affordable ways of diagnosing, treating and preventing diseases. With this view in mind, the institute has launched a quarterly peer-reviewed scientific journal "Journal of updates in dentistry" in 2011. More than 250 copies of theses, 300 peerreviewed papers have been published, we are making efforts to be included in the UGC CARE List and indexed in PubMed. The library has acquired SMS (Surendera Management System) which can be accessed from anywhere. The site has been hyperlinked to a wide range of information resources (e-books, e-journals, and e databases), services and policies. It provides information on the organization of Library collection, acquisition policy, Library Committee, eligibility to use the Library facilities, issuing late fines, book availability and so on. The library is also subscribing for 27 International, 15 National print journals other than that 60 back volume national journals & 72 back volume international journals and general magazines are also available. The institution subscribes to databases like DELNET, to add value to student and faculty's reading time and research.

File Description	Documents
Details of library usage by teachers and students	https://sdcri.in/NAAC2023_2024/4.3.5/record%20of%20usage%204.3.5_DS.pdf
Details of library usage by teachers and students	https://sdcri.in/NAAC2023_2024/4.3.5/record%20of%20usage%204.3.5_DS.pdf
Any other relevant information	<u>NIL</u>

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

A. All of the Above

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

4.4 - IT Infrastructure

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

13

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	No File Uploaded

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

SDCRI continuously upgrades its IT infrastructure to facilitate

timely and accurate information to all its faculty, students and members. They are provided with facilities for undertaking the academic and co-curricular activities, project and research activities, community outreach programs, collaborative, administrative and financial evaluation activities..SDCRI is well equipped, connected with computers for enhancement of the teaching and learning process. The institute has been provided round the clock Internet facility with highspeed Wi-Fi. Supported with 100 Mbps 1:1 ratio Broadband connection from BSNL and Jio fibre, BSNL data is available free with LAN and Wi-Fi network. Jio Fiber is paid network in the campus. This was updated from 16 Mbps to 100 Mbps. 2.All computers and audio-visual equipment are supported by UPS. 3.From the Data Center, the network is distributed to all constituent dental and medical Departments and Institute premises of SDCRI via 100 Mbps LAN and Wi-Fi routers 4.Server room is equipped with system 3.10 Ghz Xeon processor and 12 Gb RAM. 5.Computer facilities have been provided to each Department/Unit with peripherals and are connected through LAN/Wi-Fi. To make teaching and learning effective, there have been numerous updates to these computers, in regards to model, RAM, storage etc.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://sdcri.in/NAAC2023_2024/4.4.2/Additional%20info(%20Proof%20with%20screenshots)4.4.2%20(1)_DS.pdf
Any other relevant information	<u>NIL</u>

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

D. 50 MBPS - 250MBPS

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

4.5 - Maintenance of Campus Infrastructure**4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)****10.01**

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

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

The SDCRI ensures optimal distribution and usage of the available financial reserves for Maintaining and restoring the diverse facilities by making policies & executing and monitoring by regular meetings of various committees. The various administrative committees, supervisors and in-charges are to certify and invigilate adequate usage and maintenance of the facilities. The board meetings are held consistently to review the infrastructure requirements and maintenance for teaching learning facilities. Cleaning, Calibration and Repair are the three important measures of Laboratory care. Cleaning and sanitization is the responsibility of Laboratory assistants and housekeeping staffs posted in the department, sanitization registers are maintained for the same. Supervisor regularly checks the registers and follows up with head of departments to ensure hygiene is maintained. External and profound cleaning of instruments including microscopes shall be performed by qualified technicians. Laboratory Inventory and stock shall be maintained for proper consumption, handling of chemicals, equipment's and monitored & inspected regularly by Head of department and supervisors and duly signed report should be submitted yearly to the IQAC committee. Surendra Management System (SMS) is used by students and staff to

lodge any maintenance related complaints, which are then taken up by the supervisor. The supervisor takes immediate action on the same, employing the available resource and marks the complaint as resolved on SMS with appropriate remarks. The complainant is issued a notification on the registered email when the complaint is registered and resolved.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://sdcri.in/NAAC2023_2024/4.5.2/maintenance%20committee%20meeting%204.5.2_DS.pdf
Log book or other records regarding maintenance works	https://sdcri.in/NAAC2023_2024/4.5.2/Logbook%204.5.2.xlsx
Any other relevant information	NIL

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

47

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

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

A. All of the Above

development Employability skill development

File Description	Documents
Any other relevant information	View File
Link to Institutional website	www.sdcri.in
Details of capability enhancement and development schemes(Data Template)	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year**248**

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	https://sdcri.in/NAAC2023_2024/5.1.3/5.1.3%20career%20counselling%20programmes.pdf
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	No File Uploaded

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

SDC&RI's International Student Cell provides foreign nationals with possibilities for exposure and knowledge in the institution as part of their Global Health experience. Our campus' pleasant attitude makes it simple for international students to integrate quickly into a uniform and multicultural environment. Many students have benefited from their dental education, both in

bachelor of dentistry (BDS) and master of dentistry (MDS) programmes, all around the world. At Surendra Dental College and Research Institute, the Cell is led by the Director Principal, Staff, and Students' Welfare Committee. Objectives of the cell are: 1. To assist desirous students from overseas institutions in applying for courses in our hospitals and laboratories through a web-based application process. 2. To provide the best possible assistance to those students in obtaining visas, paying tuition fees, and completing the police verification process (Registration at Foreign Registration Office: FRO). 3. Provide mentorship, language assistance, lodging, food, local transportation, and community involvement in health care through our well-structured outreach programmes. 4. To promote our indigenous students' interest in short-term training programmes at health science institutions and hospitals at universities outside of their home country.

File Description	Documents
For international student cell	https://sdcri.in/NAAC2023_2024/5.1.4/international%20student%20cell.pdf
Any other relevant information	NIL

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://sdcri.in/NAAC2023_2024/5.1.5/Circulars_DS.pdf
Details of student grievances and action taken (Data template)	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

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

24

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	No File Uploaded

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

68

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

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

23

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	No File Uploaded

5.3 - Student Participation and Activities

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

18

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

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

With guidance from concerned authorities, the student Council

conducts enormous activities, to encourage the students in the direction of cocurricular and ensure their limitlessness towards non-scholastic pursuits. The onset of freshly intake batch is commenced by a pompous function. Further, the year follows a sequence of several activities, like art programs, cultural programs, annual sports meet, farewell to outgoing students, and so on. These cultural programs gradually build the trait of peer support and integrity among students. The Council plays a crucial role in getting the required feedback from college students, adhering to the code of discipline, maintaining hygiene and a green environment on the campus, and makes sure about their active participation and involvement. The organization of these events results in constant inclination and evolution of the student multi-dimensionally and contributes to the development of personal, professional as well as social instincts in them. It helps in grooming the scholar personality, to evolve as socially responsible, environmentally, economically, and culturally sensitive global citizens who can work effectively in a team. Apart from planning various cultural and sports events, the scholar council also actively participates in activities of Community welfare like Swach Bharat Abhiyan, Unnat Bharat Abhiyan, Blood donation drives, Disaster response, etc. The cohesion amongst the council and the scholars, faculty, and staff members caused by the student council is very conducive in putting together and maintain the general healthy atmosphere at SDCRI.

File Description	Documents
Reports on the student council activities	https://sdcri.in/NAAC2023_2024/5.3.2/activities_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/5.3.2/minutes%20of%20meeting%205.3.2_DS.pdf

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

09

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	View File

5.4 - Alumni Engagement

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

Surendera dental college and research institute's alumni association has been working on creating an alumni directory and facilitate the formation of an active alumni association. The Alumni Committee is highly motivated to develop a strong, healthy association between the alumni, teachers, and current students. In the future the Alumni Committee is hoping to have the former students be an integral part of the college activities such as placements, seminars/ workshops, guest lectures, and career guidance for the current students in college. Alumni Association welcomes you all to join our great community which endeavours to impart, share and collaborate our collective experience among ourselves, the society and the future alumni. The main aim of the association is to strengthen the bond between alumni and the college which includes developing an active network of alumni. Surendera dental college and research institute has always been a source of support and inspiration for the students and the staff of this college. With a long list of famous personalities who have become an alumni of this college have made the institution proud for years. The alumni always come back to the institution to contribute in various ways. They often guide the current students and share their experiences in the academics cultural and sports events and even employment.

File Description	Documents
Registration of Alumni association	https://sdcri.in/NAAC2023_2024/5.4.1/Society%20registration%205.4.1.pdf
Details of Alumni Association activities	https://sdcri.in/NAAC2023_2024/5.4.1/MOMs%20with%20Pics%20Final_DS.pdf
Frequency of meetings of Alumni Association with minutes	https://sdcri.in/NAAC2023_2024/5.4.1/MOMs%20with%20Pics%20Final_DS.pdf
Quantum of financial contribution	https://sdcri.in/NAAC2023_2024/5.4.1/Quantum_of_finance_5.4.1_DS.pdf
Audited statement of accounts of the Alumni Association	https://sdcri.in/NAAC2023_2024/5.4.1/Alumni%20Finance%20Marked(Financial%20Audit)_DS.pdf

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

C. Any 2 or 3 of the Above

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

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

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

highlighting the activities leading to Institutional excellence.

VISION: Global Leadership and excellence in human development, education and health care. The promoting body is committed to excellence, innovation and effectiveness in research & teaching processes, to stimulate and support the economy of the nation and to enhance the quality of life for all sections of society. The vision is to ensure holistic development of students to face the competitive world and to develop the institutions to be ranked amongst the top professional institutions of the world and become the first choice of the students and parents.

MISSION: Transforming society through education, learning, care and research at the highest international levels of excellence. The Trust firmly believes in all-round development of the students. There is always an effort on the part of the institute to instill confidence in the minds of its students. The environment of the institution is conducive to the study and intensive training of the students. The academic programs are defined by the prevailing DCI and GOI regulations specific to the same, there is the inherent value addition to the curriculum and with the extension services outreach programs, there is a valuable interface provided to education, practice and public health. . Progress, transparency and commitment to academic excellence define us today.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://sdcri.in/NAAC2023_2024/6.1.1/Vision%20and%20mission%20.pdf
Achievements which led to Institutional excellence	https://sdcri.in/NAAC2023_2024/6.1.1/Report%20of%20achievement%20%20(1)_DS.pdf
Any other relevant information	<u>NIL</u>

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

Institute has a mechanism for delegating authority and providing operational autonomy to all the various functionaries to work towards decentralized governance system. The Governing Body delegates all the academic and operational decisions to the

Principal. Principal formulates common working procedures and entrusts the implementation with the faculty members. Faculty members are encouraged to develop leadership skills by being in charge of various academic, co-curricular, and extracurricular activities. They are appointed as coordinator and convener for organizing seminars / workshops / conferences / CDEs. Students play an active role as a coordinator of co-curricular and extracurricular activities, social service group coordinator, via student council

Participative management: The institute promotes a culture of participative management by involving the staff and students in various activities.

1. Strategic Level: The principal, academic co-coordinator and staff members are involved in defining the policies and procedures pertaining to admission, placement, discipline, grievance, counseling, training & development, and library services etc., and effectively implementing the same to ensure smooth and systematic functioning of the institute.

2. Functional Level:

- At functional level the faculty members participate in sharing the knowledge by discussing on the latest trends in technology during faculty meeting.

Office staff is involved in executing day to day support services for both students and faculties.

File Description	Documents
Relevant information /documents	https://sdcri.in/NAAC2023_2024/6.1.2/500%20Word%20Response.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/6.1.2/Additional_info_pictures_DS.pdf

6.2 - Strategy Development and Deployment

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

SDCRI is an organization with ethical values and strategic planning. The Institution follows rules and regulations depicted by the regulatory bodies. Institution is headed by Director Principal under the guidance of worthy management. All the Heads of dental and medical departments are destined to report to the Director-principal. Institution is having different committees as mentioned in organizational structure to regularize the education, examination, research, student safety, faculty development and progress. All the committee heads work under the

guidance of IQAC and take guidance from them periodically. Development of institute is steered in the hand of maintenance & infrastructure committee and financial committee; these committees follow direct orders of BOM. The suggestions are provided by principal, head of committees and departments and feedback from stakeholders. SDCRI has set the strategic goal of being one of the most preferred teaching institutions and hospitals for oral health education and care in Rajasthan and preserving the equivalent in the next 5 years based on year-on-year enrolment of students and to strictly adhere to the curriculum and academic calendar put forth by the regulatory bodies year on year and thereby achieve the student attributes and learning objectives and prepare the students for a successful career.

File Description	Documents
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://sdcri.in/NAAC2023_2024/6.2.1/iqac_mom.pdf
Any other relevant information	NIL
Organisational structure	https://sdcri.in/NAAC2023_2024/6.5.1/Structure%20n%20mechanish%20.pdf
Strategic Plan document(s)	https://sdcri.in/NAAC2023_2024/6.2.1/Strategic%20Plan%20document(s).pdf

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

A. All of the Above

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

6.3 - Faculty Empowerment Strategies

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

Surendra Dental College and research Institute, Sri Ganganagar is committed to provide a compassionate, transparent, conducive working ambiance for all its employees, thereby enabling them to act to their fullest potential in the interest of the organization and society. Goals are to provide clear directives for staff welfare measures, outlining the responsibilities of the employer and the employees. The institution is aware of employment laws and regulation enforces and abides by them. The institution lays emphasis on a transparent professional relationship and communication with its employee. There will not be any discrimination based on gender, religion, race or disabilities. It ensures that all Staffs are provided with equal opportunities at workplace. It provides an effective grievance redressal mechanism. It offers confidential support to its employee whenever needed, identify practical solution with effective counselling. It provides appropriate liasoning with external organization oblique institution in the interest of its employees

File Description	Documents
Policy document on the welfare measures	https://sdcri.in/NAAC2023_2024/6.3.1/Policy_(1)_DS.pdf
List of beneficiaries of welfare measures	https://sdcri.in/NAAC2023_2024/6.3.1/List%20of%20beneficiaries.pdf
Any other relevant document	https://sdcri.in/NAAC2023_2024/6.3.1/Pictures%20uploaded%20online_DS.pdf

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

03

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	No File Uploaded

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

21

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

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

107

File Description	Documents
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File

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

Performance appraisal is a method of evaluating a person's professional competence as well as contributing to the

achievement of institutional goals. Teaching is a lifelong learning process that includes meaningful feedback and self-appraisal forms. The institution's performance appraisal system for teaching staff consists of three phases: self-appraisal, appraisal by the department head, and appraisal by the institution's head. The staff fills out the self-appraisal form by listing the conferences, seminars, workshops, and training programmes they attended, as well as the books and scientific papers they presented and published, as well as the research and academic administration they did during the academic year. Each Department Head reviews the information submitted by staff members in their appraisal forms and provides input to the Education Committee on each faculty member's performance. On the basis of the information provided by the Heads of Departments, the committee then provides assessment on overall performance to the Principal. Management then decides on annual increments and promotions based on the Principal's suggestion.

File Description	Documents
Performance Appraisal System	https://sdcri.in/NAAC2023_2024/6.3.5/Forms%206.3.5_DS.pdf
Any other relevant information	NIL

6.4 - Financial Management and Resource Mobilization

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

Late Smt. Vidyawanti Labhu Ram Foundation for Science Research and Social Welfare, a premier trust founded in 1999 with group of institutions under its umbrella, owns and manages Surendra Dental College and Research Institute, which is a self-financed institution. Income is generated from a variety of sources, including: Tuition fees collected for UG & PG course, patient treatment and imaging charges, Hostel fees from students. Every year, the finance committee presents a budget proposal on the basis of suggestion/ requirements given by each committee, head of departments and other stakeholders. According to the DCI and RUHS rules, a large percentage of this fund is used for salaries, bank installments, maintenance, infrastructure improvement, and procurement of new equipment and materials.. The financial committee monitors recurring spending on a monthly basis at all levels. If need of a particular unplanned product or service arises, the proposal is presented to the board of management, if

the management finds the product or service worthy of its cost, an approval is issued. Financial committee then releases the funds after verifying the approval with board of management. Because our institution is a dental college, funds are best used to provide subsidized patient services. A free histopathological analysis is available at the institution.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://sdcri.in/NAAC2023_2024/6.4.1/Policy%201.pdf
Procedures for optimal resource utilization	https://sdcri.in/NAAC2023_2024/6.4.1/Funds%20and%20Optimal%20Use%20of%20Resources%206.4.1_DS.pdf
Any other relevant information	<u>NIL</u>

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

SDC&RI undertakes internal and external financial audits on a regular basis. Since its foundation, it has had a full-time Treasurer and Accounts Department to guarantee that yearly accounts and audits are maintained. 1. The Institute's financial audits are conducted by the following authorities on a regular basis: External auditing is carried out by the following entity: (a) Neeraj Chawla & Co. Internal Audit: An Internal Auditor is in charge of conducting internal audits. 2. The Auditor General of Neeraj Chawla & Co. performs a statutory audit of the Institute's financial and accounting operations. Examining the following items is part of this process: (a) Every fee, gift, grant, contribution, interest received, and returns on investment proceeds investments; (b) Any payments made to employees, vendors, contractors, students, or other service providers. 3. AG's observations and objectives are reported in their report. Separate institution committees consisting of the accounts department, relevant Head of Department, and any additional person selected by the Directors consider these concerns. For finishing the Institute's compliance report; a draft report is sent to the Treasurer and Director (if necessary). Necessary corrections are done as advised by the external and internal auditors. The previous year's audit has been completed, and responses have been provided to the satisfaction

of the AG. It is said that there are no substantial objections or irregularities. AG has never issued a Draft Para against the Institute.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://sdcri.in/NAAC2023_2024/6.4.2/Audit%206.4.2_DS.pdf
Any other relevant information	NIL

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

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
0	14.7

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

6.5 - Internal Quality Assurance System

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

The objective of IQAC is to foster a dynamic teaching-learning

environment with outcome-based benchmarks for improvement of academic and administrative performance, to promote initiatives for quality enhancement through internalization of quality culture and institutionalization of best practices at SDCR&RI. SDC&RI IQAC evolves mechanisms and procedures for ensuring timely, efficient and progressive performance of academic, administrative and financial tasks, equitable access to and affordability of academic programmes for various sections of society, effective delivery of traditional and latest pedagogical innovations, Objective evaluation system, Development of state of art infrastructure and effective collaborations with reputed international and national institutions for optimal research output. Activities of IQAC include: (i) Coordination and monitoring of activities of the Institute (ii) Periodic Meetings with Departmental & IQAC Coordinator (iii) Relevance and quality of academic and research activities (iv) Feedback Analysis (v) Organization of CMEs and Workshops related to Quality enhancement (vi) Preparation of the Annual Quality Assurance Report

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://sdcri.in/NAAC2023_2024/6.5.1/Structure%20n%20mechanish%20.pdf
Minutes of the IQAC meetings	https://sdcri.in/NAAC2023_2024/6.5.1/Link%20to%20minute%20of%20meets%206.5.1_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/6.5.1/Additional_info_6.5.1_DS.pdf

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

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

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

A. All of the Above

File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://sdcri.in/naac2021-2023/#1732174896034-b91d5259-12b1
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

5

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

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

The institute has established a Women Cell/Gender Sensitization Cell to foster a positive and inclusive campus environment, emphasizing gender equality. The cell's objectives include raising awareness, monitoring gender justice progress, and empowering and safeguarding the rights of female members. The institute ensures gender equality in both academic and governance spheres, with no discrimination in curricular or co-curricular activities. Committees such as Grievance Redressal and Internal Complaints actively address gender-related issues, aligning with Vishaka Guidelines. In curricular activities, students are selected without gender bias, and annual lectures on gender and sexuality promote a healthy attitude. The institute sensitizes students about the Protection of Children from Sexual Offences (POCSO) Act, offering counseling on gender issues. Various initiatives, including skits, quizzes, workshops, and interactive sessions, promote gender sensitivity and women empowerment. The campus prioritizes safety with boundary fencing, security guards, CCTV monitoring, and well-lit corridors. Separate hostels, common rooms, and strict regulations against addictive substances contribute to a secure environment. The comprehensive approach aims to create a harmonious atmosphere, demonstrating intolerance for ragging and promoting gender equality throughout the academic community.

File Description	Documents
Annual gender sensitization action plan	https://sdcri.in/NAAC2023_2024/7.1.2/Annual%20plan%20additional%20info%20links%20(%20multiple%20documents)_DS.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://sdcri.in/NAAC2023_2024/7.1.2/special%20facilities_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/7.2.1/edit%20best%20practice%20(2).pdf

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

A. All of the Above

File Description	Documents
Geotagged Photos	https://sdcri.in/NAAC2023_2024/7.1.3/Additional%20info%20(%20geotagged%20photos)DS.pdf
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

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

SDCRI (presumed to be a medical or research institution) adheres to stringent waste management practices in accordance with established guidelines. Solid waste, segregated into biodegradable and nonbiodegradable categories, is collected and safely disposed of by the local Municipal Corporation, aligning with the Solid Waste Management Rules, 2016. Liquid waste, originating from hostels, hospitals, and the Dental College, undergoes treatment in Sewage Treatment Plants (STPs), producing 120KLD of treated water for reuse in gardening and sanitation. Additionally, a Water Treatment Plant transforms greywater into potable water at a rate of 200 Killoliters/Day, emphasizing sustainability. Bio-medical waste is managed under the Bio-medical Waste Management Rules, 2016, with a partnership with E-Tech Projects Waste Management Limited for its disposal. The waste is meticulously collected in color-coded bags and disposed of in accordance with Rajasthan Pollution Control Board standards. Hazardous chemicals from laboratories are disposed of responsibly, following standard operating procedures. Notably, the institution generates no radioactive waste, and radiation levels in the Radiology department adhere to permissible limits, monitored using Thermo luminescent dosimeters (TLD) sent for regular laboratory assessments. Overall, SDCRI's waste management practices reflect a holistic and environmentally conscious approach, emphasizing regulatory compliance and sustainable reuse of resources.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://sdcri.in/NAAC2023_2024/7.1.4/MOUs-compressed_DS.pdf
Geotagged photographs of the facilities	https://sdcri.in/NAAC2023_2024/7.1.4/Geotagged%20photos_DS.pdf
Any other relevant information	<u>NIL</u>

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

B. Any 3 of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://sdcri.in/NAAC2023_2024/7.1.5/Geotagged%20photos.pdf
Installation or maintenance reports of Water conservation facilities available in the Institution	<u>View File</u>
Any other relevant information	<u>View File</u>

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

B. Any 4 of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://sdcri.in/NAAC2023_2024/7.1.6/Geotagged%20photos_DS.pdf
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	No File Uploaded
Reports to be uploaded (Data Template)	View File

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

B. Any 4 of the Above

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

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

SDCRI, with its diverse student and faculty base from panIndia , is dedicated to fostering inclusivity and producing compassionate healthcare professionals. Initiatives include annual events like Freshers' parties, cultural fests, and academic conferences,

promoting unity among students of varied backgrounds. Cultural and religious celebrations, patriotic events, and programs like NSS and Unnat Bharat Abhiyan demonstrate a commitment to social diversity and community engagement. SDCRI extends its impact beyond campus borders with healthcare camps, educational sessions, and collaborations with government health schemes, emphasizing free healthcare for the underprivileged. The institution's involvement in Children's Day celebrations, International Day of Yoga, and blood donation camps showcases its holistic approach to education and community service. Collaborations with entities like the Swastik Blood Bank highlight SDCRI's commitment to leveraging partnerships for community benefit. Through these initiatives, SDCRI stands as a beacon of inclusivity, cultural understanding, and social responsibility, shaping healthcare professionals dedicated to serving diverse populations with compassion.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://sdcri.in/NAAC2023_2024/7.1.8/supporting%20documents%20(multiple)-compressed_DS.pdf
Any other relevant information/documents	<u>NIL</u>

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

A. All of the Above

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://sdcri.in/NAAC2023_2024/7.1.9/Code%20of%20conduct%20book_DS.pdf
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	No File Uploaded
Institutional data in Prescribed format (Data Template)	View File

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

SDCRI prioritizes the preservation of national identity and cultural heritage by educating students about India's freedom struggle and celebrating diverse national festivals. The institution instills a sense of pride and patriotism through commemorations like National Science Day and Ambedkar Jayanthi, honoring key figures in Indian history. Moreover, SDCRI promotes global citizenship by observing international days, including International Women's Day and World Health Day. The curriculum reflects a commitment to holistic wellbeing, evident in events like World No Tobacco Day and International Day of Yoga. The institution actively engages with the community through initiatives such as World Cerebral Palsy Day, Humanity towards Animals, and Blood Donation Camps, showcasing social responsibility. Notably, SDCRI addresses contemporary challenges by organizing events like the Mask Distribution Camp during the COVID-19 pandemic and the Sharing is Caring drive to support those in need. Additionally, the institution emphasizes education through programs like International Literacy Day. Overall, SDCRI's comprehensive approach integrates cultural awareness, historical significance, global citizenship, and community service, fostering a well-rounded and socially conscious educational environment.

7.2 - Best Practices

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

At the Surendera Dental College, two best practices stand out in creating a conducive learning environment and fostering community engagement. Firstly, the institute prioritizes student support and services through a well-structured counseling and mentoring system. Faculty members provide emotional support, problem-solving assistance, goalsetting guidance, and conflict resolution strategies through counseling. Simultaneously, the mentor-mentee system ensures longterm, goal-oriented relationships where experienced mentors guide students based on their own experiences, facilitating personal growth and career development. The use of an ERP system for monthly grievance uploading ensures a systematic approach to grievance redressal, promoting transparency and timely resolution. Secondly, Selecting Best student after every assessment The institute hands out "Best Student/Student of the Month" awards designed to recognize student achievement and to showcase accomplishments in academics, clinics and other categories.

1. Every department selects best undergraduate student after every internal assessment, based on their academic and clinical performances.

2. For the post-graduates, student of the month is selected from every department, as per their performance in the clinics. 3. The library committee selects a student of the month, both UG and PG, based on the involvement & aptitude of the student, and their usage of the central library.

File Description	Documents
Best practices page in the Institutional website	https://sdcri.in/NAAC2023_2024/7.2.1/editd%20best%20practice%20(2).pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/7.2.1/BEST%20PRACTICES_DS.pdf

7.3 - Institutional Distinctiveness

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

Surendera Dental College & Research Institute recognizes the

critical role of dental health care providers in tobacco cessation. Dental professionals possess unique skills and knowledge to diagnose early signs of tobacco-related issues, offer essential care, surgical interventions, behavioral support, and make necessary referrals. Dentists, with their expertise, can connect oral findings to patients, provide advice, assess addiction levels, and determine readiness to quit. The college actively addresses tobacco cessation through various initiatives, including free oral health check-ups, counseling, workshops, and the use of audio-visual aids. The Department of Public Health Dentistry & Oral Medicine & Radiology takes a comprehensive approach by offering training, research, and community health services. The establishment of a Tobacco Cessation Cell, equipped with counseling facilities, Modified Fagerstorm-Nicotine Dependence scale evaluation, and a dedicated medical social worker, underscores the college's commitment. The center employs Carbon Monoxide Smokelyser to measure patients' breath carbon monoxide levels, provides Nicotine Replacement Therapy at a nominal cost, and conducts regular followups for moral support. Since its inception, the Tobacco Cessation Centre has screened around 500 patients, with 10-15% successfully quitting tobacco. The institute aims to eradicate this preventable cause of mortality and contribute to building a healthier society.

File Description	Documents
Appropriate web page in the institutional website	https://sdcri.in/NAAC2023_2024/7.3.1/500%20Pictures_DS.pdf
Any other relevant information	NIL

DENTAL PART

8.1 - Dental Indicator

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

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
100	44.98-96.32	71.61	13.38

File Description	Documents
List of students enrolled for the BDS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the BDS programme during the preceding academic year.	View File
Any other relevant information	No File Uploaded

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

The passage emphasizes the pivotal role of competency-based dental curricula, particularly in pre-clinical simulation laboratories (PCSL), to ensure dental students acquire essential skills before engaging with patients. The PCSL, featuring labs for Prosthetics, Conservative, and Orthodontics, introduces students to practical aspects of dentistry, representing their first exposure to fixed prosthodontics, Orthodontic, and Endodontic treatments. Supplementary methods are advocated to enhance learning outcomes, and the passage recognizes the global shift in higher education's paradigm, including the incorporation of theoretical understanding and practical application in pre-clinical skill labs. Despite acknowledging the financial challenges of maintaining hightech labs, the commitment to achieving excellence in pre-clinical dental education remains. "Pre-Clinical Dental Skills" is introduced as a comprehensive guide for students, offering an illustrated introduction and serving as a revision guide for subsequent stages. The SDCRI faculty ensures continuous updates on pre-clinical skills, incorporating advancements like ICT facilities and artificial intelligence. The passage reflects a proactive approach to leveraging modern technologies for dental education, highlighting the dynamic landscape of the field and the commitment to staying current with evolving educational methodologies.

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

8.1.3 - Institution follows infection control protocols during clinical teaching during preceding academic year Central Sterile Supplies Department (CSSD) (records) Provides Personal Protective Equipment (PPE) while working in the clinic Patient safety manual Periodic disinfection of all clinical areas (Register) Immunization of all the care-givers (Registers maintained) Needle stick injury record	A. All of the Above
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File Description	Documents
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	View File
Disinfection register (Random Verification by DVV)	View File
Immunization Register of preceding academic year	View File
Relevant records / documents for all 6 parameters	View File
Institutional Data in Prescribed Format (Data Template)	View File

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

The Student Induction Program at SDCRI addresses the formidable transition from schools to colleges, offering a holistic approach to the development of new dental students. The program focuses on instilling institute values, universal human virtues, and future perspectives in students, fostering self-awareness, equality, and compassion. The symbolic White Coat Ceremony marks the entry of fresh BDS students into the dental profession, accompanied by the commitment of the Hippocratic Oath. Workshops and club activities complement regular academic endeavors, emphasizing independent dental practice and entrepreneurial skills while providing leadership opportunities. In response to the prevalent challenges of infectious agent transmission, the institution prioritizes infection control and environmental responsibility. Routine vaccinations, education on sanitation, and waste management are integral components, ensuring a safe clinical

environment. The Principal's welcoming talk to newly joined interns emphasizes discipline, ethical conduct, and active participation throughout the internship program. This comprehensive approach aims to produce well-rounded dental professionals who not only excel academically but also embody ethical values, possess practical skills, and demonstrate a commitment to societal health. SDCRI's commitment to blending these elements in its educational framework positions students to thrive in their dental careers with a strong foundation in professionalism and public service.

File Description	Documents
Orientation circulars	https://sdcri.in/NAAC2023_2024/8.1.4/Orientation%20Circulars%20Merged%20(Correction)_DS.pdf
Programme report	https://sdcri.in/NAAC2023_2024/8.1.4/reports.pdf

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

B. Any 5 or 6 of the Above

File Description	Documents
Invoice of Purchase	View File
Usage registers	View File
Geotagged photos of the facilities, and list of studentstrained in the opted facilities	View File
Institutional Data in Prescribed Format (Data Template)	View File

8.1.6 - Institution provides student training in

B. Any 4 or 5 of the Above

specialized clinics and facilities for care and treatment such as: Comprehensive / integrated clinic Implant clinic Geriatric clinic Special health care needs clinic Tobacco cessation clinic Esthetic clinic

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

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

0

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

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

Surendera Dental College and Research Institute employs the Objective Structured Clinical Examination (OSCE) system to enhance students' clinical aptitude and knowledge absorption. This hands-

on approach engages students in real-world scenarios, fostering a deep understanding of clinical decision-making and promoting innovation while identifying and rectifying errors. The institute's commitment to fairness is evident in the OSCE system, which evaluates clinical work at various training levels, eliminating prejudice in assessments. This approach ensures all students are evaluated based on the same transparent criteria, reducing bias. The evaluation process encompasses both theory and clinical examinations. Senior faculty evaluates theory answer sheets, emphasizing transparency and accountability. Clinical evaluation involves a dual-examiner system, where the first examiner assesses case history, diagnosis, and prognosis, while the second evaluates the treatment plan and clinical treatment. This method ensures objectivity in assessing a range of clinical scenarios, surpassing traditional assessment approaches. In summary, Surendra Dental College's OSCE system provides a transparent, objective, and versatile evaluation framework, contributing to students' long-term improvement in clinical decision-making.

File Description	Documents
Report on the list and steps taken by the College to measure attainment of specific competencies by the BDS students/interns stated in the undergraduate curriculum during the year	https://sdcri.in/NAAC2023_2024/8.1.8/list%20of%20competencies.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://sdcri.in/NAAC2023_2024/8.1.8/geotagged%20pictures%20_DS.pdf
List of competencies	https://sdcri.in/NAAC2023_2024/8.1.8/list%20of%20competencies.pdf
Any other relevant information	Nil

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

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
100	93

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

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

The dental education program at your institution exhibits a comprehensive and contemporary approach to grooming graduates for success in the healthcare profession. Beyond the acquisition of clinical skills, the curriculum is designed to instill attributes vital for well-rounded professionals. Emphasizing problem-solving, effective communication, teamwork, and information technology skills, the program prepares graduates to diagnose and address maxillofacial health care problems. The articulated attributes span knowledge, practical/clinical skills, inter-professional relationships, ethics, communication, research orientation, and adaptability to technological advancements. Notably, the commitment to a green campus and a zero-tolerance policy for plastic usage, along with adherence to WHO guidelines for biomedical waste disposal, underscores a commendable social and environmental responsibility. The evaluation methods, encompassing pre-clinical simulations, end posting exams, and project-based learning, reflect a multifaceted assessment strategy. Ethics and professionalism are ingrained through strict monitoring and adherence to principles such as beneficence. This approach not only ensures the competence of graduates in clinical settings but also fosters a sense of responsibility, adaptability, and community engagement, positioning them as socially conscious and proficient dental professionals in a rapidly evolving healthcare landscape.

File Description	Documents
Dental graduate attributes as described in the website of the College.	https://sdcri.in/NAAC2023_2024/8.1.10/8.1.10_%20WORD%20RESPONSE.pdf
Any other relevant information.	Nil

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

53.45

File Description	Documents
Audited statements of accounts.	View File
Any other relevant information	View File
Institutional Data in Prescribed Format (Data Template)	View File

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

As a leading Dental College and Research Institute, your institution recognizes the critical importance of staying abreast of advancements in dental technology to provide cutting-edge treatment and enhance patient care. A Continuing Dental Education (CDE) initiative was undertaken to educate faculty members on recent diagnostic techniques for precancerous lesions, emphasizing the significance of accurate and timely diagnoses for positive health outcomes. The focus extends to endodontics, with a CDE addressing the intricacies of electronic endodontic systems and microscopes, enabling faculty to navigate challenges with increased accuracy and safety in root canal therapy. Pediatric dentistry is addressed through a CDE on conscious sedation, acknowledging the unique needs of young patients and highlighting pharmacokinetics and pharmacodynamics. Laser dentistry's forefront role in therapeutic care is explored in a workshop conducted by the Department of Periodontology, shedding light on its applications from tooth sensitivity to orthodontic tooth movement. The institution's commitment to modern treatment extends to dental implantology, with workshops emphasizing implant placement, angulation, and regenerative techniques for effective and lasting rehabilitation. This holistic approach positions your institution at the forefront of dental education and practice, ensuring

faculty and students are equipped to deliver state-of-the-art dental care.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the year.	https://sdcri.in/NAAC2023_2024/8.1.12/List%20of%20seminar%20emerging%20trends%208.1.12%20(1).xlsx
List of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the DEU of the College during the year	https://sdcri.in/NAAC2023_2024/8.1.12/List%20of%20teachers%20_compressed_DS.pdf
Any other relevant information	https://sdcri.in/NAAC2023_2024/8.1.12/Geotagged%20Photos_compressed_DS.pdf