



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SURENDERA DENTAL COLLEGE AND RESEARCH INSTITUTE

**SURENDERA DENTAL COLLEGE AND RESEARCH INSTITUTE H H GARDENS,
POWER HOUSE ROAD SRI GANAGANAGAR,**

335001

sdcri.in

SSR SUBMITTED DATE: 21-04-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

April 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Surendera Dental College & Research Institute, Sri Ganganagar, Rajasthan (henceforth called SDCRI) is a part of “Late Smt Vidyawanti Labhuram Foundation for Science Research & Social Welfare” trust. It is a private institution established in the year 2003, with an aim to provide better healthcare and healthcare professionals of the community. The college is **affiliated to Rajasthan University of Health Sciences, Jaipur**. SDCRI started as an institutional body providing undergraduate course with student strength of 100 aspiring dentists in the year 2002. The first batch successfully passed out in 2008 and the BDS degree was recognized and gazetted. The postgraduate course commenced in 2012. Till now, 13 batches from BDS and 6 batches from MDS course have entered the professional world. SDCRI is **empanelled with ECHS** and is going for inspection for Chiranjeevi Swasthya Bima Yojna & NABH shortly.

SDCRI has a **rich academic program** with committed faculty members, well organized curriculum planning and annual calendar, continuous process of professional learning through a monthly clinical grand round, frequent continuous dental education programs and guest lectures, both national and international. It is appreciable that our **students are frequent rank holders at University level** and have also achieved positions in scientific presentations in conferences and conventions. SDCRI boasts of **state of the art infrastructure** with centrally air conditioned, spacious and well lit dental departments. Each department has separate UG and PG section with all the necessary equipments to deliver upto tertiary care. The college has a **well equipped Research Lab** and policy to give research grant to students and faculty for undertaking research. The faculty has a significant contribution to both National and International literature.

There is a **library with over 5923 books**, 1269 titles and approximately 105 international/ national journals and back volumes along with online access and books through Delnet. There are separate UG and PG hostels for boys and girls. Hostels are air-conditioned with mess facilities and provide good accommodation on campus for the students.

SDCRI is clearly a laudable and progressive institute with a strong commitment and clear focus on Institutional vision, mission and objectives.

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 intuitions 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 institutions 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. There is a clear orientation and direction to research in all 9 specialities and ICT enabled teaching methods are in place. SDC&RI has a rich academic program with committed faculty members, well organized curriculum planning and annual calendar, continuous process of professional learning through a monthly clinical grand round, frequent continuous dental education programs and guest lectures, both national and international. It is appreciable that our students are frequent rank holders at University level and have also achieved positions in scientific presentations in conferences and conventions.

Professional development of faculty is encouraged. Being a self financed institution, there is adequate mobilization of funds to meet the day to day requirements and the budgets. An internal quality audit program is in place and is structured in a feedback loop mechanism to continuously evolve and modify the academic tone and tenor of the institution. Best practices are encouraged, fostered and promoted in all spheres of function.

The SDC&RI clearly stands out as a progressive institution with a comprehensive academic profile and significant achievements. A distinctive and committed management, empowered senior leadership and active participation of an internationally and nationally acknowledged faculty gives it a special place in institutions of higher learning. The authorities are keen to project these institutions on the world map.

The vision and mission of creating healthcare professionals for tomorrow stands realized in its day to day functioning. Progress, transparency and commitment to academic excellence define us today.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. **Exquisitely structured management system** of the organization with an unambiguous hierarchy.
2. **Impeccable feedback system**, with quick detention of stakeholder's grievances.
3. **E- Governance**- Paperless institution with ERP software to maintain Patients' & students' records, HR related activities, academic management, complaint management system etc.
4. **Clinical Material- High OPD number** which provides good clinical material for the students.
5. **Infrastructure**- Excellent infrastructure comprising of **State of Art Research Centre, simulation lab, latest equipments like LASER, Endodontic Microscope**, well furnished library, centrally air conditioned dental college, AC hostel etc.
6. **Fully equipped indigenous research lab** to foster research and development among faculty and students.
7. **State of Art library** with over 5923 books, 1269 titles and over 105 international/ national journals and back volumes along with online access and books through Delnet.
8. **Immensely dedicated and experienced faculty** committed to efficient teaching-learning process duly supported by a proficient administration.
9. **National spread of students**: College gets admissions from various regions of the country thus carrying its name all parts of India.
10. **Balanced Student Teacher Ratio** for effective and robust learning system.

11. **Appreciation awards for outstanding performance for students, staff and faculty.**
12. **The college treatment charges** are much lower as compared to those in surrounding institutes delivering oral health care.
13. **Immaculate Community-Social network** with magnanimous presence in rural regions for social welfare and mass outreach.

Institutional Weakness

1. Curriculum guidelines are given by regulatory bodies thus **limiting autonomy of the institute in curriculum development.**
2. **International faculty and student exchange program.**
3. **High end computer assisted and guided technology.**
4. **Short courses and fellowship programs.**
5. **Low economic status of patients** demanding treatment thus elevating a need for more resources.
6. **Location-** College has poor connectivity with city.

Institutional Opportunity

- **ACADEMICS:** College has a dedicated committee for Academic Planning and receives admission of students who have qualified NEET entrance. This gives an opportunity to excel in academics which is reflected through various University ranks achieved by the students every year.
- **RESEARCH:** SDCRI is a postgraduate institute with State of Art Research Lab and all the necessary equipments and infrastructure for carrying out research studies. Also, the college has a policy for providing intramural research grant to faculty and students thus opening a lot of opportunities to gain excellence in the field of research.
- **LOCATION:** The institute is located at Karni Marg Road with many institutions around. Dental camps and awareness programs are organized in these institutions as well as the villages around which helps to spread awareness as well as increasing OPD numbers.
- **TYPE OF PATIENTS:** Since most of the patients reporting to the institute are from low socioeconomic status, therefore there arises a necessity for Tobacco cessation programs and dental hygiene awareness amongst them.
- **STUDENT PLACEMENT:** Students gets opportunity to open clinics, can attach to various dental chains and hospitals post completion of their BDS or MDS program.

Institutional Challenge

1. Patient **treatment at subsidized rates** despite high inflation rates.
2. Ferrying patients to the dental OPD from **inaccessible rural and sub urban areas.**
3. **Uneven quality of students-** The institute receives admissions from students from various backgrounds. It is a challenge to make all the students conversant with the curriculum.
4. **Ensuring accountability and work ethics** at all levels and offices.
5. Since the majority of patients are from low socio-economic status, so it is a challenge to convince them for **advanced dental treatments.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution's objective of nurturing competent healthcare professionals of tomorrow is inherently compatible with public health, dental practice and dental education. The structure of both Undergraduate and Postgraduate Academic programs have been carefully designed to incorporate vigorous training on **all aspects of dental education and practice, Research activities, Public outreach and extension facilities, Health awareness drives.**

The institute follows a systematic process in the design, development and revision of the curriculum. The college is affiliated to the **Rajasthan University of Health and Sciences, Jaipur** and governed by the guidelines of the **Dental Council of India (DCI)**. With the commencement of new academic session, teaching methodology is revised by a **dedicated committee** keeping in mind the guidelines of governing council. This is completed with interactions and **feedbacks** received from faculty, students, other stakeholders and faculty from other institutions as well.

An **academic calendar** is formulated at the start of each academic year for each batch and is displayed on notice board for students. The calendar has the details of all academic activities including exam dates for internal assessment.

In undergraduate course; emphasis is given on preclinical areas of teaching with the help of **simulation based training**. SDCRI has '**Early Clinical Competency Program**' running for first year and second year BDS students so that they can correlate theoretical concepts with clinical evidence. Also, **research** as a part of curriculum is being promoted at undergraduate level. Students of final year BDS are a part of **value added courses** like 'Geriatric Dentistry' and 'Understanding Special Health Care Needs of Patients'. To maintain **ideal teacher: Student ratio**, each batch of UG students is subdivided in smaller batches supervised by a faculty for each batch.

At postgraduate level, there is **regular monitoring of academic activities** namely Journal Clubs, Seminars, Case presentations, Table Clinics and text reviews. Post graduate students are encouraged to carry out original research under the guidance of **Institutional Research Committee**. SDCRI has **value added programs** like 'Esthetic Clinic', 'Implant Clinic' running currently for the postgraduate students.

SDCRI has a vibrant academic program complemented by a curriculum to encourage an integrated teaching methodology

Teaching-learning and Evaluation

SDCRI has an extensive system of teaching learning and evaluation, specially designed for the students so as to have an open space to think, experiment with ideas, learn and question. Students are exposed to a platform where their questions are appreciated, their doubts clarified. Evaluation is done on the basis of clinical, practical and theoretical basis. Students are periodically evaluated on the basis of their learning and understanding through seminars, assignments and project works.

SDCRI has a streamlined mechanism for **continuous monitoring and evaluation of the students**. Various factors are considered for identifying the level of students. This system helps to identify **slow learners &**

advance learners.

For slow learners **remedial classes** are organized to clarify doubts and re-explaining of critical topics for improving performance. Poor performance due to frequent absenteeism is dealt by sending **email to students and parents**. **Mentors** are allotted for all the students to counsel & rectify their problems at any level.

Quick learners performing well in the class are recognized and rewarded. **University rank holders** are honoured with scholarships from the college. **Practice management sessions**, career counseling sessions, subject related and motivational workshops are organized.

Similarly for PG students we have a very similar approach. Each department designs special curriculum for these students. **Postgraduates are sent for presenting poster, paper, and table clinics in various conferences / conventions** which gives them the best exposure to the latest technology. Students are motivated to take up research and do publications. **Journal Clubs, seminars, presentations, projects, pre clinical tasks, case presentations** are also assigned to them so as to enhance their learning circumference and inculcate a better problem solving attitude. Students are **awarded** and recognized for their best performance in these, which inculcates the motivation to perform better.

Research, Innovations and Extension

At SDCRI, research forms an integral part of all levels. This institution believes that teaching and research in higher education has a symbiotic relationship. The **Code of Ethics in Research** becomes an inseparable part to set forth general principles of ethical conduct to guide scholars toward the highest ideals of scholarly research.

There is an **Institutional research committee and an Institutional Ethics Committee** which monitors and addresses issues related to research. A **research centre** has also been established with all major equipments so that in-house researches can be carried out.

The undergraduate students are encouraged to do research with the help of faculty and present their work at various conferences. **Evidence based learning** through lectures, peer group discussions, Flip Learning (Live Demonstration of latest techniques followed by discussions) all help to provide an inclination towards research to undergraduate students.

At the level of postgraduates, the students are **constantly encouraged to attend various national and international conferences**, Continuing Dental Education Programs (CDE's) and present scientific papers, posters and table clinics. Various add on courses have been instituted including, added **training of advanced statistical software during Biostatistics classes for postgraduates**, as per the DCI norms. Apart from the dissertation protocols as per DCI guidelines, post-graduate students and faculty members conduct **short studies and specified research projects** as well.

Faculty is also encouraged to participate and/or conduct research projects individually. Due **weightage is given to major academic achievements**, research projects and publications at the time of annual appraisal. **Clinical grand rounds** are conducted periodically by Faculty, and students to form a colloquium, for stirring discussions and diffusion of evidence based data. The institute regularly **invites eminent researchers** to visit the campus and share their rich experience.

The college boasts of **extraordinary Library infrastructure** with more than 5923 text books, 1269 titles, 105

international/national journals and back volumes along with the online access. This is in addition to individual Departmental libraries of the institute. The Impact of such efforts has been on the consistent improvement in the quality of research work and publications being conducted in the institute.

Infrastructure and Learning Resources

Surendera Dental College & Research Institute (SDCRI) has a sprawling campus spread over an expanse of approximately 6.5 acres of lush green eco friendly land with a state of the art infrastructure. The institutional infrastructure including academic and administrative blocks categorically consist of Library, Lecture theatres, Clinical areas, cafeterias, hostels, OPD have been planned and constructed as per the recommended regulations of the Dental Council of India.

The infrastructure caters to 300 plus dental and approximately 550 medical patients in both dental and medical hospital. The hospital houses latest **3D imaging radiography, soft tissue laser units, endodontic microscopy, conscious sedation clinic, oral implantology clinics** to name a few. Spacious, well lit and air conditioned departments are with a UG and PG section which has all the necessary equipments to deliver upto tertiary care.

The lecture theatres and seminar halls are ICT enabled, air conditioned with white boards and LCD projection facility. There are **world class Simulation/ Typodont labs** with facility of live demonstration and streaming. The college also boasts to construct a 500 seater **state of the art Auditorium**.

There is **a library with over 5923 books, 1269 titles** and over 105 international/ national journals and back volumes along with online access and books through Delnet.

There are **separate UG and PG hostels** for boys and girls. Hostels are air-conditioned with mess facilities and provide good accommodation on campus for the students. **Friends café** with open area seating facility has been built for students and staff.

The institute also has ramps, wide doorways and corridors and wheelchair facilities along with elevators and human assistance (if required) to provide **barrier free infrastructure for differently abled persons**.

The enormous infrastructure of the institute is circumspectly maintained by **Complaint Management Software** where complaints in relation to material or consumption supply chain are fastidiously resolved. This has resulted in increase of efficiency of workforce.

The infrastructure suffices to fulfill the **academic, administrative and residential requirement** of students, staff and faculty.

Student Support and Progression

The core philosophy of active learning with a gamut of interactive activities is the hallmark feature of SDCRI. The students are inducted at an early stage into the BDS clinical curriculum so as to acclimatize them of technical know-how of the system functioning.

With a precise academic focus on students, the BDS batches, owing to their large numbers are segregated in smaller numbers with each group having a mentor, thereby providing a favorable student teacher ratio.

Scholarships are provided to meritorious students as an encouragement and slow learners are counselled and guided to perform better.

The training of teachers on top of students is done by conduction of Teachers Training Programs under patronage of distinguished faculty. Conferences, CDE Programs, and Workshops of National & International Level are planned to endorse rigorous exchange of knowledge, information and technological update.

Equivalent focus is laid upon upgrading and procuring the most advanced equipment, to enable a dynamic clinical environment with instalment LASER Units and ergonomically designed Left Handed Dental Chairs. The college hosts a state of the art Oral Implantology Centre with

concurrently running training modules. To further refine the scope of empirical erudition, a State of the Art Research Centre is operational in the institute to embark on extensive research projects. The students are encouraged to publish their original research work in reputed indexed journals.

The institute has a well organized and active student redressal cell which looks after the overall welfare and grievances of the students. Unprejudiced judgement and absolute anonymity of the concerned party wherever deemed necessary is maintained. Ragging, in any form, is banned in the college.

The college is distinctively ubiquitous for excellence in academics, commendable patient care and highly competitive environs to meet the need of tomorrow's dentists from today's perspective. The institute has produced top rankers in the university right from its inception and compared to other colleges the overall passing percentages have been exemplary.

Governance, Leadership and Management

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 **Academic Monitoring Committee** (comprising of Principal, year wise academic coordinators for UG program and PG coordinator) headed by the Principal. Academic Monitoring Committee formulates common working procedures and entrusts the implementation with the faculty member. Faculty members are given representation in various committees/cells and allowed to conduct various programs to showcase their abilities. Students are empowered to play an active role as a coordinator of co-curricular and extracurricular activities, social service group coordinator.

Various committees are formed in the institute like **Academic monitoring Committee, Examination committee, Research Committee, Cultural and Sports Committee, Student grievances redressal cell, Women grievance cell etc.** These committees help in effective management and implementation of rules.

The institute promotes a culture of **participative management** by involving the staff and students in various activities. Both students and faculties are allowed to express themselves to improve the excellence in any aspect of the Institute.

The principal, academic co-coordinator and staff members are involved in defining the policies and procedures, framing guidelines and rules & regulations 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.

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

All the staff members actively participate in implementing the policies, procedures, and framework designed by the management in order to maintain and achieve the quality standards.

The institute encourages teachers, students, parents, employers, alumni, staff, class coordinators and class representatives to share their ideas and suggestions through proper channels i.e through **parent-teacher meet, alumni meet, faculty student meetings, student feedback system, and through other various committee meetings**. The inputs are reviewed and those which are in line with our institute's Vision and Mission Statements are considered for the decision making.

Institutional Values and Best Practices

College strongly believes in imparting quality education with a holistic approach for an overall growth of our students, faculty and staff members.

Institution has students, teachers and staff from different regional and cultural backgrounds and provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Institute has code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by each one of them.

To encourage faculty to attend conferences and workshops, institute has a policy for reimbursement of conference expenses.

For the patients also, the institute reaches out to community for providing better oral health care. Satellite centres have been established to provide patient care in rural areas. Tobacco cessation cell has been established for the purpose of spreading awareness and providing necessary treatment and referrals wherever necessary to the needy. Furthermore, a well furnished prosthetic lab, with the entire latest machine to provide excellent result in rehabilitation, in short period for patients to limit their visits and provide the best. It helps for students to obtain the vast knowledge about the procedure and latest technology.

SDCRI also believes in responsibility towards a pollution free environment. There is a strict protocol for proper disposal of waste. Solar panels have been installed for energy conservation. There is complete ban on the use of tobacco and plastic within the campus area. Water conservation and recycling are taken care of.

There is automation in every sphere- ERP software helps in patient management, academics, library management software, complaint management system (CMS), HR software for HR related services etc.

Institutional best practices include state of art prosthetic service lab and Confraternity and diverse services. The practices have been introduced to improve the quality of education imparted to student and to be in sync with contemporary standards/methodology of teaching and also for welfare for the patients,.

Internal Audit System together with Clinical Audit and Stakeholder feedback are mentionable auxiliary facades

which can be elicited as supporting parameters of success of the institute.

Dental Part

Surendera Dental College & Research Institute, Sri Ganganagar is a self financed institution, recognized by Dental Council of India, Ministry of Health & Family Welfare and is affiliated to Rajasthan University of Health and Sciences. The College is offering a five year Bachelor of Dental Surgery (B.D.S) with an intake of 100 students per batch and three year Master of Dental Surgery (M.D.S) Programme. The college has nine dental departments with post graduation program currently running in all the 9 clinical departments.

With a precise academic focus on students, the BDS batches, owing to their large numbers are segregated in smaller numbers with each group having a mentor, thereby enhancing the usefulness of problem solving with favorable student teacher ratio. The students are critically evaluated based upon a range of factors comprising attendance records, quota completion, project input and internal assessment grades. Equivalent focus is laid upon upgrading and procuring the most advanced equipment, instruments and machines to enable a dynamic clinical environment with installment of LASER Units and ergonomically designed Left Handed Dental Chairs.

The college has a central sterile supply department (CSSD) to have an absolute control over sepsis & be in sync with infection control protocols. We also conduct de fumigation of clinics, special operatories in all dental & medical departments.

The students' admissions are through National entrance & evaluation tests (NEET). Orientation programs, white coat ceremony, convocation ceremonies, student academic awards are conducted & organized yearly. Faculty development programs are conducted to enhance teaching & mentorship skill for all teaching faculty across the board.

Clinical grand rounds are conducted periodically by Faculty, Interns and students for stirring discussions and diffusion of evidence based data. The institute has extraordinary Library infrastructure with more than 5923 books, 1269 titles and over 105 international/ national journals and back volumes along with online access and books through Delnet. This is in addition to individual Departmental libraries of the institute.

The College is regarded as a laudable institute for dental studies, where students from length and breadth of the country strive to take admission.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SURENDERA DENTAL COLLEGE AND RESEARCH INSTITUTE
Address	Surendera Dental College and Research Institute H H Gardens, Power House Road Sri Ganaganagar,
City	Sri Ganganagar
State	Rajasthan
Pin	335001
Website	sdcri.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Sandeep Kumar	0154-2443412	9660778000	-	sdcri@sgi.org.in
IQAC / CIQA coordinator	Manish Sharma	0154-2440072	7696032790	-	manishs.sd@suren-dera.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	26-08-2003			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Rajasthan	Rajasthan University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
DCI	View Document	26-06-2008	100	Life Time

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Surendera Dental College and Research Institute H H Gardens, Power House Road Sri Ganaganagar,	Rural	16.5	7867

2.2 ACADEMIC INFORMATION

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

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	25				16				35			
Recruited	14	11	0	25	10	6	0	16	20	15	0	35
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	28				0				0			
Recruited	15	13	0	28	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				138
Recruited	98	40	0	138
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	24	0	0	24
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	14	11	0	10	6	0	20	15	0	76
Permanent Teachers										
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	258	329	0	0	587
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	15	32	0	0	47
	Female	27	52	0	0	79
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	14	8	7	15
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	5	5	3	5
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	21	21	21	21
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	60	45	69	59
	Female	0	0	0	0
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	79	100	100

General Facilities	
Campus Type: Surendra Dental College and Research Institute H H Gardens, Power House Road Sri Ganaganagar,	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	28
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	36
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

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

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	170
* Girls's hostel	1	265
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	6

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The undergraduate dental programme leading to BDS Degree shall be of 4 (four) Academic years with 240 teaching days in each academic year, plus one year rotating Internship in a dental college. An educational model that places Inter disciplinary education as central in its curriculum is capable of meeting the needs of the current health care system in several ways. These include delivery of patient-centred care; provide efficient treatment by reducing gaps and errors that might arise from a traditional individualistic dental practice, encouragement of cultural sensitivity and impact of health inequalities, and improved communication skills with team members, patients, and their families. SDCRI implicated Special Clinic for such patients; require all treatment at one place. Multidisciplinary approach by consulting different specialty dentist is a major concern. SDCRI follows rules amended by RUHS and DCI for the BDS/MDS program curriculum. Every candidate will be required, after passing the final BDS Examination to undergo one year rotating internship in a dental college. There is no credit-based system offered by university or dental council of India. Institution provides flexibility to the internship students for one month to learn various specialty of their choice to skilled and practice. MDS program involve interdepartmental meet and research projects with sharing of knowledge and ideas.</p>
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2. Academic bank of credits (ABC):	Academic bank of credit hasn't been introduced in dental speciality program as it is clinic oriented. In this program student have to refine knowledge and hand skill both to keep patients' satisfaction with treatment process. SDCRI faculty reviewed the curriculum of BDS and MDS program given by DCI amendment 2017 and Faculties have revise and reframe the syllabus of their subject in the time table schedule with limited number of theory classes, practical sessions and assignments.
3. Skill development:	SDCRI provides opportunities to the students and faculties to attend professional development programs, educational seminars, and CDE programs. SDCRI in conjunction with Academic, Curriculum and Education Cell regularly conduct educational workshops and seminars to inculcate competency and skills in the faculty and students. To compete with the day today practice, students need to be exposed to external environment and faculties need to be update themselves with upcoming techniques and latest equipment, so faculties and students given prospects to attend national and international conferences, seminars, webinars and workshops. Annually SDCRI conduct Ethical dentistry seminar and educational programs with gender sensitization issue, cultural issue and general awareness. Students are motivated to participate in all type of events and learn humanities, socialism and human values for peace and love.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Bachelor of dental surgery (BDS) and Masters of dental surgery (MDS) both are professional courses internationally acclaimed run by Dental Council of India. They are read and written in English language. So, all the students and faculties should be well versed with English language. Faculties are congruent with English and regional language to teach students, make them understand better and also easy to interact with patients. Students are provided community events to be familiar with local people and interact with them, so they can learn local language with the benefits of understanding of problems and diseases. Community events include blood donation camps, dental awareness camps, society welfare events and rotary club events. BDS and MDS students are rotationally posted on their duty for these camps and events to learn and adapt

	with culture, language and traditions. Online webinars on community events and community services in local languages are regularly conducted.
5. Focus on Outcome based education (OBE):	BDS and MDS curriculum as prescribed by DCI is followed in the institution. SDCRI, at college level introduced certain evaluative parameters to curriculum to define competency and outcome-based result in the students. Students have to complete assignments, projects and seminars in department to achieve assessment marks which are consider in final university examination. Assessment methods are followed as prescribed by DCI and RUHS. SDCRI commend objective learning mechanism in viva practical examination for example chairside viva of students, viva in practical workstation and viva in pedagogy lesson.
6. 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. Students have to attend theory and practical classes in campus to qualify with skill and knowledge.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
588	581	579	573	551
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
88	139	109	122	117
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
127	127	106	118	127
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
117	117	103	86	83
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
117	117	103	86	86
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
823.74	724.49	642.83	708.76	553.45
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The standards and quality of education in Surendera Dental College & Research Institute (SDCRI) is governed by the principles and policies of the parent university (i.e.) Rajasthan University of Health Sciences, Jaipur as well as regulations of DCI. This includes BDS and MDS in selected specialty. The curriculum design is directed with an aim to provide a comprehensive learning smoothly amalgamated with development of skill based competencies. The curriculum design recognizes the importance of the teaching-learning methodology fosters the development, stimulation, and maturation of critical thinking, scientific reasoning, digital literacy, communication skills, problem-solving skills, team and group working, self-directed learning skills.

The curricular philosophy relies on defining the program outcomes, program specific outcomes and course outcomes of all the programs through the mechanism involving feedback obtained from the faculty, students and other stakeholders to understand whether the program brings out the attributes and competencies defined in the students besides giving inputs on optimal sequencing, alignment, reinforcement, coordination of content across disciplines and progressive development of competencies in students.

The curriculum also provides educational experiences in actual and or simulated practice setting to develop and demonstrate achievements of desired competencies under academic staff responsibility and practitioner guidance. The institute ensures curriculum planning, delivery and evaluation as prescribed by the regulatory bodies. Annual academic calendar is made every year before the commencement of the academic session. The academic calendar is based on the timeframe provided by the university. The calendar ensures sufficient time allocation for acquiring theoretical, pre-clinical and clinical knowledge in each of the subjects prescribed by the statutory bodies.

Yearly lecture planning is a complex process where faculty defines intended learning outcomes, assessments, content and pedagogic requirements necessary for student success across an entire curriculum. The faculty members are encouraged to prepare an active plan for their classroom teachings of the entire year before the academic year commences. The Head of departments are directed to make sure of the same. The preparation of such a plan helps with equal and effective distribution of lectures engaging all the faculty members actively in the teaching process. This helps in keeping the clarity of distribution of curriculum and timely completion of the course well before the start of the final examination at the end of the curriculum year to allow for revision of topics decided after student's feedback. The curricula developed and implemented have relevance to local, regional, national and global healthcare needs leading to well defined graduate attributes.

Enrichment Methodology: Undergraduate and postgraduate Students are encouraged to attend Conferences and Workshops and present scientific papers, posters and table clinics. Postgraduate

students are encouraged to publish research in journals of repute. At the institutional level along with the regular fulfillment of curriculum, academic flexibility is enabled by holding integrated lectures, clinco-pathological meetings and interdisciplinary interactions between specialties

Assessment methods: The exam cell committee of the institute formulates the internal assessment timetable and monitors the evaluation of theory and practical/clinical examinations for both undergraduate and post graduate students.

File Description	Document
Any additional information	View Document
Link for Minutes of the meeting of the college curriculum committee	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

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

Response: 100

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years	
Response: 10	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years	
Response: 10	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years				
Response: 5.9				
1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years				
2020-21	2019-20	2018-19	2017-18	2016-17
6	62	103	0	0
File Description	Document			
Institutional data in prescribed format	View Document			
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document			
Link for additional information	View Document			

1.3 Curriculum Enrichment

1.3.1 The Institution integrates cross-cutting issues relevant to gender, environment and
--

sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

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 social & ethical values, human values, environment sensitivity etc, thereby leading to the holistic development of students.

1. Gender Sensitivity:

The institution attempts to address the Gender sensitization by involving gender related content, gender issues, laws and rights for women in the curriculum in the form of workshops. Regular talks and workshops are conducted to increase awareness about gender equality, women empowerment and laws for women safety. Women's day is celebrated to mark the respect towards women. 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.

1. Human Values and Professional Ethics:

The integration of human values and professional ethics holds a great importance in the policy of the institution. This is accomplished via a multitude of programs addressing social causes which includes camps, donation campaign, creating awareness among the lesser privileged, etc. The participation of students in various community outreach activities like working in old age homes, spastic societies, orphanages etc aims at inculcating values, ethics and socially responsible qualities among students.

1. Environment and Sustainability:-

Constant efforts are made by the institution to promote greater awareness about the environmental issues and their possible solutions. Various activities such as guest lectures, industrial visits etc. are organized to sensitize the students about these problems. Environment related days are celebrated to enhance the inclination towards environmental protection and importance of preservation and protection of environment. Activities are organized under Swacch Bharat Abhiyan and Plantation drive both in the institute campus and the adjoining rural areas.

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.

1. Health Determinant:-

The curriculum of Public Health and Pediatric & Preventive Dentistry encompasses that increase the understanding of health equity, special and vulnerable populations, health promotion behavioral change, and community and environmental factors that affect both individual and public health.

1. Right to health issue:-

Public Health Dentistry course addresses the issues of right to health and mass quarantine policies. They are addressed in the curriculum and implemented during clinical postings and internships. White coat ceremony is held apart from the taught topics.

The institution follows the DCI prescribed syllabus to inculcate cross-cutting issue in the curriculum, moreover certain additional issue are also addressed in the class to expand student sensitivity to such global matters (refer DCI syllabus and table attached)

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

Other Upload Files

1

[View Document](#)

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

Response: 12

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

Response: 12

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

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

Response: 19.29

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

2020-21	2019-20	2018-19	2017-18	2016-17
148	149	181	80	223

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 17.69

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

Response: 104

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document

1.4 Feedback System

<p>1.4.1 Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals <p>Response: A. All of the above</p>	
File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

<p>1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:</p> <p>Response: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website</p>
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File Description	Document
Stakeholder feedback report	View Document
Institutional data in prescribed format	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document

Other Upload Files	
1	View Document

NAAC

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 63.7

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

2020-21	2019-20	2018-19	2017-18	2016-17
39	31	34	40	28

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

2020-21	2019-20	2018-19	2017-18	2016-17
54	54	54	54	54

File Description	Document
Institutional data in prescribed format	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Link for Any other relevant informatio	View Document

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

Response: 95.43

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

2020-21	2019-20	2018-19	2017-18	2016-17
127	127	106	119	127

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

2020-21	2019-20	2018-19	2017-18	2016-17
127	127	127	127	127

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 54.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
57	66	50	81	75

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Criteria to identify slow performers and advanced learners and assessment methodology	View Document
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	View Document
Link for any relevant information	View Document

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

Response: 5:1

File Description	Document
List of students enrolled in the preceding academic year	View Document
List of full time teachers in the preceding academic year in the University	View Document
Institutional data in prescribed format (data Templates)	View Document

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

Response:

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 both on and off campus. 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, collage-making, rangoli, and so on. Various departments also organize competitions to showcase student creativity, such as the Save Planet for Children competition held by the Department of Pediatrics & Preventive Dentistry on 'Children Day celebration' and the Teeth arrangement, quiz, poster, and carving competition held by the Prosthodontics Department. The Department of Conservative Dentistry and Endodontic hosted a cooking without fire competition, an amalgam carving competition, a dental quiz competition, and a best out of waste competition on 'Conservative & Endodontics Day.' The oral medicine and radiology department hosted a poster making event on World No Tobacco Day. The department of Periodontology and oral implantology held a flower arrangement competition, a head gear contest, and a poetry competition on 'Periodontics Day.' Competitions on meme creating, wire bending, and the department of orthodontics' kavyostav- a new age poetry competition were held on "Orthodontics Day." The department of oral pathology hosts conferences, seminars, CDEs, workshops, debates, and guest lectures.

Within the college campus, students participate in a variety of indoor and outdoor games such as Table Tennis, Football, Cricket, and Badminton, for which the college has designated playing grounds and courts. Every year, the institution hosts "Sports Week" and "Cultural Week," in which

all students and professors participate enthusiastically. Each batch takes it upon them to bring honor to their peers and to continue the heritage of their forefathers.

The SDCRI also offers a well-kept Gymnasium with a gym trainer on staff. These facilities are open to students and faculty members who want to improve their physical fitness. In order to relieve stress, promote physical and psychological health, and lessen conflict, the students are also given thorough yoga training by an acclaimed yoga trainer on the college grounds. 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. The campus life of SDCRI is well-known for its amazing lush green surroundings.

File Description	Document
Link for Appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.3 Teaching- Learning Process

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

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

Response:

Teaching-learning process revolves around the needs, interests and capabilities of students.

PROJECT BASED LEARNING - 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.



PARTICIPATORY LEARNING- This practice encourages critical and creative thinking and enhances problem solving skills. Participation in open ended questioning during lectures and clinical postings are encouraged. Viva voce, case history discussions, quiz, dissertations in clinics encourages clear communication which helps the students to reassure them about the thoughts and ideas related to the subject.



INTEGRATED LEARNING- The students are engaged in the subject by active participation in the ongoing clinical procedures in the clinics. The students are being demonstrated on phantoms in preclinical classes. The students in clinics assist their senior faculty during minor and major procedures.



LEARNING IN THE HUMANITIES- Diversity exists among the students and the community which make students learn to respect and raise essence of giving back to the society and underprivileged. Dental van facility is provided by the college to conduct free check-up and treatment dental camps in rural areas. Blood donation camps are also conducted regularly. Currently two PHCs are setup in

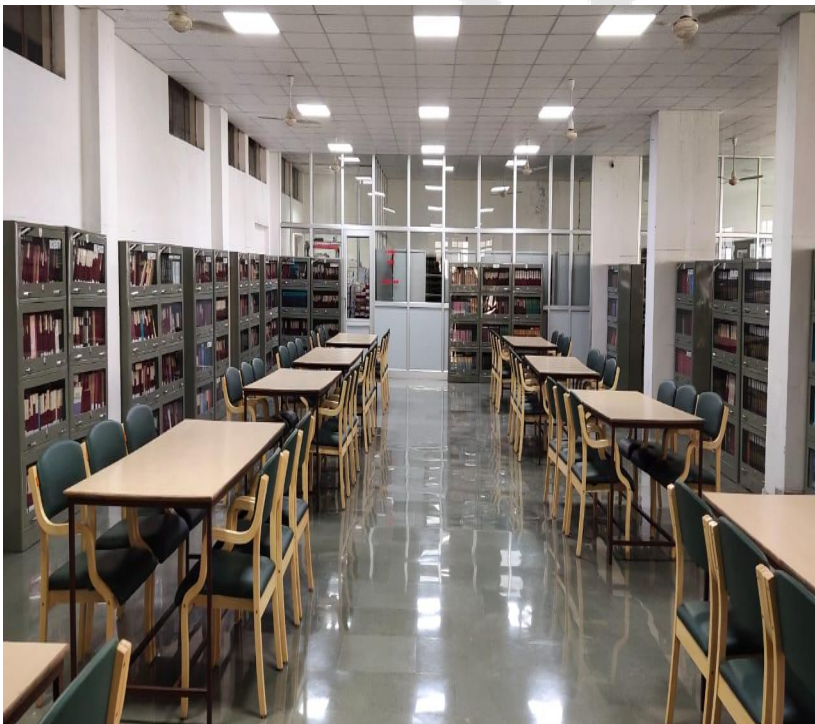


rural areas with fully equipped dental setup.

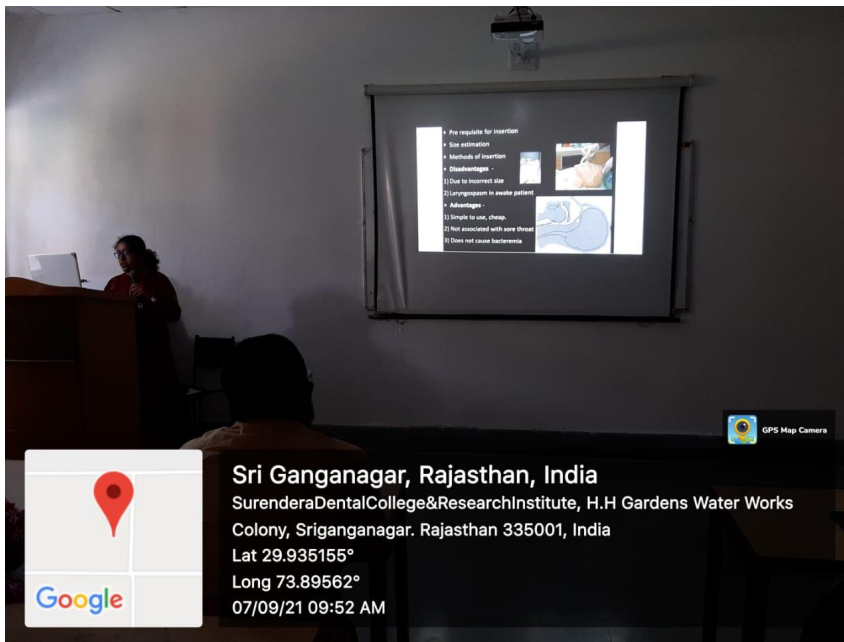




SELF DIRECTED LEARNING- Student reflections allow students to slow things down a bit and take one step back to analyse things. It also allows time for their brains to process what they have been learning without the help of others. Library online services i.e., erp system to assess online books and journal is provided to the students giving them an array of options to choose from according to their better understanding.

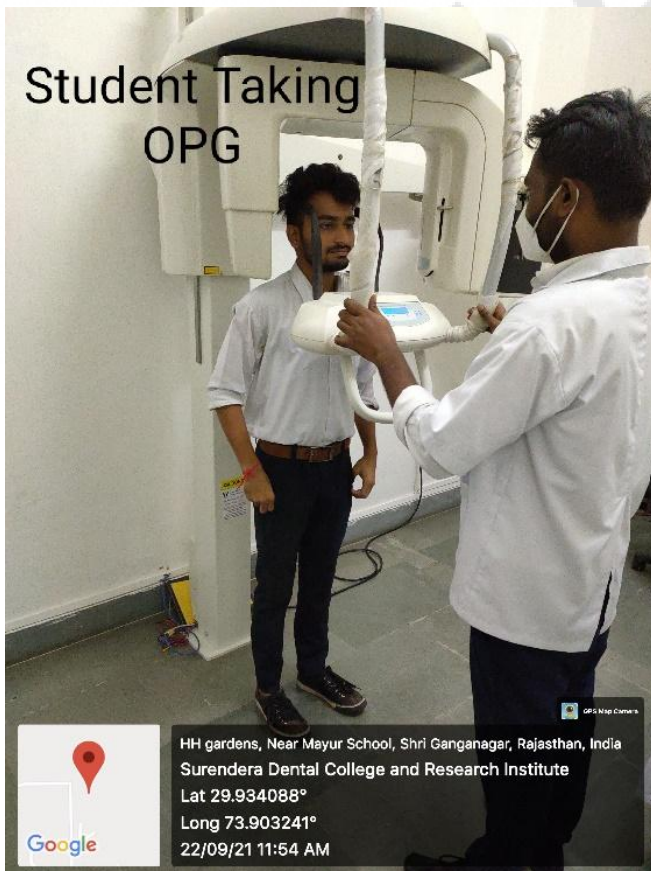


PROBLEM SOLVING LEARNING- All students are given assignments and some out of the box cognitive questions to take that one step ahead of their comfort zone and enhance understanding. Special clinical cases are assigned to UGs and PGs to implement their theoretical knowledge into clinical practise and discuss with senior faculty.



Sri Ganganagar, Rajasthan, India
SurenderaDentalCollege&ResearchInstitute, H.H Gardens Water Works
Colony, Sriganaganagar. Rajasthan 335001, India
Lat 29.935155°
Long 73.89562°
07/09/21 09:52 AM

PATIENT CENTRIC AND EVIDENCE BASED LEARNING- This helps students to see their important role in the larger world. They are given the chance to learn how valuable and fulfilling it can be to give back to others. By introducing them into the clinical practice in all dental specialities along with general medicine and surgery posting in general hospital as well.



HH gardens, Near Mayur School, Shri Ganganagar, Rajasthan, India
Surendera Dental College and Research Institute
Lat 29.934088°
Long 73.903241°
22/09/21 11:54 AM

ROLE PLAY- 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.



EXPERIENTIAL LEARNING- Hands-on learning is a form of experiential learning which involve students reflecting on their skill. Hands-on teaching on models related to dental implants, lasers, and basic life support are being conducted.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

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

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

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skill Laboratories	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document
Link for additional information	View Document

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

Response:

The information and communication technology (ICT) has been globally recognized as an integral part of the modern education system. ICTs are tools of growing importance in dentistry as well as they allow the use of new educational media that provide students with the practice of seeking and selecting information, learning independently and more autonomously and solving problems. The addition of ICT tools to the curricula is a way of stimulating, potentiating and improving their use. We, at Surendra Dental College, staunchly implant our learning and teaching programmes 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 IGBps internet bandwidth 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. 95% of the faculty use interactive methods for teaching such as seminars, group disc

ussions, assignments and Lab work. User friendly digital library system is available to all the students for access to national and international research networks, national datasets, e-learning, high speed access to the network resources and various e-journals. E-mail/SMS based updates to the parents on attendance and internal assessments are also performed. The college has its institutional official website designed for every academic support to the students. The website not only highlights the achievements of the college in the academic arena but it also enables the students to have easy access to various information and necessary links. When the Pandemic forced everything shut down, we attempted to engage the students by organizing lots of webinars which were very useful in giving the students exposure to the greater academic world by arranging lectures by eminent speakers. Many examinations are conducted through online MCQs. The ICT enabled teaching learning system has become a huge necessity during the Covid-19 Pandemic. Besides online classes through Zoom, Google meet, Whatsapp groups are created for every batch of students to keep easy communication among the teachers and students.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 29:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 20

File Description	Document
Log Book of mentor	View Document
Institutional data in prescribed format	View Document
Copy of circular pertaining the details of mentor and their allotted mentees	View Document
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	View Document
Link for any other information	View Document

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

Response:

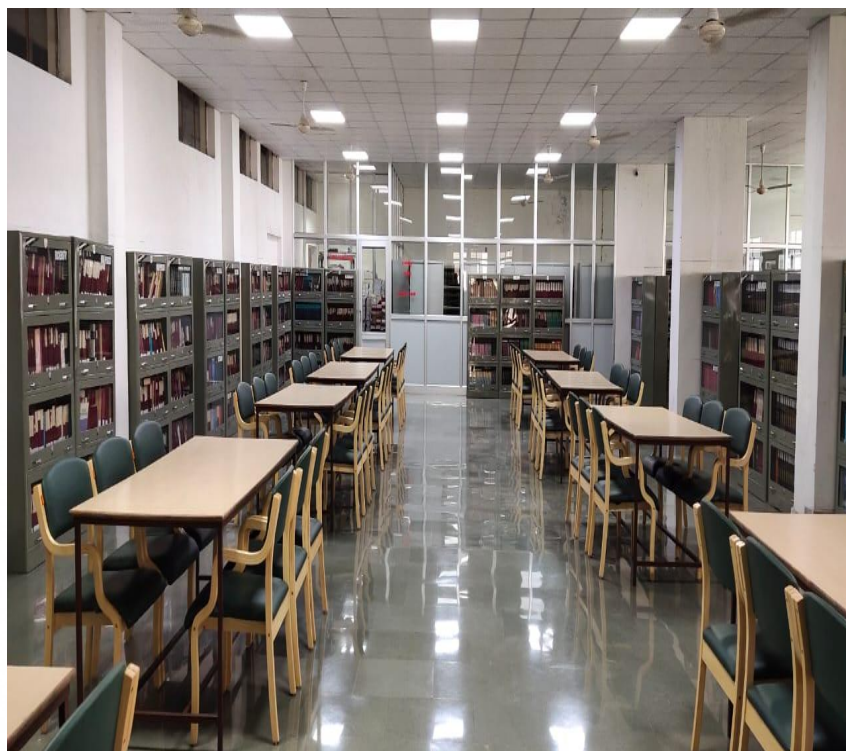
Surendra Dental College and Research Institute

H.H. Gardens, Sadulshaher road, Sri Ganganagar

Innovation through institutional library and Central Research Laboratory (CRL)-







Many of the main benefits students derive in college are associated with the library. Outside of lecture theatre, most students spend their time in the library where they study and exchange insights.

Students do their academic work / studies collaboratively in the carrels and study rooms of the library. The Library is constantly noting student use patterns and is attempting to accommodate by offering an inviting environment. We've made our library spaces more inviting, more personal. When you come in, you get the sense that someone cares about you as a student in that environment. It becomes sort of a home away from home.

More than ever, students are conducting thesis and independent research projects and other substantive academic work. In essence, this involves meeting in a faculty mentor's office, laboratory, research cell and spending research time in the library delving into archives, digital resources, using specialized search engines or accessing the expertise of a trained research librarian.

Developing Creativity –

- 1. Pilot Projects-** 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



1. Interdepartmental meets -

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. (Refer 1.2.1 for IDM's documentary evidence)

Boosting Analytic skills - 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 involve students reflecting on their skill. Hands-on teaching on models related to dental implants, lasers, and basic life support are being conducted.



File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	View Document

2.4 Teacher Profile and Quality

File Description	Document
2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years	
Response: 99.3	
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	View Document
Institutional data in prescribed format	View Document
Links for additional information	View Document

2.4.2 Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities.				
Response: 78.63				
2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.				
2020-21	2019-20	2018-19	2017-18	2016-17
108	97	82	63	54
File Description	Document			
Institutional data in prescribed format	View Document			
Copies of Guideship letters or authorization of research guide provide by the the university	View Document			
Link for additional information	View Document			

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)**Response:** 6.81**2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)**

Response: 797

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years**Response:** 42.67**2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
52	45	55	30	35

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years**Response:** 6.54**2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and**

student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	9	14	3

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document

2.5 Evaluation Process and Reforms

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

Response:

Response

2.5.1

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. SDC&RI offers admission into two academic courses. Admission into which is only taken through National level examination i.e. NEET UG for admission into BDS and NEET PG for MDS. Importance of an academic calendar comes into play as soon as an academic year starts. It marks the landmarks to be achieved in the said year by both the institute and student body. 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. Also for the faculty it is helpful in lecture planning, topics coverage, syllabus completion and timely preparation of assignment sheet to be handed over to the students. After each internal assessment the sheet evaluation and result declaration timeline has been set to 1 month.

File Description	Document
Link for dates of conduct of internal assessment examinations	View Document
Link for any other relevant information	View Document
Link for academic calendar	View Document

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

Response:

INTERNAL EXAMINATION RELATED GRIEVANCES REDRESSAL PROCESS

As per the dates announced to the students for paper viewing, re-evaluation 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 were done based on his or her performance. The answer sheets with discrepancies of re-totaling/re-evaluation were mended.

UNIVERSITY EXAMINATION RELATED GRIEVANCES REDRESSAL PROCESS

As per the dates announced to the students for re-evaluation and re-totaling by the university, students fill the form for re-evaluation and submit the hard copy of the same in college office. College forwards the form to the University for Re-evaluation.

File Description	Document
File for number of grievances regarding University examinations/Internal Evaluation	View Document
File for details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last five years	View Document
File for any other relevant information	View Document

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

Response:

Response 2.5.3

SDC&RI has introduced reforms in the examination process in a phased manner.

1. Examination Procedures:

(a) Pre-Examination Procedures:

- **Question bank system was not available, however now it is available at the examination cell.**
- **Manual paper setting was replaced by a digital paper setting and printing.**
- **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 in continuous morning and evening sessions, which is now replaced with separate days for theory and practical exams.**
- **Checking Plagiarism: URKUND software is in place to screen PG dissertations and research papers before submission.**

(c) Post-Examination Procedures:

- **Feedback forms from externals were not taken, which is now mandatory. This continuously improve our teaching-learning activities and evaluation mechanism.**
- **Only the provision for re-totalling was there. Presently students also get opportunity to re-evaluate their answer sheets.**

2. Processes integrating IT:

- **Examiners feedback forms are statistically analysed.**
- **Data for results are interpreted.**
- **Presentations are done with latest audio-visual aids.**

- **ZOOM is used for online classes.**

3. 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 to their parents, at Parents-teacher meetings by the respective departments and institutional heads.**
- **Marks secured in formative and summative examinations continuously analyzed for statistical correlation and feedback is presented before Board of examination.**

4. Competency-based assessment:

- **Weekly Class Assignments on topics covered during the week and in daily home assignments are given in class. This ensures that the student has paid attention in the classes and has also attempted all daily home assignments with the required rigor. These assignments have been found to have led to critical-thinking and self assessment in students.**

5. Workplace-based assessment:

- **Students are assessed on site by their supervisors while posted in OPD, clinical postings, wards, casualty, laboratories and OT.**

6. Self-Assessment:

- **Verbal questions administered to students at end of lectures, discussing ideal answers. Teachers discuss answer scripts of internal examinations.**
- **Students are encouraged for self-analysis continually from their own logbooks which are perused by the head of the department.**

7. OSCE/OSPE systems is occasionally used.

File Description	Document
Link for Information on examination reforms	View Document
Link for any other relevant information	View Document

Other Upload Files

1

[View Document](#)

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

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

Response: A. All of the above

File Description	Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

As per DCI norms, the following learning outcomes are expected from the students-

- 1. Adequate knowledge of the scientific foundations on which dentistry is based and good understanding of various relevant scientific methods, principles of biological functions and be able to evaluate and analyse scientifically various established facts and data.**

2. **Adequate knowledge of the development, structure and function of the teeth, mouth and jaws and associated tissues both in health and disease and their relationship and effect on general state of health and also bearing on physical and social well being of the patient.**
3. **Adequate knowledge of clinical disciplines and methods which provide a coherent picture of anomalies, lesions and diseases of the teeth, mouth and jaws and preventive diagnostic and therapeutic aspects of dentistry.**
4. **Able to diagnose and manage various common dental problems encountered in general dental practice keeping in mind the expectations and the right of the society to receive the best possible treatment available wherever possible.**
5. **Acquire the skill to prevent and manage complications if encountered while carrying out various surgical and other procedures.**
6. **Possess skill to carry out certain investigative procedures and ability to interpret laboratory findings.**

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

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

Response: 67.01

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	124	95	116	102

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

2020-21	2019-20	2018-19	2017-18	2016-17
55	158	150	171	158

File Description	Document
Trend analysis for the last five years in graphical form	View Document
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 Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	View Document
Institutional data in prescribed format	View Document

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

Response:

Program Specific Learning Outcomes

The institute has categorically formulated the learning objectives of each program and ensure to achieve the programmed goals. 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

Goals of BDS curriculum

At the completion of the undergraduate training program the graduate shall be competing in the following. –

- 1. General Skills– Apply Knowledge & skills in the day practice.**

2. Practice Management – Practice within the scope of one’s competence communication & community resources.

3. Patient Care – Diagnosis: Obtaining patient’s history in a methodical way, performing through clinical examination, selection and interpretation of clinical, radiological and other diagnostic information, arriving at provisional, differential diagnosis.

4. Patient Care – Treatment Planning

- **Integration multiple disciplines into an individual comprehensive sequence treatment plan using diagnostic and prognostic information.**

1. Patient Care – Treatment

- **Recognition and initial management of medical emergencies that may occur during dental treatment.**

- **Managing basic dental procedures**

ASSESSMENT PROCESSES

To achieve these objectives, the student assessed through following processes:

- 1. Objective Structure Clinical Evaluation**
- 2. Records/Log Book**
- 3. Scheme of clinical and practical examinations**
- 4. Viva voce**
- 5. Group Discussions**
- 6. End postings**
- 7. Written examination**

ASSESSMENT PROCESSES FOR POST GRADUATES:

- 1. REGULAR DISCUSSIONS**

2. JOURNAL REVIEW

3. SEMINARS

4. CLINICAL POSTINGS

5. CLINICO-PATHOLOGICAL CONFERENCE

6. TEACHING SKILLS

7. CONFERENCE / WORKSHOPS / ADVANCE COURSES

8. DISSERTATION / THESIS

9. A model overall assessment sheet to be filled by all the trainees undergoing post-graduate course is to be filled.

10. Written and practical assessment exam to be held after completion of 1 year during post graduate curriculum at institutional level. This assessment exam is on the lines of university pattern of exam.

The objective to be achieved by the candidate on completion of the course may be classified as under:-

(a) Knowledge (cognitive domain)

(b) skills (psycho motor domain)

(c) human values, ethical practice and communication abilities

Goals of BDS curriculum

At the completion of the undergraduate training program the graduate shall be competing in the following. –

1. General Skills

2. Practice Management

3. Patient Care

4. Patient Care – Treatment Planning

5. Patient Care – Treatment

File Description	Document
Link for programme-specific learning outcomes	View Document
Link for any other relevant information	View Document

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

Response:

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 Surendera 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 first Internal assessments. There are brief meetings, lasting about 10-30 minutes. Meetings are typically scheduled 1 to 2 months in advance. The main focus of parent-teacher meeting is to be learning, it's also important to discuss factors that can affect learning, such as students' behavioural and social development. College staff who support students' learning also attend the conference, too. Some teachers like students to attend part of the meeting to show that parents and educators are both part of the instructional team. Students assignments and assessments data are shared with parents and they are asked to support there children's learning process. Parents are reminded that they'll be able to ask questions, because an effective parent-teacher meeting is a two-way conversation about students. They are also reminded to be respectful of other parents' time, and be clear that time slots won't be extended if parents arrive late. The goal of this meeting is to share information about students' academic progress and growth and how their child interacts in the college environment. All parents are proud of their kids and want to hear about their child's strengths as well as challenges, so we make sure to discuss both. The chairman control the time for each agenda item to ensure that the meeting finishes on time. Minutes are then made ready within 7 days after the meeting and sent to the chairman for perusal and approval.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.74

NAAC

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 24.9

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	27	27	19	27

File Description	Document
List of full time teacher during the last five years	View Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the university	View Document
Any additional information	View Document

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

Response: 9.04

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	6	12	11	8

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-

governmental agencies during the last five years**Response:** 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

3.2 Innovation Ecosystem**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge****Response:****3.2.1****Response:**

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 supported extramural and intramural research projects/dissertations/internship training/short studies of students. Contract researches are also conducted by CRL. CRL promotes quality in scientific reporting (manuscript preparation and publications in peer-reviewed national and international journals), thesis

compilation, synopsis and summary preparation, and grant/proposal writing with the assistance of a scientific writing team that is comprised of professionally experienced scientific writers. Professional experts provide abetment in a scientific presentation in conferences, seminars, and continuing dental/medical education (CDE) programs. CRL also organizes training programs, CDE, symposiums, workshops, seminars, and conferences regularly thus boosting the ongoing research activities.

VISION OF CRL at SDC&RI

- 1. To conjugate bench-to-bedside gap using translational research**
- 2. To stimulate and upgrade research activities of dentistry and life sciences.**
- 3. To elevate the quality of research and its application in academics.**
- 4. To assist students, researchers, and academicians with their bench-work.**
- 5. To circulate latest multidisciplinary knowledge to students, researchers, and academicians through scientific and academic events.**
- 6. To contribute to scientific publications in the field of medicine, dentistry, and life sciences.**
- 7. To contribute to R&D activities in a competent and timely manner.**

AREAS OF RESEARCH

- Use of concentrated growth factors in periodontal diseases**
- Platelet-rich Fibrin and platelet-rich plasma for maxillofacial diseases**
- Oral Enterobacteriaceae and orthodontic brackets**
- Study of different intracanal medicaments in immature teeth**
- Different file systems in deciduous and permanent dentition**
- Diode laser for occlusion of dentinal tubules**
- Gingival and apical microleakage in deciduous dentition – different sealing agent**
- Squamous cell carcinoma and yeast microflora**
- Biofilms on dentures**

- **Efficacy of different file systems for calcium hydroxide removal**

CONFERENCE ROOM

1. **Fully-equipped conference room with LCD Projector and high-speed internet facility library.**
2. **CRL's library contains an extensive collection of medical, dental, and life science journals.**

FACILITIES

1. **Academic Facilities**
2. **Infrastructure Facilities**
3. **Recreational Facilities**

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

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

Response: 25

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	6	5	0

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Research Publications and Awards

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

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

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0.05

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

Response: 2

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

Response: 38

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0

File Description	Document
Institutional data in prescribed forma	View Document
Link for Additional Information	View Document

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

Response: 0

File Description	Document
Institutional data in prescribed format	View Document

3.4 Extension Activities

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

Response: 143

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	19	10	47	51

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
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 Document

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

Response: 31.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
361	159	20	188	188

File Description	Document
Institutional data in prescribed forma	View Document
Link for additional information	View Document

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

Response:

3.4.3

Response:

Surendra Dental College & Research Institute is instrumental in inculcating values and commitment to society through learning activities. This is visible through oral health screening and treatment camps, health awareness campaigns, tree plantation programs etc.

In addition, SDC&RI has always stood up to help the needy during any natural calamities like the Nepal earthquake, COVID-19 pandemic. In all SDC&RI has organized 250 community-based extension activities within the last 5 years with the participation of staff and students.

The various initiatives were recognized on various platforms by government and non-governmental agencies with several awards:

1. The college received appreciation from the Rotary Club, Sri Ganganagar for successfully conducting free LN 4 prosthetic hand distribution camp where 100 amputees were benefited on 7th April 2018 on occasion of world Health day.
2. BDS Students have participated in Swachh Bharat Internship to amplify mass awareness on cleanliness at rural areas in 2018.
3. The Institute got empanelled in 2017 for Bhamashah Swasthya Bima Yojna, a government aided health insurance and reached to several thousand patients. Now the scheme has been merged with central health scheme i.e., Ayushman Bharat Mahatma Gandhi Rajasthan Swasthya Bima Yojna for which the empanelment process is going on.
4. The Institute got empanelled in 2017 for a government aided Ex-Servicemen Contributory Health Scheme. This Scheme aims to provide medicare to Ex-servicemen pensioner and their dependents.
5. The college received appreciation from the Rotary Club, Sri Ganganagar for successfully conducting free LN 4 prosthetic hand distribution camp where 50 amputees were benefited on 7th July 2019.
6. The department of Prosthodontics received 10,000/- from incentive Indian Prosthodontic Society for conducting Free denture camp on 19th and 20th February 2020 at Abohar, Punjab where 48 complete dentures were delivered free of cost to geriatric patients.

To sum up, SDC&RI being a Dental institute, has received high credibility among the public, government and non-government organizations for their selfless contribution at national and state level extension/outreach activities.

File Description	Document
Link for list of awards for extension activities in the last 5 year	View Document
Link for any other relevant information	View Document
Link for e-copies of the award letters	View Document

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

Response:

3.4.4

Response:

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.

Government aided health schemes-

During last year we have been empaneled for Bhamashah Swsthya BimaYojna, a government aided health insurance scheme which is now linked with the flagship program of Central Government Ayushman Bharat.

SDC&RI has conducted 250 extension and outreach activities over the last five years with the help of an average of 186 students per year.

Philanthropic initiatives: 1. Disaster relief: Students in the wake of unprecedented Earthquake in Nepal and COVID-19 pandemic.

To implement various social schemes under Institutional social responsibility, SDC&RI has spent Rs. 4,00,750 during last 5 years.

File Description	Document
Any additional information	View Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

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

Response: 0.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	1	1

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document

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

Response: 10

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

Response: 10

File Description	Document
Institutional data in prescribed format	View Document

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

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 well-furnished 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. There is 01 museum there in the campus. All the laboratories are well equipped with adequate infrastructure to address special challenges in research & advanced training of health professionals. Research lab is available in the campus.

Skill Lab- the campus have well equipped skill lab. CPR mannequins are available for BLS training which is regularly held for faculty, students, nursing & paramedical staff.

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

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

Response:

4.1.2

Response

Surendra 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.

Name of sports facility	Number	Area (sqft.)
Cricket/ Football ground	01	160000
Volleyball ground	01	1800
Lawn Tennis court	01	2808
Badminton Court	03	2640
Recreation room	01	1000
Yoga/Aerobics Centre	01	2000
Basketball Court	01	6542

Facilities for cultural activities

Yoga/Aerobics center is available in the campus with capacity of 20-30 in batches. The state of art facilities as shown above is also used by other associations to organize tournaments and cultural events like RYLA etc.

Facilities for cultural activities

Name of facility	Area	Sitting capacity
Open Theatre	9600	500

File Description	Document
Link for list of available sports and cultural facilities	View Document
Link for geotagged photographs	View Document
Link for any other relevant information	View Document

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

Response

The institution provides its students with following general facilities-

- **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.**
- **Both the hostels have common mess area on the ground floor with four time meal facilities and fresh and healthy food is provided to the students taking care of all the nutritional needs of students. There is strict control over overall hygiene and quality of food served. A variety of food is served considering the needs of students from diverse cultures.**
- **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.
- SDCRI Is attached with in campus General Hospital with Round the clock facilities of Emergency, Maxillofacial Trauma and Maxillofacial Space Infection and other dental emergencies. Attached Hospital facilitates emergency care to patients and also staff or students at any given point in time.
- Canteen with total seating capacity of 40-50 which remains open from 8 am to 10 pm.
- Round the clock In-campus ATM Facility is available of Punjab National Bank.
- Campuses are barrier free for Divyangjan (Specially abled) in the form of ramps, railings, lifts, wheel chairs etc
- Spacious Two Wheeler and Four wheeler parking facility is available separately with adequate shading and security.
- Properly built road present in all over the campus
- 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	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

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

Response: 11.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
61.32	74.42	167.26	59.71	37.91

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

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.

Latest equipment's for patient care are available in all the concerned departments.

There is 24 hr in-house pharmacy run by the hospital which caters to the needs of the patient for medicines and surgical items

Department of oral medicine and radiology is equipped with following machineries, which are handled by trained staff under the guidance of qualified doctors:

1.OPG MACHINE

2.DIGITAL XRAY MACHINE

3.RVG

Central pathology services are available for pathology, histopathology, biochemistry, hematology, microbiology, cytology. These respective investigations are performed by trained and qualified staff with modern machineries.

Laboratory is equipped with chemistry analyzer, blood gas analyzer, hematology cell counter, elisa reader and histokinesis facility. Whole range of tests such as ELISA, western blot test, CD4/CD8 count, PCR etc for detection of HIV and STD Diseases are done.

Other ancillary services include facility of mobile dental van and community health centers located at 8A and Sadhuwali.

Campuses are barrier free for Divyangjan (specially abled) in the form of ramps, railings, lifts, wheel chair etc

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document

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

Response: 124986.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
60200	137164	134346	134950	135778

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

2020-21	2019-20	2018-19	2017-18	2016-17
2096	5111	5241	5027	5019

File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	View Document
Institutional data in prescribed format	View Document
Link to hospital records / Hospital Management Information System	View Document

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

Response: 470

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

2020-21	2019-20	2018-19	2017-18	2016-17
353	365	430	428	393

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

2020-21	2019-20	2018-19	2017-18	2016-17
81	73	73	73	81

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House and Herbal Garden (in house OR hired) per year based on time-table and attendance	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House and Herbal Garden	View Document
Any additional information	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

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

Response:

Surendra Management System has a college library management system that manages and stores the books information electronically. It was introduced in 2018. It took one year time to digitalise the library from manual to automation.

Surendera Management System allows you to easily search Books, Authors, Title, Accession Number, and Publication. This system has a capability to filter data based on various categories. In this software, the user interface is configurable and adaptable. It provides cataloguing, searching, member/patron management, an acquisition system and circulation (issues and returns).

Students and faculties can register, create profile and access their account information easily through this software. It also enables the members to navigate the system, search the books, E-journals and E- Books. There are around 5923 books and 6990 journals. This system has helped us by increasing the efficiency of Library Staff, save their administration time, go green with less paper use, lead students and faculty to accesses book from their comfort zone and lead to better education experience of the staff and the students as well.

The salient features of Surendera Management system are-

- **A full featured modern integrated library software.**
- **OPAC (Online Public Access Catalogue).**
- **Full Catalogue, circulation, acquisition and library stock verification.**
- **It is based on Barcode system.**
- **Easily accessible**
- **It provides speedy and wide access to information**
- **It saves time**
- **It works as an anti-theft**
- **Systematic order of books**
- **Generate reports**
- **Information can be retrieved**
- **The database is maintained by all users**

File Description	Document
Link for any other relevant information	View Document
Link for geotagged photographs of library facilities	View Document

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

Response:

In view of the requirements of the students, according to the college, there is a large well-equipped 9000 square feet library in the institute. Appropriate arrangements for students in the journal section two reading rooms in the library for readers. The computer lab of the library building has 8 computer network facilities for the use of the students. Journal section, reference books section, text books section, book binding section, micro film reading room, library store and stocking room, audio visual room these are the following sections of the library. 6154 books of different subjects are available in the library for the use of different departments. Different author's books related to each department are in the library. human anatomy 645, human histology 104, human osteology 90, human embryology 68, human physiology 454, biochemistry 314, dental material 294, MCQS 49, General pathology 98, Oral pathology 278, DADH 228, microbiology 180, pharmacology 208, General medicine 257, general surgery 204, oral surgery 406, conservative & Endodontic 399, orthodontics 232, periodontics 179, prosthodontics 283, Oral medicine & radiology 235, pedodontics 143, Public health Dentistry 252, dictionary 23, Other books 213, . There are 1269 volumes of reference books. The library currently houses 27 international, 15 national hard copies and 60 types national back issue journals & 72 types international back issue journals. More than 6000 total hard copies of the journals are available.

Library timing: - In view of the student interest of the hostel, the library time has been kept for 12 hours, so the library is open from 9:00 am to 9:00 pm.

Library staff: - At different times, 2 qualified librarians are serving their first 9:00 am to 6:00 pm second 12:00 am to 9:00 pm. Other employees are also working as sweeper, book lifter, guard, fourth class employees.

REPROGRAPHY:-The students do not have to go out to the library to download from the net or copy the documentary photos according to their requirement.

Library infrastructure the library is well-lighted and ventilated additionally it is equipped with furniture, fans, and quiet environment, suitable arrangements for the study of students. It can accommodate 220 students

Book bank facility: - Book bank facility is maintained keeping in view the requirement of students.

The library has 4672 textbooks, 1269 reference books, 213 non-books.

Periodical: - 42 journals, 27 international, 15 national journal hard copies of the journals

The library is equipped with a fire extinguisher to prevent any kind of arson.

Our library is a computerized library. Students are issued books on software from the ID card every book is bar-coded and can be scanned with computer software. Entry of each book is available in software. However, a manual record has also been kept to keep it safe from technical fault.

The Library Advisory Committee periodically inspects the library; helps in making arrangements, Books are purchased by the committee by making a budget as per the requirement of the library. The Library Advisory Committee determines the budget of the library.

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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed sormat	View Document
E-copy of subscription letter/member ship letter or related document with the mention of year	View Document
Link for additional information	View Document

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

Response: 15.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
12.26	6.4	12.68	18.73	27.44

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document
Links for additional information	View Document

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

Response:

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 peer-reviewed 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. In addition, web link to a number of e-resources and prominent health science institutions/universities in the country and their libraries have been added such as; Shodhganga (Digital Repository of Indian Electronic Theses and Dissertations), MEDLINE Complete, CINAHL Full-Text, and Library and Information Science & Technology (LISA) have been provided. A library orientation session is organised for all fresh students to address all the facilities and rules. All issues of SDC “Journal of updates in dentistry” published so far have been uploaded on the website in order to make them electronically accessible across the globe for the students, faculty and visitors. The website is updated regularly and provides e-learning material to students for quick recaps. The Library is a well-equipped Virtual Learning Centre (E-Library), with excellent state-of-art computer facilities including over 7 internet connected computer terminals, each provided by email facility and access to e-material and e-resources. Besides internet/online facilities, the desktop access in various departments and multiuser access with regard to library management software at E-Library has been set up. The online public access catalogue (OPAC) helps the reader in searching the document of the choice and their availability in central and department libraries within the campus. The library collection is about 5941 total books (1269 reference books 4459 Text books & 213 other books). 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.

Library has a welcoming, peaceful and well lit ambiance for students to focus. A user register is maintained to record library visitors

File Description	Document
Link for details of learner sessions / Library user programmes organized	View Document
Link for details of library usage by teachers and students	View Document
Link for any other relevant information	View Document

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

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to additional information	View Document

4.4 IT Infrastructure

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

Response: 59.09

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

Response: 13

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

Response: 22

File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Consolidated list duly certified by the Head of the institution	View Document

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

Response:

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. Significant elements of the IT upgrades done in last 5 years are as follows:

- 1.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 high-speed 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.**
- 6.Smart Class Rooms have been made equipped with Interactive White Board with high-end acoustics and AC.**
- 7.LCD projectors have been installed in all the Lecture Halls/Class Rooms to undertake Computer-Aided Teaching/Learning as well as for presentations.**
- 8.Computer systems are in the possession of Institution. The computer systems are connected with wired LAN and equipped with upgraded and sufficiently good processors (minimum configuration dual-core processors); additionally Wi-Fi Network is operational in the entire campus of SDCRI with the collaboration of BSNL and Jio.**

9. **The entire campus is under CCTV Surveillance System and CCTV hardware is update and maintained with incoming technology.**
10. **Biometric Attendance system is maintained.**
11. **The library and information services activities have been made fully automated using in Built application with integrated In/Out system.**
12. **The IT department is responsible for the regular maintenance of the dynamic website of the Institute as well as its administration.**
13. **The Institution deploys and upgrades the IT infrastructure and associated facilities whenever required. IT Department maintains the record of requirements received from Heads of Departments for implementation according to the budgetary allocations. After seeking the financial approval, quotations are invited followed by their scrutiny based on the configurations, cost, service, etc. The order for procurement is finalized and approved by BOM.**
14. **Routine maintenance of computers, peripherals, network devices, servers, etc. is carried out by the staff members of the department of IT.**
15. **Webhosting have been updated to a more secure cloud server in order to prevent hacking attacks and loss of data.**

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	View Document
Link for any other relevant information	View Document

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

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.5 Maintenance of Campus Infrastructure

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

Response: 2.22

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

2020-21	2019-20	2018-19	2017-18	2016-17
4.62	17.51	14.95	19.63	16.85

File Description	Document
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	View Document
Institutional data in prescribed format	View Document

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

Response:

4.5.2

Response-

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.

The College Infrastructure and campus facilities contain civil department, electrical department, water sewage department, transport department and security section. Dental college building unit have two blocks. Separate hostels for boys and girls along with Staff quarters, One Central Air Conditioned Auditorium (under construction) with 500 seating capacity and green and clean college campus.

Maintenance of lab equipment is handled by lab technicians. Major laboratory equipment's has been serviced or repaired by authorized servicing agencies. 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.

Surendera 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.

- Civil maintenance
- Supervisor - maintain vehicle running log data and fuel consumption
- Civil engineer- building development and repairs
- Plumber- water and sewerage maintenance
- Electrician- electrical work and generator repair work
- Gardner- garden and greenery maintenance

- **Drivers - vehicle maintenance and cleanliness**
- **Sweepers -cleanliness and dusting**
- **Runner- To fulfill daily requirement of supervisors for maintenance work**

- **AMC- The lifts and water purifiers are covered under company based AMC.**

- **Maintenance for major lab equipment, generator, air conditioners, CCTV, computers and server, up-gradation and maintenance of computers college website, biometric services, hardware maintenance and networking equipment including internet connectivity takes place as and when issues arise, the institution has set specialist for each sectors mentioned for efficient upkeep.**

- **Library maintenance**
- **Librarian- maintain archives of books and journals, regularly updates with new editions and updating Surendera library management system (SLMS)**
- **Assistant- maintain log activity of students and staff photocopy machine**

- **IT team is deployed to maintain hardware and software surrounding the institution, issue exceeding their capabilities is sent to suppliers for repairs with knowledge on BOM.**

- **Security - security guards are responsible for lockdown of the college at prescribed timing to prevent mishap.**

File Description	Document
Link for minutes of the meetings of the Maintenance Committee	View Document
Link for log book or other records regarding maintenance works	View Document
Link for any other relevant information	View Document

NAAC

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 4.99

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	33	29	27	15

File Description	Document
List of students who received scholarships/freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Attested copies of the sanction letters from the sanctioning authorities	View Document
Link for Additional Information	View Document

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Detailed report of the Capacity enhancement programs and other skill development schemes	View Document
Link to Institutional website	View Document
Link for additional information	View Document

5.1.3 Average percentage of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 8.11

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

2020-21	2019-20	2018-19	2017-18	2016-17
36	32	27	58	78

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document
Link for additional information	View Document

5.1.4 The Institution has an active international student cell to facilitate study in India program etc.,

Response:

5.1.4

Response:

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 Surendera Dental College and Research Institute, the Cell is led by the Director Principal, Staff, and Students' Welfare Committee.

Objectives

- 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.**

The Procedure:

- 1. The Student Welfare Committee organizes the activities of international students for their commute, to Surendera Dental College.**
- 2. During their stay in India, the executive office of Surendera Dental College and Research Institute can help them complete visa processes, obtain a police NOC, and register as a foreign student.**
- 3. Alumni members of the SDC&RI alumni society who live abroad play an important role in disseminating information to their international counterparts.**

Activities

- 1. The Cell assists scholars in using the internet for a variety of programmes and patient care facilities under SDC&RI.**
- 2. Ongoing mentor support assists international students in blending in with the other scholars and making their stay on campus comfortable and enjoyable.**
- 3. The International Students Cell of the institute disseminated essential information via the website**

and booklets about railway and other routes to reach the campus and also provides maps of Sri Ganganagar.

5. The Cell promotes the student council on campus to work with international students in a true globalization attitude.

6. There are student exchange programmes available within India for international students to have an all-rounder experience, following institutions are connected with us:

1.) Sri Guru Ram Das Institute Of Medical Sciences & Research, Amritsar, Punjab, India, 14300

2.) Pratham Diagnostic Centre, Sri Ganganagar, 2-A-2 Sukharia Nagar

3.) Regional Cancer Treatment and Research Centre of Acharya Tusi

4.) Bikaner's S.P.Medical College and A.G. of Hospital.

File Description	Document
Any additional information	View Document
Link for Any other relevant information	View Document
Link for international student cell	View Document

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View Document
Institutional data in prescribed format	View Document
Circular/web-link/ committee report justifying the objective of the metric	View Document
Link for Additional Information	View Document

5.2 Student Progression

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

Response: 6.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
7.08	4.7	6	10.9	7.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
127	127	100	119	127

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 8.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	11	9	6	3

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document
Link for Additional Information	View Document

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

Response: 15.91

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

Response: 14

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

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

Response: 145

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	2	60	6	27

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

Other Upload Files

1	View Document
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5.3.2 Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

The Student Councils are, inevitably, a vital lot of SDCRI. The representatives of every council are elected by the overall majority.

Integrants of Student Council Body

- General Secretary,
- Cultural secretary,
- Sports secretary,
- Class Representatives (Male & Female) etc.

Objectives:

- To enhance communication between students and institution staff.
- To build an environment conducive to educational and private development.
- To promote friendship and harmony among students.
- To represent views of the scholars on matters of general concern to the institution

Functions:

- To officially represent all the scholars within the Institute.
- To identify and help solve problems encountered by students within the Institute.
- To represent students altogether relevant institute committees as like hostel committee, mess committee,
- IQAC, college council, etc.
- To Contribute / Participate in camps / Medical Check-ups to inculcate social values in students. To organize Sports and Cultural events for college students. To celebrate days of importance and participate in various extension activities in coordination with NSS. The Student Councils make efforts to attach with the Alumni Association to make sure that the alumni stay connected to the school using social media networking for the event of the institute.

Curricular & Extra-Curricular Activities:

With the associative educational bodies and guidance from the concerned school authorities, the student Council conducts enormous activities, to encourage the students in the direction of co-curricular 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 annual art programs, cultural programs, annual sports meet, farewell to outgoing students, alumni meet, and so on. These cultural programs gradually build the trait of peer support and integrity among students. All the constituent units conduct an annual festival on campus and National Undergraduate Research Projects.

Conferences

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. The Student Councils have toiled to compile the creative abilities of the scholars by releasing a Student Magazine. 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 student council also functions as a lively member of the Bioethics Committee and helps in the functioning of the internal quality assurance cell. 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	Document
Any additional information	View Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document
2	View Document

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

Response: 5

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

the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	8	4	4	4

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document

5.4 Alumni Engagement

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

Response:

Surendra 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.

Surendra 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.

The College itself has a dedicated Alumni and Public Relations Office, headed by an Alumni and Public Relations Officer. Academic Departments of the College, and the Halls of Residence, also conduct periodical alumni reunions. The College has initiated a unique program to honour and felicitate alumni who have significantly distinguished themselves in their field. Many of the alumni of our College are in good positions in the Government and top organizations in the Country and across the world. Some of them come forward on a regular basis to meet the students and offer career counselling and advice. The alumni are invited for lectures by various Departments to give students a picture of the industry and latest developments in their field

Additionally, such groups often support new alumni, and provide a forum to form new friendships and business relationships with people of similar background.

Surendera Dental College & Research Institute, Sri Ganganagar has recently applied for Alumni Association registration. for which, the meetings will be held then onwards. All the funds has been collected and generated by the institution, which will be consumed for the association as and when required.

File Description	Document
Any additional information	View Document
Link for details of Alumni Association activities	View Document
Link for audited statement of accounts of the Alumni Association	View Document
Link for Additional Information	View Document
Lin for quantum of financial contribution	View Document
Link for frequency of meetings of Alumni Association with minutes	View Document

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

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

Response: E. Any one of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Link for Additional Information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

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. There is a clear orientation and direction to research in all 9 specialities and ICT enabled teaching methods are in place. SDC&RI has a rich academic program with committed faculty members, well organized curriculum planning and annual calendar, continuous process of professional learning through a monthly clinical grand round, frequent continuous dental education programs and guest lectures, both national and international. It is appreciable that our students are frequent rank holders at University level and have also achieved positions in scientific presentations in conferences and conventions.

The management has a clear focus on the institutional vision, mission and objectives. The management has a strong commitment towards participatory management and empowerment of staff in institutional functioning. Various committees have been embodied to resolve grievances and complaints. The process of developing a perspective plan is coordinated between all stakeholders. Professional development of faculty is encouraged. Being a self financed institution, there is adequate mobilization of funds to meet the day to day requirements and the budgets. An internal quality audit program is in place and is structured in a feedback loop mechanism to continuously evolve and modify the academic tone and tenor of the institution. Best practices are encouraged, fostered and promoted in all spheres of function. The SDC&RI clearly stands out as a progressive institution with a comprehensive academic profile and significant achievements. A distinctive and committed management, empowered senior leadership and active participation of an internationally and nationally acknowledged faculty give it a special place in institutions of higher learning. The authorities are keen to project these institutions on the world map. The vision and mission of creating healthcare professionals for tomorrow stands realized in its day to day functioning. Progress, transparency and commitment to academic excellence define us today.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for achievements which led to Institutional excellence	View Document

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

Response:

Decentralization:

Institute has a mechanism for delegating authority and providing operational autonomy to all the various functionaries to work towards decentralized governance system.

1. Principal Level:

- 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.

2. Faculty Level:

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.

3. Student Level:

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.**

Research centre is managed by the efforts of faculty members.

Faculty members organize and participate actively in various conventions/conferences/ workshops/CDES Operational level:

- All the staff members actively participate in implementing the policies, procedures, and framework designed by the management in order to maintain and achieve the quality standards.

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

Outcome: The institute encourages teachers, students, parents, employers, alumni, staff, class coordinators and class representatives to share their ideas and suggestions through proper channels i.e through parent teacher meet, alumni meet, faculty student meetings, student feedback system, and through other various committee meetings. The inputs are reviewed and those which are in line with our institute's Vision and Mission Statements are considered for the decision making

File Description	Document
Link for additional information	View Document
Link for relevant information / documents	View Document

6.2 Strategy Development and Deployment

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

Response:

6.2.1

Organizational Structure:

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.

Strategic Planning:

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.**
- **To strictly adhere to the curriculum and academic calendar put forth by the regulatory bodies year on year and there by achieve the student attributes and learning objectives and prepare the students for a successful career.**
- **To achieve high accreditation from recognised bodies in India.**
- **To constitute Internal Quality Assurance Cell (IQAC) and other committees.**
- **To conduct 5-10 programs, this includes CDE, FDP, workshops and Seminars etc every year and ensures staff registration.**
- **To enhance research capabilities and obtain approved projects and publications in peer reviewed journals in five years.**
- **To improve patient inflow by year on year through**

a) Patient focus care - Comprehensive clinic,

b) Training students / staff in patient management.

- **To administer the growth and achievement of these objectives, the same are reviewed cyclically by the Principal, Heads of the departments and Management.**
- **To ensure clarity among the departments in terms of contribution expected from each of them towards the achievement of institutional objectives, the institutional objectives have been appropriately deployed among all of them, as department level objectives.**
- **To install all the mandatory committees and install coordinators to maintain governance at higher level. The department level learning objectives will be monitored by the HODs in the monthly departmental meetings. Summary of these reviews will be submitted quarterly in the form of Evaluative report to the Principal and Management for information and necessary support.**
- **As, Going Digital, is the order of the day and also it is considered to be essential for quick and speedy decisions in the dynamic or turbulent environment, digitization of the processes in a structured manner is also taken as one of the key elements of the strategic plan. Dental Management System, Learning Management System, Store Management System, Fees Management System and Employment Management System to be implemented in phased manner.**

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

File Description	Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Policy documents	View Document
Institutional data in prescribed format	View Document

6.3 Faculty Empowerment Strategies

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

Response:

SDCRI Policy Documents on staff Welfare Measure

1. Statement

Surendra Dental College and research Institute, Sri Ganganagar is committed to provide a

compassionate, transparent, conducive working ambience for all its employees, thereby enabling them to act to their fullest potential in the interest of the organization and society.

2. Goal

To provide clear directives for staff welfare measures, outlining the responsibilities off the employer and the employees.

3. Responsibilities of Employer

3.1 The institution is aware of employment laws and regulation enforces and abides by them.

3.2 The institution lays emphasis on a transparent professional relationship and communication with its employee.

3.3 There will not be any discrimination based on gender, religion, race or disabilities.

3.4 It ensures that all Staffs are provided with equal opportunities at workplace.

3.5 It provides an effective grievance redressal mechanism.

3.6 It offers confidential support to its employee whenever needed, identify practical solution with effective counselling.

3.7 It provides appropriate liasoning with external organization oblique institution in the interest of its employees

4. Responsibilities of the employee

4.1 All staff members should be concerned with their own welfare at workplace.

4.2 They should be aware of the administrative hierarchy for redressal of their problem.

4.3 They should also be responsible for the welfare of their colleagues at workplace.

4.4 The employee will cooperate with any endeavour undertaken by the institution in the interest of the stakeholders.

5. Welfare measures include

5.1 Leave

5.2 Campus accommodation

5.4 Health care facilities at subsidised rate

5.5 Financial support

5.6 Re-creational facilities**5.7 Research and training opportunities****5.8 Appraisal link incentives****6. Monitoring and review**

The said policy will be monitored and periodically reviewed by BOM

File Description	Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	View Document

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

Response: 4.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	3	4	11

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Institutional data in prescribed format	View Document

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

Response: 3.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	4	5	2

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document

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

Response: 13.51

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

2020-21	2019-20	2018-19	2017-18	2016-17
17	31	14	8	3

File Description	Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document

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

Response:

Performance Appraisal System

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.

Objectives

- 1. To concentrate on the development of individual employees as well as the institution's objectives.**
- 2. To determine an individual's strengths and weaknesses.**
- 3. To determine where improvements in training and development are needed.**
- 4. To identify employees who have the capacity to advance in their roles and responsibilities.**

Performance evaluation process:

The Management and the Principal have identified key performance indicators (KPI): On the basis of which the faculty performance will be evaluated

1. Academic competency

1. Subject mastery

2. Classroom effectiveness- student's attendance and involvement

3. Innovative teaching aids

4. Pass percentage of students in subject taught

5. Student feedback

6. New initiatives by the staff

7. Additional responsibilities**2. Research activities****1. Research initiatives****2. Publishing activities, paper presentation****3. Updating of knowledge by attending conference and workshop etc****3. Behavioral attitude****1. Attitude/flexibility and adaptability****2. Work relations****3. Commitment to achieve goals****4. Punctuality****5. Attendance****6. Dependability****For Non-Teaching staff**

Non-teaching, administrative, and technical employees play a critical role in the efficient operation of an institution; as a result, performance evaluations are conducted to assess their strengths and weaknesses. The Heads of Department fill out a performance appraisal form to report on the non-teaching staff's performance, with an emphasis on punctuality, efficiency, and soft skills. After that, they're sent to The Principal for review. Management then decides on non-teaching staff increments/promotions based on the Principal's proposal.

File Description	Document
Any additional information	View Document
Link for performance Appraisal System	View Document
Link for any other relevant information	View Document

6.4 Financial Management and Resource Mobilization**6.4.1 Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

Response:

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 Surendera Dental College and Research Institute, which is a self-financed institution. Income is generated from a variety of sources, including:

- 1- Tuition fees collected for UG & PG course as stipulated by the State Government.
- 2- Patient treatment and imaging charges.
- 3- Hostel fees from students
- 4- The institution provides space on lease to various commercial utility facilities for the students, faculty members and officials, such as medical shop, and cafeteria.

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. Salary sheets are generated on the basis of terms and conditions with teaching and non teaching staff and paid on time. Electricity bills are verified by technical person and subsequently by any member of Board of Management and are paid on time. 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. Following approval, development work will begin, and supplies will be obtained in accordance with the trust's policy. There are plans in place to improve the facilities available to patients and students. 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	Document
Link for procedures for optimal resource utilization	View Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

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.

4. The Institute's Chartered Accountant audits its books on a regular basis and certifies its Annual Financial Statements. The CA also countersigns all Utilization Certificates sent to various grant providing entities.

5. The Internal Auditor of the Institute has been entrusted with the Institute's financial committee. This includes pre-audits of big receipts and payments (above Rs. 50 thousand apiece) as well as concurrent and post-audits of all other receipts and payments. They also double-checks salary fixes, pension and gratuity payments.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

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

Response: 0

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

SURENDRA DENTAL COLLEGE & RESEARCH INSTITUTE

H. H. GARDENS

SRI GANGANAGAR, RAJASTHAN (335001)

Internal Quality Assurance Cell (IQAC) Standard Operating Procedures

Vision Statement:

Evaluation, promotion and sustenance of quality initiatives at SDC&RI thereby nurturing a vibrant academic ambience with moral and cultural values and global competencies

Objectives:

1. To foster a dynamic teaching-learning environment with outcome-based benchmarks for improvement of academic and administrative performance.
2. To promote initiatives for quality enhancement through internalization of quality culture and institutionalization of best practices at SDCR&RI.

Standard Operating Procedures:

1. SDC&RI IQAC shall evolve mechanisms and procedures for
 - 1.1 Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks,
 - 1.2 Equitable access to and affordability of academic programmes for various sections of society;
 - 1.3 Effective delivery of traditional and latest pedagogical innovations
 - 1.4 Objective evaluation system
 - 1.5 Development of state of art infrastructure
 - 1.6 Effective collaborations with reputed international and national institutions for optimal research output.
2. Composition of SDC&RI IQAC: The IQAC consists of the Head of the institution, heads of important academic and administrative units and a few teachers and a few distinguished educationists and representatives of local management.
- 3 The IQAC meeting will be held at least once in every quarter. The quorum for the meeting shall be two-third of the total number of members. The agenda, minutes and Action Taken Reports are to be documented with official signatures and maintained electronically in a retrievable format. The Head of the Institution may call for an urgent meeting whenever necessary.
- 4 The IQAC Co-ordinator will be the custodian for all documents and records.
5. The IQAC will prepare an annual calendar of events and implement the same after the approval of the Board of Management. All members will actively participate in the IQAC events.
6. The IQAC will prepare the Annual Quality Assurance Report (AQAR) (for an academic year: (1st August to 31st July) and submit the same to NAAC after approval of the Board of Management. The AQAR will be submitted by 31st August every year. The approved Report will be uploaded on the Institution Website. Appropriate inputs from all stakeholders should be obtained while finalizing the AQAR.

7 Process:

- 7.1 The SDCR&RI IQAC will call for reports according to the calander:

These reports will help the IQAC to institute appropriate remedial actions at the earliest. Based on these four reports, an Annual Quality Assurance Report (AQAR) will be prepared at Institutional and University

level.

8. Functioning:

Student Council, Anti-ragging squad and committee, Geivance Cell, Alumni Committee, Parent Teacher Association, Feedback Grievance Redressal Cell, Women cell, Outreach Committee, Ethics committee, Infection Control cell, Quality Assurance, Maintenance & Infrastructure committee, Student welfare, education cell, financial committee, research cell and curriculum committee.

9 Activities of IQAC:

- (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	Document
Link for minutes of the IQAC meetings	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for any other relevant information	View Document

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

Response: 47.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
70	70	61	51	0

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

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

Response: A. All of the above

File Description	Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 12

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	03	02	03	00

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Copy of circular/brochure/ Report of the program	View Document

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

Response:

The Women cell is constituted in the institute to create positive social norms in the campus that value every individual, irrespective of the gender. The cell aims to create awareness about gender equality and monitor progress towards gender justice. The cell has been constituted to empower and safeguard the rights of female members; faculty and students of the college. The institute features an inclusive environment where girls are treated with equal dignity and respect. This is also reflected in composition of scholars {Male: Female 1:1.62} and teachers (Male: Female 1.36:1)

There is no gender discrimination in curricular and co-curricular activities. Equal opportunities are given to both genders in respect to students and faculty. Ability and performance are the sole criteria for selection in the institutional committees.

In curricular activities, there's no gender discrimination in selection of the students for any of the programmes. Lectures are taken every year on gender-related issues and sexuality. These lectures are taken in 2 sessions (1st yr and 2nd yr and final yr and PGs). The aim of these lectures is to provide a healthy gender attitude, so that discrimination, stigmatization, bias while providing health care will be avoided. The health care provider should also be aware of certain medicolegal issues related with sex and gender. Students are sensitized about the Protection of youngsters from Sexual Offences (POCSO) Act and each student receives personal attention and advice on gender issues

through their respective mentors.

Women cell works to promote gender sensitivity in the college and conduct diverse programmes to educate both males and female members and produce harmonious atmosphere on the campus. The cell organizes skits on topics like dowry system and female foeticide in college functions. Quiz competitions are held based on women rights and women power on various days like International Women day, Women Equality day or Girl Child day. Many promotional activities are organized by constituent units including Workshops, Essay-writing, Rangoli making, Role-plays, poem writing etc. per annum and interactive sessions on woman empowerment are organized for college students, faculty and the staff.

The campus of SDCRI is well-demarcated, closed with boundary fencing, well protected and monitored by security guards and CCTV cameras at strategic locations including hostels. Internal corridors are well-lit. Helpline numbers for reporting harassment are displayed on notice boards. Separate secured hostels exist for women and boys with full-time Wardens. Anti-Ragging Committee contact details are displayed at appropriate locations. These campuses are proved as intolerant for ragging. There is a silent reading room for girls for late night studies in the student accommodation. To ensure the optimum security of the female students a security personnel is always present at the girls' hostel gate, regular evening attendance is taken by the hostel warden and every student is required to take a prior permission from the warden for absence of more than one day from the accommodation, the same is recorded by the warden year on year. Liquor/other addictive substances are prohibited on campus.

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation receipts	View Document
Geo tagged photos	View Document

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

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

Response:

SDCRI follows standard guidelines for management of degradable and non-degradable waste mentioned as under:

Solid waste management

Solid waste is managed as per Solid Waste Management Rules, 2016. At SDCRI campus, solid waste is collected as per standard protocol and segregated into biodegradable and non-biodegradable waste. The waste is collected by the local Municipal Corporation for safe disposal.

Liquid waste management

- **Sewage Treatment Plants**

At SDCRI campus, liquid waste generated from hostels, hospital and Dental College is disposed in Sewage Treatment Plants with output of 120KLD. The treated water is reused for gardening and sanitary purposes.

Liquid waste is processed in Sewage Treatment Plant and the treated water is reused for gardening and toilet flush tanks.

- **Water treatment plant**

A unique automatic Water Treatment Plant that converts grey water (domestically used water) into potable water has been established at SDCRI campus, with minimal space and energy requirement and an output of 200 Killoliters/Day.

Bio-Medical Waste management

Bio-medical waste is managed as per the Bio-medical Waste Management Rules, 2016. SDCRI is registered with E- Tech Projects Waste Management Limited for disposal of biomedical waste. Biomedical waste is collected in colour-coded bags and disposed of in accordance with Rajasthan Pollution Control Board standards. Rajasthan Pollution Control Board has issued an authorization letter for operating a facility for reception, collection, segregation, and transport of biomedical waste.

Hazardous chemicals and radioactive waste management

Hazardous chemicals from laboratories that cannot be reused or recycled are disposed of in an environmentally sound manner as per the standard operating procedure.

No radioactive waste is generated in campus. Radiation levels in Radiology department are monitored and certified to be within permissible limits by authorized Government agency as per the Radiation Protection Rules, 2004. Thermo luminescent dosimeters are used to monitor the radiation exposure, further the TLD badges are sent to laboratories every three months for radiation checks.

File Description	Document
Any additional information	View Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for geotagged photographs of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Any additional information	View Document

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Any additional information	View Document

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

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document

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

Response:

SDCRI advocates excellence. It aims to produce graduates who deliver quality health care to all sections of society with compassion; the institute holds special concern for the poor, needy and general public at large.

SDCRI has a multicultural, multilingual students and faculty base hailing from different parts of the country and from different socioeconomic backgrounds. Students come from all around India and some other nations, and get indulged in the institutional vision.

Initiatives for an inclusive environment for students/staff include:

1. Annual student fests and gatherings: Students of different communities and backgrounds come together for these activities. Students organize annual Freshers' party for new students, Sports and Cultural Fests, webinars and establish new clubs of their choice and invite members from all years and courses in the campus.

2. Cultural and Religious festivals are celebrated by students and staff, cutting across all faiths and communities. Diwali, Dussehra, Ganesh Chaturthi, Eid, Christmas, Holi, Onam, Navratri and Women day celebration are celebrated.

3. Patriotic Initiatives: Republic Day and Independence Day are celebrated by students and staff. The National Anthem is sung at every major function.

4. National Service Scheme (NSS) activities expose students to problems of socio-economically deprived populations and serve as a bridge between Institution and community.

5. Unnat Bharat Abhiyan (UBA) programme of HRD Ministry: SDCRI adopted 5 villages each under Sri Ganganagar, affording students an opportunity to work for underprivileged populations. The aim is to alleviate the problems of Water shortage, sanitation, livelihood generation, education and health, with a focus on reducing maternal and neonatal morbidity.

6. Optional holidays are availed by employees for unlisted community festivals, based on individual

requirements.

7. Children day celebration: Celebrated to provide platform to children for expression their talent in sports and cultural programs.

8. International Day of Yoga (21st June) is celebrated.

9. Language classes in Hindi, English and Punjabi overcome communication barriers.

10. Health care and Educational Activities for underprivileged sections: Active participation by students/staff in the following activities promotes harmony and tolerance towards cultural, regional, linguistic, and socioeconomic diversities.

11. Regular healthcare camps and educational/counselling sessions for underprivileged in semi urban and rural areas including schools.

12. Ex- Servicemen contributory health scheme (ECHS), Bhamashah swasthya bima yojana (BSBY till 2020) provide free health care. Worked under Rashtriya Bal Swasthya Karyakram (RBSK) program led by government.

13. Community services: Blood donation camps

14. Collaborations for community benefit:

The Charles pinto center for cleft lip and cleft palate: cleft lip and cleft palate.

Swastik blood bank : blood donation.

File Description	Document
Any additional information	View Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Link for any other relevant information/documents	View Document

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Information about the committee composition number of programmes organized etc in support of the claims	View Document
Details of the monitoring committee of the code of conduct	View Document
Details of Programs on professional ethics and awareness programs	View Document
Web link of the code of conduct	View Document

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

Response:

SDCRI strongly believes that it is vital to preserve and protect our national identity and culture by educating young students about our proud legacy. The leaders of the Indian freedom struggle have been instrumental in development of national strength and unity and left us the priceless inheritance of a free and democratic India. Our country has produced a number of remarkable individuals, whose vision has driven us towards becoming a nation that is welcoming to all cultures and religions, setting an example for the rest of the world in terms of Unity in Diversity.

At SDCRI, to instill a sense of national pride and patriotism, students are educated about major landmarks in Indian history. International days of significance are also celebrated in order to

produce students who are responsible and conscientious world citizens.

For all the following commemorative days and festivals, celebratory functions with speeches and talks are held by students and staff. Additional activities are indicated as relevant.

- **National Festivals: Diwali, Pongal, Navratri, Guru Purnima, Christmas are celebrated by constituent institutions.**
- **Teacher's Day (5th September): Celebrated in memory of Dr. Sarvepalli Radhakrishnan, to honor the special contributions of teachers in student's life.**
- **Ambedkar Jayanthi (14th April)**
- **International Women's Day (8th March)**
- **International Day of the Girl Child (11th October)**
- **Children's Day (Bal Diwas) (14th November): Functions include Healthy Baby competitions.**
- **World Health Day (7th April): Quiz for students, walkathon, talks on WHO theme of the year.**
- **National Science day (28th February): Celebrated in the memory of Dr. C. V. Raman.**
- **International Day of Yoga (21st June): Yoga demonstration and training session, and Community counselling on Yoga at local Health Training Centre.**

Other International Commemorative Days/Weeks:

- **World Prosthodontics Day (23rd January)**
- **International OMS Day (13th February)**
- **Oral & Maxillofacial Pathology Day (25th February)**
- **Cons and endo Day (05th March)**
- **Dentist's Day (06th March)**
- **World Tuberculosis Day (24th March)**
- **World Diabetes day (14th November)**
- **World AIDS day (1st December)**
- **World Immunisation Week (24th – 30th April)**

- **World Cerebral Palsy Day (6th October): student rally in the community**
- **World Mental Health Day (10th October): patient and caregiver felicitation, CDE, freecamp and quiz for undergraduates.**
- **International Day of Persons with Disabilities (3rd December)**
- **International Leprosy Day (30th January)**
- **World Sight Day (8th October)**
- **World Heart Day (29th September)**
- **World No Tobacco Day (31st May)**
- **World Hospice & Palliative Care Day (10th October)**
- **World Cancer Day (4th February)**
- **World Polio Day (24th October)**
- **Blood Donation Camp**
- **Humanity towards Animals: Program organized by SDCRI collaborated with Rotaract Club Sri Ganaganagar. “Humanity towards Animals” - feeding of animals.**
- **International Literacy Day (8th September): The aim of the program was too aware them about the importance of education.**
- **Mask Distribution Camp: The Aim of the program was to distribute of protective masks to the poor and needy people to combat the covid-19 pandemic. The program included distribution of masks, spreading awareness and demonstration of handling.**
- **Sharing is Caring: Main Aim of the drive is to give the blankets, old cloth and mask to people that live in the slum area of Sri Ganganagar that can’t afford these things and make them about the COVID -19.**

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Other Upload Files	
1	View Document

7.2 Best Practices

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

Response:

Two institutional Best Practices as per the NAAC format provided in the Manual

1. State of art Prosthetic service lab

2. Confraternity and Diverse services

1. Title of the Practice

State of art Prosthetic service lab

2. Objectives of the Practice

- **Manufacture or customize a variety of products to assist in the provision of oral health care by a licensed dentist. These products include crowns, bridges, dentures and other dental products.**
- **Excellent communication skills.**
- **Good quality of standard laboratory equipments**
- **Ability to maintain a clean, efficient and organized work environment**
- **To be in sync with contemporary standards/ methodology of teaching**
- **Providing more optimal practice conditions to smooth the transition from the traditional model-based simulation laboratory to the clinic**

3. The Context

The challenging issues:

- **Initial set up costs.**
- **Maintenance cost of expensive equipments.**
- **Appointing expert lab technicians**

4. The Practice

- **World class equipments with the help of trained technicians can provide the quality work to the patients.**
- **Rarest flexible denture machine can treat the patients with flexible prosthesis at nominal rates.**
- **Centralized air conditioned ceramic furnace lab having pressable ceramic furnace other than conventional vita furnace.**
- **In addition the lab is equipped with induction casting machine, sand blasters, and visible light curing units. Vacuum moulding machines, milling machines, wax heaters, wax carvers, intra-oral sand blasters etc.**

Constraints/ Limitations faced

- **Providing well equipped lab with expensive infrastructure facilities.**
- **Maintenance of expensive equipments.**

5. Evidence of Success

- **Need to have expert lab technicians.**
- **Patients get quality work**
- **Patient's satisfaction with minimal treatment cost**
- **Minimum time to complete treatment.**

6. Problems Encountered and Resources Required

- **Not only the initial set up, also the maintenance cost of these equipments is very high. A separate area for service lab with centralized air conditioning and equipments was set up. Though, the infrastructure of lab is expensive, but the results seen in better patient satisfaction and treatment results.**

1. Title of the practice

Confraternity and Diverse services

2. Objective of the practice

- To inculcate the virtue of community service in the budding doctors.
- To bring out the character of empathy and service to the underprivileged.
- To keep the motto of “Service before self”.
- Attention to the oral and dental needs of the rural & urban population.
- To bring about dental health awareness and preventive treatment to the children in schools.
- To enlighten the masses on the misuse of tobacco and its ill effects.
- To impart treatment to patients in old age homes, behind the bars, home for destitute and mentally and physically challenged children.

3. The context

- The philanthropic philosophy is kept topmost while treating patients.
- By instilling the value of service before self and service to the underprivileged a feeling of satisfaction and peace is experienced by the staff and student.

4. The practice

- The institution has a very vibrant public health department.
- They plan the community health and extension activities in consultation with other departments.
- Two Rural Satellite dental clinics are set up in villages. Faculty and students are posted in rotation to manage these centers where dental screening, oral health education and treatment are carried out. All treatments are given at nominal rates.
- Patients from remote areas are admitted as in patient.
- Regular oral health camps are held for the community at schools, jails, army cantonment, villages, old age homes, orphanages and destitute mentally and differently abled persons .
- Routine dental procedures are planned and treatment is carried out in the mobile dental van. At times patients are also brought to the hospital for extensive treatment.
- The institution along with Rotary club, Sri Ganganagar holds training camp in which the team tries to educate the community in the rural setup, as they have direct contact with the villagers and children.

- **Regular camps are held and students are encouraged to hold road shows, flash mobs and skits to highlight the ill effects of tobacco and counseling is also done to give up tobacco.**
- **The students and staff conduct camps for detection of precancerous condition and surveys are carried out to analyze and evaluate the cause and means of prevention.**
- **Blood donation camps are held during the 'To save a life campaign' and faculty & students donate blood for the cause of mankind.**
- **The students and faculty contributes to relief funds for natural calamities.**
- **Many overnight free denture camps have been conducted at remote places for needy people by department of Prosthodontic. Dentures were delivered within 24 hours.**

5. Evidence of success

- **It has been seen in the institution how well the above practices have improved the outlook of the faculty and students towards the community and underprivileged.**
- **The regular participation of students has increased.**
- **A feeling of wanting to give back to society is evident.**
- **Posters on health care, flip charts, movies have been prepared by the students to help in the oral health education.**
- **A very positive feedback has been received from the community for the service our institution has rendered.**
- **The smiling faces of the differently abled children are a testimony for our service.**
- **Commendation letters have been received for the community service.**
- **Blessings from old peoples after receiving dentures within 24 hours are probably the most significant and valuable blessing for the institute.**

6. Problems encountered

- **Meticulous planning is required as to where the camps need to be held with faculty deployment. The requirement of the community needs to be gauged, faculty and materials needs to be kept ready in advance.**
- **Postoperative follow up at times has a time gap which is difficult.**

- **Information regarding the check-up and treatment camps have to be informed well in advance to the Rotary club, Sri Ganganagar, Sarpanch, School management and other NGO to ensure effectiveness and utilization of the services offered at the camps.**

File Description	Document
Any additional information	View Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

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

Response:

Tobacco Cessation Cell

Health care providers play an important role in tobacco cessation and abstinence. The Dental Health Care Providers can assist in early diagnosis with the help of basic clinical skills and academic knowledge along with indispensable care, necessary surgical and behavioral support, make referrals and generate awareness.

Dentists are in unique position to relate the oral findings to the patients and to provide advice to tobacco using patients to quit. In addition they are able to assess patients self addiction and level of readiness to quit. With this information dentist can assist in helping patients to stop using tobacco by providing appropriate pharma-therapeutic aid, counseling and this may help to improve their overall health.

Keeping this in mind, Surendera Dental College & Research Institute has been actively working towards Tobacco Cessation through various activities like Dental Camps for free oral health check up, counseling, workshops and audio-visual aids. The Department of Public Health Dentistry & Oral Medicine & Radiology offer training, research and community health services through its various outdoor activities in form of dental camps, community based comprehensive medical care, mobile and satellite clinics apart from its regular indoor treatment facilities. Oral Health Information center is also established in the department for educating the common people regarding oral health & awaring them about ill effects of tobacco.

Taking one step further in this Surendera Dental College & Research Institute through its Department of Oral Medicine & Radiology & Public Health Dentistry had set up Tobacco Cessation

Cell. The centre has all the facilities for counseling of the patients. A detailed evaluation of tobacco users is done indicating them by Modified Fagerstorm-Nicotine Dependence scale, counseling and motivating to quit habit. There is full time Medical social Worker dedicated only for the counseling session of the patients. In order to motivate the patients and to find out the compliance of the patients the centre has Carbon Monoxide Smokelyser an effective tool which measures the Carbon Monoxide level in the patient's breath. The centre provides Nicotine Replacement Therapy at nominal cost to the patients. Regular Follow up is done on weekly and fortnightly basis of the patients to check for their compliance and to provide them with moral support and help in quitting the habit of smoking and chewing tobacco. Since its inception around 150 patients have been screened in Tobacco cessation Centre and around 10-12% of the patients have quit the habit of smoking and chewing tobacco with the help of our centre. We aim to remove this deadly habit of tobacco chewing and smoking from the society which is one of the preventable causes of mortality among people of Sri Ganganagar.

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8. Dental Part

8.1 Dental Indicator

8.1.1 NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.	
Response: 56.1	
8.1.1.1 Institutional mean NEET percentile score	
Response: 56.1	
File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	View Document
List of students enrolled for the BDS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document

Other Upload Files

1	View Document
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8.1.2 The Institution ensures adequate training for students in pre-clinical skills

Response:

The success of a competency-based dental curriculum would greatly depend on students acquiring the necessary basic skills in order to practice dentistry safely and with greater confidence. Practical learning and teaching begins in the pre-clinical simulation laboratory (PCSL), where students are equipped with an appropriate level of skill to apply when treating patients. SDCRI equipped with Preclinical Prosthetic Lab, Preclinical Conservative Lab and Preclinical Orthodontic Lab for seeding clinical skills in dental graduates before exposing themselves to the clinical set ups. Being a pre-clinical course, it represents the first time that dental students are exposed to fixed-prosthodontics, Orthodontic and Endodontic treatment modalities within the undergraduate dental degree program. Embracing supplementary methods would better facilitate student learning and result in improved learning outcomes. All Preclinical Labs are sustained with latest equipment and instruments. This global paradigm shift in higher education is equally applicable to the Pre-Clinical Skill Labs, in which new skills are acquired based on a sound theoretical understanding and the application of that knowledge. Within the Pre-Clinical Skill Labs, students are afforded the opportunity of putting theory into practice. Educators are tasked with the responsibility of ensuring that all students develop a suitable level of understanding and dexterity to successfully be able to apply when treating patients in the dental clinic. Given the high technological specificity and demands of the Pre-Clinical Skill Labs, the inherent financial implications of establishing and maintaining such a simulation laboratory pose real challenge for dental faculty in their pursuit of practical and pre-clinical dental education excellence. Pre-Clinical Dental Skills provides a comprehensive and accessible guide to the basic operative skills and

core clinical skills required of those who are about to embark on dental clinical training. It serves as the perfect illustrated introduction for pre-clinical students and a handy revision guide for subsequent undergraduate and postgraduate stages. SDCRI faculty regularly updates them with knowledge and learning processes related to pre-clinical skills. Implication of newer learning processes like demo with aid of ICT facilities and incorporating artificial intelligence in pre-clinical set up are upgrading dental graduates knowledge and skills.

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

8.1.3 Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

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

Response:

Transition from Schools to Colleges is one of the most challenging events in a student's life. When new students enter an institute, they come with diverse thoughts, backgrounds and preparations. Student induction programme in SDCRI is designed to help new students adjust and feel comfortable in the new environment, inculcate in them the culture and professional ethics of the institute, help them build bonds with other students and faculty members and expose them to a sense of larger purpose and self exploration. Students are taught universal human values such as truth, righteous conduct, love, non violence and peace which help in developing self awareness and feeling of equality, compassion and oneness. Faculty speakers in the programme also discuss about the future perspectives of BDS course.

The White Coat is a symbolic, non verbal communication used to express and re-affirm a fundamental belief in a system that the society observes. White Coat Ceremony is an annual tradition marking the fresh BDS students entering the dental profession. It celebrates the choice to pursue a life in service to the health of society. During the ceremony, Faculty of SDCRI cloak students in their first white coat as a symbol of the trust bestowed upon them to carry on the healing profession of dentistry. Students take the Hippocratic Oath and the speakers emphasize on the dedication and commitment required in delivering patient care.

Apart from regular academic activities, workshops are conducted to develop students' skills as an independent dentist and entrepreneur. Also the students are motivated to participate in the organization of CDE programmes to improve organizing skills and leadership qualities. The establishment of a clubs within the dental college has enabled the institute to channelize creative thoughts, productivity and humane mentality of the student in a collective manner and this has further provided leadership development opportunities.

Transmission of infectious agents among patients and dental health care personnel is quite common. So, infection control and disposal of waste has become a major environmental challenge. Vaccinations against communicable diseases are provided routinely every year to the staff and students. Infection prevention education and training is provided to the students through lectures and workshops. The lectures address enhanced sanitation levels, optimal asepsis and biomedical waste management. Students are trained in the use of PPE, pre procedural rinses before commencement of treatment of every case, use of rubber dam wherever feasible and high volume suction devices. Students are periodically evaluated for infection control practices in clinics. Designated faculty in charge is suitably empowered that the students face the consequences of inadequate practice of infection control protocols.

Newly joined interns are welcomed by the Principal. He insists interns maintain discipline and actively participate in all the events throughout the one year internship programme. He gives a talk on dental ethics and encourages them to attend the clinical postings and outreach postings sincerely to avoid extension in internship programme.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

Response: B. Any 4 of the above

File Description	Document
Usage registers	View Document
Invoice of Purchase	View Document
Institutional data in prescribed format	View Document
Geotagged Photographs	View Document
Any additional information	View Document

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

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged Photographs of facilities	View Document
Certificate from the principal/competent authority	View Document
Any other relevant information	View Document

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

Response: 0.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	1

File Description	Document
Institutional data in prescribed format	View Document
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document

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

Response:

Surendera Dental College and Research Institute always strives for introducing newer teaching methods for students to improve their knowledge absorption and clinical aptitude. One such method adopted here is the **OSCE system:**

Objective Structured Clinical Examination: It is a hands-on, real-world approach that keeps examinees engaged, allows them to understand key factors that drives clinical decision making process and challenges the student to be innovative and reveals their errors in case-handling, thus improving their decision making in the long run.

The Institute has introduced evaluation of clinical work by students at varying levels of training over a broad range of skills. The objective was to remove prejudice in examining students and allows all to go through the same scope and criteria for assessment. This has made the evaluation process more transparent & has reduced bias towards the students.

For theory examination:

- Each answer sheet of each student is evaluated by senior faculty.
- Evaluation & marks given for each question is then entered on front page of answer sheet by the evaluator & final marks are entered.

Clinical evaluation: is assessed on the basis of

1. Case history taking

2. Diagnosis & prognosis

3. Treatment plan

4. Clinical treatment assessment as per the individual department.

Point 1, 2, 3 are evaluated by 1st examiner & point 4 by the 2nd examiner.

This type of evaluation gives its obvious advantages, especially in terms of objectivity, uniformity and versatility of clinical scenarios that can be assessed, shows superiority over traditional clinical assessment.

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

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

Response: 89.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
277	9	43	104	117

8.1.9.2 Number of first year Students admitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
127	126	100	118	116

File Description	Document
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View Document
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Institutional data in prescribed format	View Document

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

Response:

There is a growing trend on the need in higher professional education in relation to the integration & imbibition of attributes in undergraduate curriculum. Graduates must be able to form solutions to the problems, communicate effectively, work as a team and think cognitive, and possess sound information technology skills. Integration of these skills in the curriculum echoes a novel approach to learning, teaching and assessment methods.

Dental graduates are trained to be competent to:-

- Educate and Motivate the public in oral health maintenance
- Diagnosis maxillofacial health care problems
- Utilize the recent diagnostic aids and interpret data, which will aid in accurate diagnosis
- Recognize the etiologic factors for various oral health care problem
- Perform procedures to prevent the oral health problems
- Perform interceptive procedures to reduce the severity of the oral health care problems.

The dental graduate attributes are articulated in terms of:

- Knowledge and understanding of the subject
- Practical/Clinical skills
- Inter-professional relationships and ethics
- Communication skills
- Orientation towards research
- Ability to adapt to the changes and advancements in technology and engage in independent and lifelong learning
- Ability to address oral health care issues at a community level
- Ability to develop sustainable solutions and understand their effect on society and environment
- Ability to understand the effect of maxillofacial health care solutions on legal, cultural, social and public health and safety effects
- Green campus is the way of life at our institute. There is zero tolerance policy for usage of plastics. Biomedical waste is disposed as per the norms of WHO Guidelines. The waste is disposed at

source.

Evaluation methods are hereby mentioned below:

The college adapts both objective and conventional evaluation methods to assess the attainment of dental attributes by following methods:-

1. Professionalism & ethics:

The undergraduates are strictly monitored for abiding by the time for clinics/labs & didactic lectures. The policy of beneficence & do not harm, one of the pillars of ethical codes are inculcated during the orientation program and the same is monitored time after time.

2. Simulation of pre-clinical exercises:

The students are made to do pre-clinical work on typhodont simulation labs and on models prior to treating patients. They are evaluated after each exercise by trained experienced tutors.

3. Theoretical and clinical Knowledge and its acumen:

After each clinical posting the student is assessed for clinical expertise by means of so called end posting exams. The objective methods like OSPE/OSCE are introduced for evaluation of student wherein the students' depths of knowledge, clinical skills, communication skills etc are assessed.

Theoretical knowledge is assessed by internal exams quarterly by means of 3 hour examination. The conventional evaluation system which includes answering the set of questions, one on one viva-voce, identification of displayed specimens in a specified time limit, Chair side viva, Case presentation and pedagogy are used.

4. Project based learning approach:

Students are encouraged to make projects on a said given topics on regular basis.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document

8.1.11 Average per capita expenditure on Dental materials and other consumables used for student training during the last five years.

Response: 0.19

8.1.11.1 Expenditure on consumables used for student clinical training in a year

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	213	189	138

File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts.	View Document

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

Response:

Dental technology has continued to advance and patients are beginning to expect dental practices to have the latest advancements in treatment even before they step foot through their door. As a Dental college and Research Institute, it is important to stay ahead of the curve when it comes to the latest technologies and services in dental innovations.

Diagnosis has important implications for patient care and research. When a diagnosis is accurate and made in a timely manner, a patient has the best opportunity for a positive health outcome. So, a CDE on recent diagnostic techniques for precancerous lesions was conducted for the faculty to ensure improved patient care and contribute to consumer safety.

Root Canal therapy implies a series of procedures that aim to shape, clean and decontaminate all the root canals of the infected tooth. Earlier, root canal was performed using a variable number of endodontic files with many challenges. However, now electronic endodontic systems and endodontic microscopes are available to the dentist thereby increasing the accuracy and safety. Microscopes magnify the vision upto 25 times that of the naked eye and are useful in visualizing micro cracks, weakened underlying tooth structure, hidden and accessory canals, locating and removing separated instruments and the proximity of the dental nerves with precise accuracy. So, Education cell organized a CDE on Intricacies on Endodontics for the faculty so that they can efficiently face the everyday challenges of dentistry.

Dental fear and anxiety is a common problem in pediatric patients. There is considerable variation in techniques used to manage them but since they differ physically, psychologically and emotionally from adults, various sedation techniques have gained popularity over the last few years. CDE on conscious sedation was planned by Education Cell in order to provide information to the faculty on the practice of conscious sedation in dentistry with the outline of pharmacokinetics and pharmacodynamics of the drugs used.

Dental technology is progressing gradually and it goes without saying that laser dentistry is at the forefront of this change from the quality of therapeutic care to the delivery. Lasers are used for reducing tooth sensitivity, cold sores, gummy smile, crown lengthening, teeth whitening, reducing pain and increasing

orthodontic tooth movement. Workshop on Lasers was conducted by Dept of Periodontology to have a clear insight of working with the new technique.

For the replacement of missing teeth, dental implants represent an innovative and modern treatment option and various departments in the college are equipped with state of the art technology to achieve a perfect balance between functionality and esthetics. In Dental implantology, bone grafting is necessary when there is insufficient bone and different types of autografts, allografts and xenografts that serve as a structural framework for osteo-regenerative processes are used. Various Departments have time and again conducted workshops on implants for better understanding of the implant placement and angulation and regenerative techniques in order to deliver the long lasting rehabilitation.

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

Other Upload Files

1	View Document
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5. CONCLUSION

Additional Information :

The verdant sprawling eco-friendly campus is spread in 6.5 acres, lays special emphasis on smart board teaching, small group clinical discussions, problem and clinical based teaching, pedagogy and interdisciplinary meets where we work within the various departments to deliver the best teaching and learning outcomes. The training of teachers on top of students is run in a unique way with the teachers being groomed by faculty development programmes, which are planned at regular intervals in order to inculcate rigorous exchange of knowledge, information and technological update. Our Outreach Programmes are one of the best practices with an aim of reaching the rural population by creating awareness on oral health and importance of dental checkups. The institute focuses on procuring the high end instruments like lasers and endodontic microscopes.

Concluding Remarks :

SDCRI is regarded as one of the laudable institutes for dental studies, where students from all over India strive to take admission, since the skilled faculty and efficient management pull out all the stops to pass on matchless education and valuable skills diligently. The institute is distinctive for meritorious academics, admirable patient care and highly congenial environment to meet the requirements of dentists for tomorrow.