SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

CHETTINAD DENTAL COLLEGE AND RESEARCH INSTITUTE

CHETTINAD DENTAL COLLEGE AND RESEARCH INSTITUTE, CHETTINAD HEALTH CITY, RAJIV GANDHI SALAI, KELAMBAKKAM KANCHIPURAM DISTRICT
603103
https://www.chettinadhealthcity.com/dental/dental.htm

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

March 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Chettinad Dental College is a co-educational institution affiliated to Tamil Nadu Dr. MGR Medical University, Chennai, Tamil Nadu. The college was established by Raja Sir Muthiah Chettiar Charitable and Educational Trust, with the primary objective of imparting quality dental education to the youth hailing from different parts of India.

The college made a glorious start in 2007 with a sanctioned intake of 100 seats for BDS program and became a post graduate college by introducing MDS programs in eight specialities in the year 2017. The college is a pollution free green campus on the IT highway and strengthened with state-of-the-art infrastructure and Wi-Fi enabled. It is strategically located in the busy hub on OMR with well planned infrastructure and resources and the campus is surrounded by fully residential spaces, educational institutions (schools and colleges), industries and plethora of giant IT companies. Presence of the college in the society is further fostered through one urban and two rural health centres

The college has created footprints in undergraduate and postgraduate dental education through its academic rigor and discipline and continues to excel. No doubt, the college is able to attract students across all communities from all over India with gender equity.

The Chettinad family viz. the Students, Teaching and Administrative staff, other stakeholders and the Leadership of the college, is working together to live up to the motto Inform, Transform and Perform?.

The college is steadily ambling towards the pinnacle of excellence without deviating from its cherished philosophy of maintaining excellence in teaching, learning and rendering high standards of service to the community.

The process of NAAC accreditation has influenced significantly the quality enhancement of the college, and has proved to be a motivating force of self-discovery aimed to touch greater heights in dental education. To accomplish this task, the Self-Study Report has been prepared for the second cycle covering various aspects as given in the manual for affiliated colleges. In the preparation of the report, great care has been taken in collecting and collating the information relating to questions on various criteria for the quality assessment of the college.

Vision

VISION

To offer transformative education and enable individuals to become responsible, empathetic global citizens who contributr towards sustainable future.

Mission

MISSION:

Chettinad Dental College and Research Institute aspires to impart global standard education with higher values, thereby transforming our students to be competent professionals and good citizens and also to make them successful to be on par with future needs.

CORE VALUES:

- Prioritizing Integrity
- Transparency and team work
- Impart Social Responsibility.
- Concern for human touch and national development.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths :

- The Vision, Mission and objectives of the college framed in comprehensive terms.
- Committed Management, Teachers and staff ensuring quality in every aspect of dental education
- Strong Patient base
- Robust feed back system
- Strategic location of the campus in Kelambakkam and accessibility
- Transparent admission procedure
- Excellent patient service
- Student centric pedagogy
- ICT enabled Teaching-Learning processes.
- Structured student feedback system.
- Co-curricular and extra-curricular activities aimed at holistic development of students
- Well qualified, experienced competent teachers.
- Formative and summative evaluation
- Effective maintenance and optimal use of infrastructure
- Gender friendly environment for students and staff
- Computerized academic, administrative and library functions.
- Impressive Governance and Leadership.
- Eco-friendly campus
- Renewable energy in the campus
- Impressive academic ambience and discipline in the campus
- Providing facilities to differently-abled students
- Financial support to students for participation in competitions
- Excellent hostel facilities
- Ragging free campus.
- Goodwill of the society.
- Students-centric support systems.

- Dedicated Placement Cell.

Institutional Weakness

Weaknesses

- Limitations associated with affiliated college.
- Low awareness of the college and its activities as the college is yet young.
- Scholarly contributions by faculty are limited as the institution is yet in its formative years.
- Completely funded by private sources and no funding from government and other agencies.
- Lack of autonomy in development of the curriculum

Institutional Opportunity

Opportunities:

- Encouragement to faculty for research
- Excellent internships and job opportunities for our students
- Scope for consultancy and collaboration for research
- Increasing need based extension activities
- Growing urbanisation resulting in securing patients and economic progress.
- Easy transportation facilities with the upcoming metro services.

Institutional Challenge

Challenges:

- Serving more patients restricted by students passing out
- Enhancing employability of our students with limited control on the curriculum.
- Arranging funds for conferences and research activities from UGC and other government schemes.
- Getting qualified experienced faculty in emerging areas
- Sustaining quality of education imparted
- Changing academic and employment scenario
- Developing our students as rank holders in the university.
- Emerging institutions in the vicinity of the college

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

As the curricula of the various programs offered are designed and developed by the affiliating university, the curriculum implementation process of the college involves the whole-hearted participation of all the

stakeholders. Preparation of Teaching Plan, effective assessment system, guest lectures, industrial visits and internships are some of the strategies adopted for curriculum implementation.

The Dental Education Unit is responsible for the preparation of the Academic Calendar, and schedules for internal assessments and examinations. Faculty in-charges for each year of a program take care of academic implementation and issues of the students. Clinical part of the curriculum is fulfilled through respective clinical postings. During the postings demonstrations are given for each procedure and cases discussed appropriately. Students have a respective quota of clinical cases to be performed in each year. Evaluation of students is carried out at the end of the clinical postings. Performance of students is stepped up through three internal assessments based on TNMGRMU guidelines.

The academic curriculum is adequately supplemented through add on courses. In additon to these, value added courses are conducted by the Institute every year. These courses are based on recent trends that do not fall under the prescribed syllabi. Activities like the ICMR projects, field visits and internships play a vital role in the implementation of curriculum.

All the students are exposed to interdisciplinary and multi-disciplinary scenarios. Feedback on curriculum from various stakeholders and periodical review meetings at the departmental level ensure effective implementation of the curriculum.

Combining student centric methods to impart the curriculum and value added courses help not only in securing a degree but also in enhancing employability of our students.

Teaching-learning and Evaluation

The college provides excellent ambience for learning and various academic activities that ensures a concerted learner-centric approach. The college employs well qualified and experienced faculty to handle the prescribed curriculum with professionalism, which is demonstrated in the results of university examinations. The Learning Management System (LMS) provides a versatile platform to students and faculty for enhancing the teaching-learning process. Teaching methodologies are updated through Faculty Development Programs. Extensive use of ICT in teaching and learning is practiced in all the departments. Students are provided with laptops/I-pads for easy access to e-learning materials through internet, e learning platforms and college maintained Learning management system.

Implementation of mentorship programs have improved student teacher relationship. All the teachers including five psychologists help with mentoring the students.

The internal assessments are assessed within five days of the exam. This system of OnTime assessment is practised to ensure students do not lose track of studies. Make up assignments are given to students based on these assessments.

Remedial courses are arranged for academically slow learners. There are provisions for re-test to help with the same. Oppurtunities are provided to students for midcourse performance improvement. Another significant step is the identification of fine Graduate Attributes for our students on the guidelines of the parent university through a participatory process.

The college library has been enriched with addition of books and titles in the last 3 years. INFLIBNET-NLIST

is made available for on-line references which help the teachers and students in their research.

A wide range of co-curricular and extra-curricular activities are carried out for the students. Faculty in-charges take care of the academic and personal issues of the students. The DEU carries out analysis of the university results and provides guidelines for improving the exam results. Faculty members are motivated to embrace the latest teaching techniques to meet the changing requirements of the curriculum. Every year E learning seminars are conducted for the faculty with the IT department support.

The IQAC of the college takes care of internal quality and monitors the application of quality benchmarks/parameters for various academic and administrative activities of the institution.

Research, Innovations and Extension

The college is providing a conducive ambience and research infrastructure for smooth and quality research work. The Institutional Review Board approves and monitors the research activities of the college and evaluates the progress of the research work.

All the faculty are involved in research and publish in various indexed journals.The faculty are supported financially and suitably rewarded for the exemplary research work. Besides these, the college also arranges various national and international conferences ensuring the participation of eminent researchers.

The college has laboratories in Biosciences fully equipped for research activities. The college has an Memorandum of Understanding with Chettinad Academy of Research and Education for high end research facilities. The college has undertaken a number of research projects under the financial support of government and non-governmental agencies and has also developed research facilities by utilizing the grants received from different funding agencies.

The institution encourages individual research study by all the students. Every year, they are encouraged to take part in the ICMR-STS projects and under the able guideship of a suitable mentor. The goodwill of the Management has helped secure funds from charitable trusts for students conducting research projects.Several major and minor studies are undertaken every year by our students. Under the MoU with CARE, students are also encouraged to take guidance from various medical disciplines appropriate for their projects.

The Management strongly supports innovations in the campus and provides a platform to faculty for innovations in teaching and treating patients and the concerned persons are suitably rewarded.

The college is regularly conducting outreach programs through the Department of Public Health Dentistry. The students play a key role by actively participating in both screening and treatment camps and also being posted in the three peripheral centres on a daily basis.

Steady increase in the number of awards received by the institution for these outreach activities are a testimony to its vision.

Infrastructure and Learning Resources

The Master Plan of the college gives direction to the spatial/infrastructure planning and development in sync

with the academic growth. The infrastructure in the campus is truly outstanding. The classrooms are fully air conditioned with ICT enabled teaching-learning established through computers, LCD projectors and internet connectivity. The college provides technology enabled learning spaces, network resource centre, computers equipped with high speed internet in the all the departments and the library to augment learning outcomes. We have a full fledged IT support team to maintain the IT facilities. The laboratories and clinical spaces are also equipped with high end equipment and software wherever necessary.

Our fully air-conditioned library is fully automated and provides excellent services to faculty and staff. In addition to the diverse books, journals and theses, we have access to various online resources such as PROQUEST, EBSCO & WILEY. These resources can also be accessed through the college systems installed at the respective departments. The Library Committee is active for providing the requirements for the library. To inculcate reading habits, library hour has been included within the curriculum.

The college has a high-tech auditorium with 1200 seating capacity. To augment all round development of the students we have indoor and outdoor sports facilities.

Hostels have air conditioned facility and provided with a hygienic kitchen and dining hall. The college provides accommodation for staff. A Guest House for Examiners is available. The campus has a food court with Multi-cuisine Restaurant and coffee/tea shops in different places. Accomodation for staff and faculty is available within the campus. Proximity of the Chettinad General Hospital and Allied health sciences (with its laboratories) within the same campus is an added advantage.

Surveillance cameras are fixed at vantage points and ample security guards are posted to ensure safety and security of all employees. Specific protocols and biometrics-based entry and exit for the academic campus are in place. To maintain the green campus, bicycles and battery operated vehicles are available for commutation of students and staff.

Student Support and Progression

The college makes an orderly move towards equipping the students to meet the academic, industry and social requirements through clear cut mechanisms like mentoring and supporting. The institution ensures its commitments and accountability to students from the beginning of the admission procedures.

The college publishes updated brochure and handbook in print and digital form to provide information about the college and programs offered. Support services and facilities are provided to the students belonging to socially and economically backward groups and slow learners.

The college organizes personality development programs and cultural programs. Experts in the field of medicine, administration, academicians are invited to address and interact with our students. Digitalized methodology of teaching is practiced for reinforcing learning process. Comfortable hostel accommodation, well equipped gym, sports facilities, internet facility, food court, etc. help the students to have a comfortable stay in the campus. Faculty and administration are easily approachable for solving the issues of the students.

The functioning of committees such as Anti-Ragging Committee, Hostel Committee, Grievances Redressal Cell and Anti-Sexual Harassment Committee facilitates a healthy academic environment in the campus. The practice of mentoring students has improved the faculty-student relationship.

We have support from Adhi Dravidar welfare association and First Graduate Scheme (DME) for government scholarships.In addition to this,the RMCCET also provides scholarship for the academic wellness program to all admitted students.

The Career Guidance and Counseling Committee, placement cell and Chettinad Legendary Alumni Wing are active in helping the students to get suitable jobs, for pursuing higher education, guidance for competetive exams and providing information on international studies.

Students are given timely oppurunities to enhance their professional competency via analytical skills and soft skills training sessions.

At the outset of their internship, interested students are given free coaching for various entrance examinations (national and international). The International Students Cell serves to co ordinate bilateral research and academic programs with overseas Institutes through Memorandum of Understanding(MoU), exchange of students/faculty.

Governance, Leadership and Management

The organisational structure under the management through the Principal is strengthened by empowering the faculty who in turn help build a healthy environment. The college has constituted various academic and administrative committees. The Principal and the various committees are responsible for governance of the institute. This ensures participative management in decision making process. E-governance is adopted in the areas Academic Planning and Development, Administration, Finance and Accounts, Students Admissions and Examinations.

The Principal along with the various administrative committees help in the governance of the college based on the DCI norms. The decentralization is thus achieved. The meetings of these committees review the progress of all the activities and ensure continuous monitoring, evaluation and corrective actions.

The DEU takes responsibility in monitoring the implementation of the curriculum. The various committees broadly fall under academic and administrative sides. The committees discharge their responsibilities as per prescribed practices. To facilitate cohesiveness in involvement, each committee holds periodic meetings.

Leadership at various levels is groomed through Dean, HODs, Faculty in-charges, Heads of administrative sections. Quality improvement strategies are devised for improvement in all activities.

The feedback from students on faculty members are analyzed and used to take corrective measures. The college follows performance appraisal system for faculty and staff. Financial support is provided for faculty attending conferences and workshops.

The college has a clear-cut mechanism to monitor effective and efficient use of available financial resources through proper financial planning supported by audits. Funds from various philanthropic organisations are put to good use by the efficient board of management.

The University Grants Commission recognized the fine academic standards of the Institute by awarding the NAAC accreditation in 2013 . Following the guidelines of NAAC, the Internal Quality Assurance Cell was established with Principal Dr.Rajesh as the Chairperson. The recommendations of the IQAC are implemented

for enhancing academic and administrative quality.

The management conducts frequent core committee meetings with the members of the managing committee and the Principal to take care of development requirements of the campus in keeping with the vision and mission of the college.

Institutional Values and Best Practices

Chettinad Dental College always lays emphasis on quality education which is reflected in the performance of the college in University examinations. The environment of the campus is conducive for intellectual, spiritual and social welfare of the students and society.

The college has been moulding the students over the years to meet the challenging demands of the society in terms of dental health. The college also focuses on research pursuits and medical initiatives.

The institution is committed to serve the society in and around the college through the rural and urban health centers and regular outreach programs. The Patient Outreach Committee is operating under the Department of Public Health Dentistry for the past ten years. Thus infusing the values of social responsibility in the budding dentists of our esteemed institution.

Three peripheral community centres located in rural and urban areas are fully equipped to provide the necessary treatment to the public. An ambulance is also stationed at these locations to cater to emergency situations.

The Patient Coordination Committee ensures patient satisfaction. The Institute observes a zero delay policy when it comes to patient treatment.

Following initiatives are taken by the institution to make the campus eco-friendly

- Plenty of natural light and air to minimize the utilization of artificial light.
- Energy conserving lights including LEDs and solar lamps are used in the campus.
- Staff and students are instructed to turn off monitors, lights, ACs, fans, Projectors when not in use.
- Minimal use of paper, rain water harvesting, recycling of water, segregation of waste and effective waste management.
- Biomedical waste management.

The campus is a safe space for women as is evidenced by the fact that 62% of our faculty are women. We have an anti sexual harassment committe. Observation of women's day annually and other gender senstizing programs help in imparting values to students and employees of both genders. Self defence programs like Tai Chi training is conducted for free in the campus.

Wellness programs on health and lifestyle are also conducted annuallyfor the employees and students.Celebration of important days and events have helped in creating a good ethos in the campus.

Dental Part

Chettinad Dental College and Research Institute was started in 2007 with a sanctioned intake of 100 seats for BDS program with necessary approval from the Dental Council of India. In the year 2017, it became a post graduate college by introducing MDS programs in eight specialities The course curriculum for BDS and MDS is based on the DCI Guidelines.

The college has a Dental Education Unit which plays a central role in the students' as well as the teachers' academic life. It is tasked with the responsibility of implementing the curriculum for students. Faculty is made aware of the recent trends in curriculum delivery and evaluation through various professional development programmes conducted by the IQAC.

The College has a strong student centric view and this is reflected in its ability to attract meritorious students through NEET UG as well as NEET PG exams. Orientation programmes is the first step in their campus life. These programs are conducted at the beginning of each year for students and their parents. A similar Hostel orientation is conducted for hostellers.

 During the course, various value added courses, seminars, clinical society meetings and workshops are conducted. Also as a part of their curriculum the undergraduate students undergo an internship of one year.

Immunisation against hepatitis B is provided free of cost for all caretakers including faculty, students and other non teaching employees.

We are moving towards a digital era in dentistry. Hence in addition to the basics, we nurture our students in high end training with relevant equipments and software. Education cannot be just within the respective departments, so we have satellite centers and other such set ups to prepare our students for real world settings in dentistry.

 "Concern for human touch and national development" is one of our core values. The first half of the mission is accomplished through the state of art facilities of the Dental Hospital functioning under clean environments with proper sterilization protocol. The second half is envisioned through set up of satellite centers and by instilling a sense of societal responsibility in our budding dental graduates.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHETTINAD DENTAL COLLEGE AND RESEARCH INSTITUTE
Address	CHETTINAD DENTAL COLLEGE AND RESEARCH INSTITUTE, CHETTINAD HEALTH CITY, RAJIV GANDHI SALAI, KELAMBAKKAM KANCHIPURAM DISTRICT
City	Chennai
State	Tamil Nadu
Pin	603103
Website	https://www.chettinadhealthcity.com/dental/dental.htm

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	P.RAJESH	044-47413350	9841016162	044-4741334 3	dentalprincipal@chettinadhealthcity.com
IQAC / CIQA coordinator	N.NACHIA MMAI	044-47413352	7299897968	044-4741101 1	chettinadnaac@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	Trust

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	28-08-2006

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
Tamil Nadu	Tamilnadu Dr. M.G.R. Medical University	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	31-01-2019	12	BDS RECOGNITION PERMANENT

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	CHETTINAD DENTAL COLLEGE AND RESEARCH INSTITUTE, CHETTINAD HEALTH CITY, RAJIV GANDHI SALAI, KELAMBAKKAM KANCHIPURAM DISTRICT	Rural	9.2	18549

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,Dental Surgery	60	NEET UG	English	100	100
PG	MDS,Prosthodontics And Crown And Bridge	36	NEET PG	English	2	2
PG	MDS,Periodontology	36	NEET PG	English	3	3
PG	MDS,Oral And Maxillofacial Surgery	36	NEET PG	English	2	2
PG	MDS,Conservative Dentistry And Endodontics	36	NEET PG	English	3	3
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	NEET PG	English	3	3
PG	MDS,Oral Pathology And Microbiology	36	NEET PG	English	2	2
PG	MDS,Oral Medicine And Radiology	36	NEET PG	English	2	2
PG	MDS,Pedodontics And Preventive Dentistry	36	NEET PG	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				6				13				0
Recruited	6	0	0	6	8	5	0	13	0	0	0	0
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				40				0				0
Recruited	8	32	0	40	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				65
Recruited	24	41	0	65
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				0
Recruited	44	64	0	108
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	6	0	0	8	5	0	0	0	0	19

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	8	22	0	0	0	0	0	0	0	30

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Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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 Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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 Qualificatio n	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	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	23	0	0	0	23
	Female	77	0	0	0	77
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	15	0	0	0	15
	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	3	8	4	4
	Female	11	10	12	18
	Others	0	0	0	0
ST	Male	1	0	0	1
	Female	0	1	1	0
	Others	0	0	0	0
OBC	Male	19	16	20	16
	Female	53	44	59	70
	Others	0	0	0	0
General	Male	1	2	2	1
	Female	12	8	15	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	89	113	120

General Facilities	
Campus Type: CHETTINAD DENTAL COLLEGE AND RESEARCH INSTITUTE, CHETTINAD HEALTH CITY, RAJIV GANDHI SALAI, KELAMBAKKAM KANCHIPURAM DISTRICT	
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)	**26**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**13**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• 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	**Eco - Friendly Green Campus Air- Condition Lecture Hall with Multimedia Facility Examination Hall Auditorium with 375 seat capacity Sigapi Achi Convention centre with 1200 seat capacity Basement Car Parking with ample outdoor parking facility A/C Plant Security Systems Laundry In - campus transport via battery operated mini - car, Bi-cycle, Scooters & Patient transport van**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	17
* Girls's hostel	1	88
* Overseas students hostel	0	0
* Hostel for interns	1	2
* PG Hostel	1	6

3. Extended Profile

3.1 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
408	350	359	368	370

File Description	Document
Institutional data in prescribed format(Data templ	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
62	48	70	67	67

File Description	Document
Institutional data in prescribed format(Data templ	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
120	113	89	100	99

File Description	Document
Institutional data in prescribed format(Data templ	[View Document]

3.2 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
59	59	59	59	59

File Description	Document
Institutional data in prescribed format(Data templ	[View Document]

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

2018-19	2017-18	2016-17	2015-16	2014-15
59	59	59	59	59

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

3.3 Institution

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

2018-19	2017-18	2016-17	2015-16	2014-15
405.89	352.91	326.74	328.36	237.72

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:

Curriculum Design and Development

- The curriculum is designed and developed by the parent university based on the guidelines of Dental Council of India (DCI). Being an affiliated institution, we ensure that the academic delivery of both BDS and MDS programs is as prescribed by the university.

Academic Flexibility

- However, our institution prides itself on offering numerous value additions to ensure the student is enriched in various aspects of professional and personal life. A number of add on courses and guest lectures by reputed individuals are organized by the institution on a regular basis.

Innovation and Enrichment

- We also have innovative methods of delivering the prescribed course like a learning management system to enable easy and efficient access to study materials, ICT enabled lecture halls and ipad based learning.

College Council

- The College Council coordinates the formulation of an academic calendar and appoints a faculty in-charge for each year of study at the beginning of the academic year through the Dental Education Unit (DEU).
- The timetable incorporating lecture classes, laboratory hours and clinical postings are designed according to the regulations of the DCI.
- The Principal, Heads of Departments, and the members of the DEU are involved intimately in the framing of the exact method of curriculum delivery.
- This process is evaluated for its effectiveness based on the input of the Heads of all Departments and faculty and student members of the DEU.
- Any recommendations made on behalf of the students are considered after discussions among the faculties. The same will then be submitted to the College Council for final review and recommendations.

Board of Studies

- A good number of our faculties of our institution are members of the Board of Studies of the University. This gives them the opportunity to participate actively in the design and updating the

curriculum using the feedback received from the stakeholders of the college.

Evaluation and Feedback

* The evaluation process carried out by the institution is based on the norms laid out by the affiliating university. The students are required to appear for three internal assessment examinations held at three-month intervals. The internal assessment question papers are based on the previous year's university examination question papers. The schedules of these examinations are also incorporated in the academic calendar along with the timetable. Our institution, through the faculty in-charges monitors the progress of the students very meticulously and the same is conveyed to the parents at the time of the parents-teachers meeting.
* Following each internal assessment examination, slow learners are identified and taken care of by separate faculty in-charges and they provide personalized teaching to improve the performance of slow learners.

Workshops and Additional Training

* The college arranges interdisciplinary workshops, Compulsory Internship, Project Work, field visits to inculcate social responsibilities, training in advanced dental procedures and techniques. Also orientation towards basic research ensures to meet the requirements of curriculum implementation.

To ensure effective implementation of the curriculum, periodic review meetings at departmental level are conducted and the necessary follow ups are taken.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	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: 10.17

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	4	6	6

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Link for details of participation of teachers in various bodies	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: 50.98

1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years

Response: 26

1.2.1.2 Number of courses offered by the institution across all programs during the last five years

Response: 51

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

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: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
408	350	359	368	370

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](#)

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:

Introduction

CDCRI regards various cross-cutting issues as key areas in which our students require initiation to enabling them to transform into not only quality professionals but also as socially responsible and morally ethical human beings in the society. In order to achieve this, the college conducts numerous events specific to issues pertaining but not limited to the above.
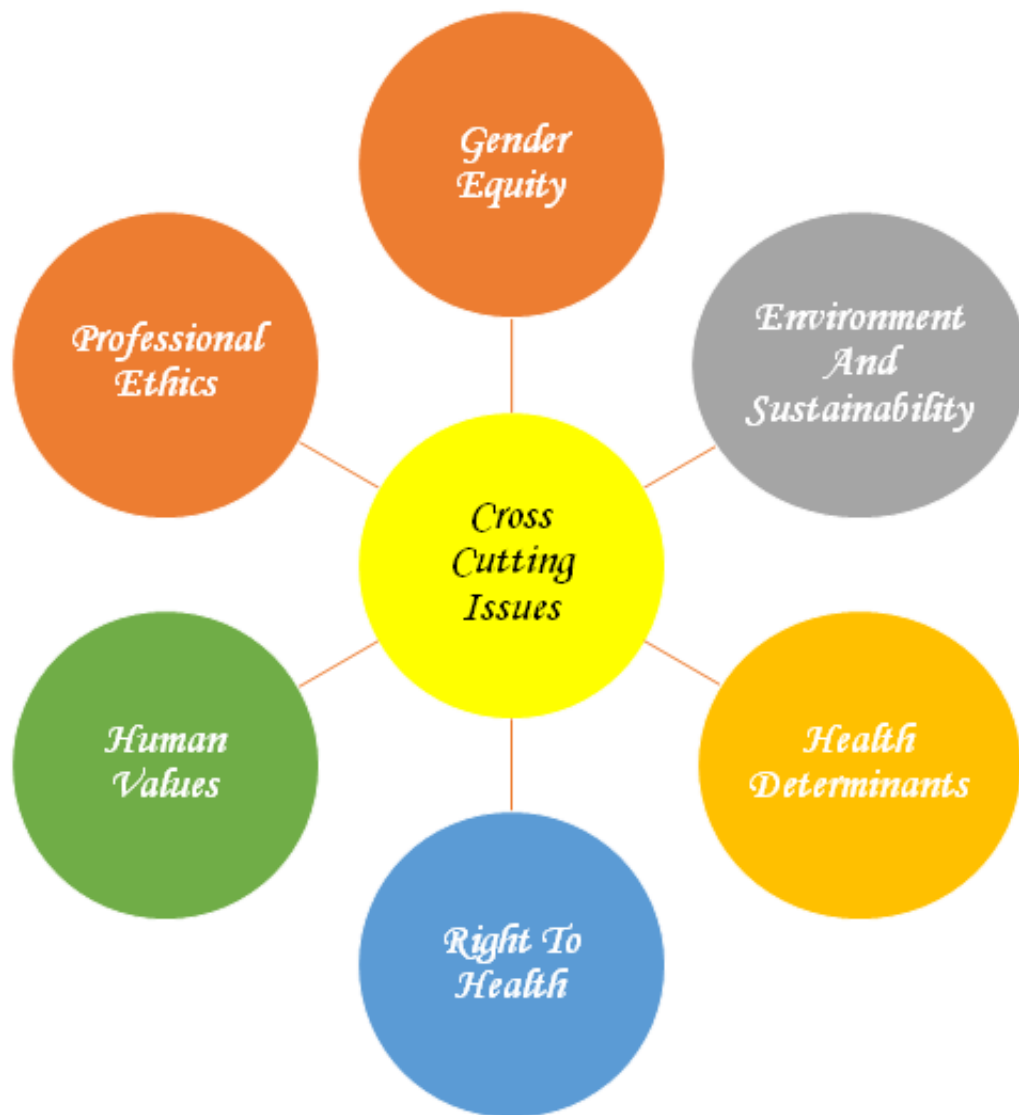
Gender equity:

- Awareness programs and lectures by eminent speakers are arranged to both female and male students to make them understand the importance of gender equity and respect of all people in their workplace.
- This is done from their first year of the program onwards and repeated at periodic intervals to ensure that they not only understand the way to behave, interact and respect their superiors, contemporaries and juniors but to carry forward the same to their future professional and personal lives.

Environment and Sustainability:

- The importance of climate change, greenery and pollution control cannot be overstated in the current scenario.
- We at CDCRI, ensure a green environment in the campus with hundreds of bicycles to commute within the vast 100 acre campus. Our campus also houses a sewage treatment plant, RO plant, and rain water harvesting system.
- Our students are taken on field visits to these establishments to learn the processes involved as part of their posting in the Department of Public Health Dentistry.
- World environment day us also celebrated by planting trees by students.

- We have also achieved the one student – one tree ratio that the Government of India has promoted actively

Human Values:

- We exert a high level of emphasis on imparting human values to our students.
- It forms one of the most important parameters of development of the students in transforming our students into world class citizens. Programs inculcating sense of purpose towards social responsibilities such as "No tobacco Day rallies", "Blood Donation and its importance", "Geriatric Care", and large scale screening camps as part of world oral health day are organized.

Health Determinants and Right to Health:

- The 4 principles for "right to health" are non-discrimination, physical economic and information accessibility.
- CDCRI prides itself in being a totally non-discriminative hospital where we don't have either caste or religion in our out-patient card/database.
- We also ensure that geriatric people, special children and economically challenged individuals/families are provided access to world class dental treatment.

Professional Ethics

- Inculcation of professional ethics is a key area in the development of our students from young adults to responsible dental professionals.
- Training on the importance of professional ethics including soft skills, speaking to patients, oral health education and its importance and communication in front of an audience are provided to our students on a regular basis.
- As a member of the UNESCO Chair in Bioethics, our institution organizes two-day seminars annually to familiarise students and faculties on issues on professionalism and bioethics.
- One of our best practices also includes the frugal innovation protocol where we ensure the treatment at highest quality is offered in the quickest time frame.

File Description	Document
Link for list of courses with their descriptions	[View Document]

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

Response: 31

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

Response: 31

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](#)
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: 75.32

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

2018-19	2017-18	2016-17	2015-16	2014-15
386	329	334	346	351

File Description	Document
Institutional data in prescribed format	[View Document](#)
Attendance copy of the students enrolled for the course	[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: 81.86

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

Response: 334

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 fomat	View Document
Community posting certificate should be duly certified by the Head of the institution	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

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

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

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

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

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:
E. Feedback not collected

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

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

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

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: 94.69

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

2018-19	2017-18	2016-17	2015-16	2014-15
79	77	68	65	64

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

2018-19	2017-18	2016-17	2015-16	2014-15
83	83	69	69	69

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](#)
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	[View Document](#)
Admission extract submitted to the state OBC, SC and ST cell every year.	[View Document](#)

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

Response: 96.43

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:

2018-19	2017-18	2016-17	2015-16	2014-15
120	113	89	100	99

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

2018-19	2017-18	2016-17	2015-16	2014-15
120	120	100	100	100

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: 4.09

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	10	1	3	0

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

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 low performers The Institution:

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

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

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

Response: 6.92

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:

Introduction

CDCRI admits students from different backgrounds, regions and religions. One of the areas where we pride ourselves on being unique is identifying, nurturing and developing extracurricular talents of our students. All our students are given the opportunity to come forward with their interests, skills and talents apart from the field of dentistry. We pride ourselves on being able to identify students with talents in different sporting and cultural areas. These students are then provided with the platform to showcase their skills in various inter-college and intra-college sports and cultural events like Chetfest MOKSHA, SANGAMAM, HYGEA, IGNIS and MIDAS

The institution has world class sports facilities and auditoriums available which our students can access freely to practice and develop their extra- curricular skills. This ensures the following three aspects of growth of our students:

1. The competitive spirit of participating against each other in intra college events
2. Students of different batches working together as a team thereby enhancing and embracing the word "teamwork" in inter-college events.
3. Inculcating the organizational skills involved in the conducting these events from beginning to their successful completion by playing the role of a host.

Fine Arts

- Students possessing the talents in fine arts such as music, acting etc are also encouraged to exhibit their talents in various shows and events that are organized.
- Our student Ms.Priyanka N.K has progressed into an excellent play back singer and is currently lending her voice for movies.

Hobbies and Other Activities

- All the students are advised to cultivate hobbies and/or fitness activities that they can pursue.

- These include holistic activities such as yoga, zumba, swimming, badminton, cycling which are made available in our student-centric campus.
- Additionally, trained professionals are also present to impart proper training to the students interested.
- All students are encouraged to conduct as well as participate in health awareness and scientific awareness events in the campus.
- Active participation for the awareness days takes place and they are allowed to showcase their scientific knowledge in the form of innovative skits, short films, posters and badge making in order to reach the community. This demonstrates the artistic skills of our students.

Sports and Cultural Committee

- All the above activities are overseen by the Sports and Cultural Committee which takes great pride in promoting and nurturing the extracurricular skills and talents of our students.
- Our students also benefit from the expertise of the personnel from the **Sports Medicine and Physical Education Departments** of our institution.

Research

- In the area of Research and Development, we offer the students the platform provided by the ICMR to get exposed to conducting research activities. All students are allowed to choose their topics of interest as well as guides and encouraged to complete the projects.
- This is subsequently followed by advising them to publish their findings in scientific journals of relevance.

Overall our institution has organized 19 sports and cultural extravaganzas in which numerous students have participated and exhibited their innate talents on a wide platform.

File Description	Document
Link for Appropriate documentary evidence	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:

Introduction

Student-centric learning has been one of the core principles of this institution since its inception and this has been reinforced and renewed periodically to keep pace with the changing trends in technology.
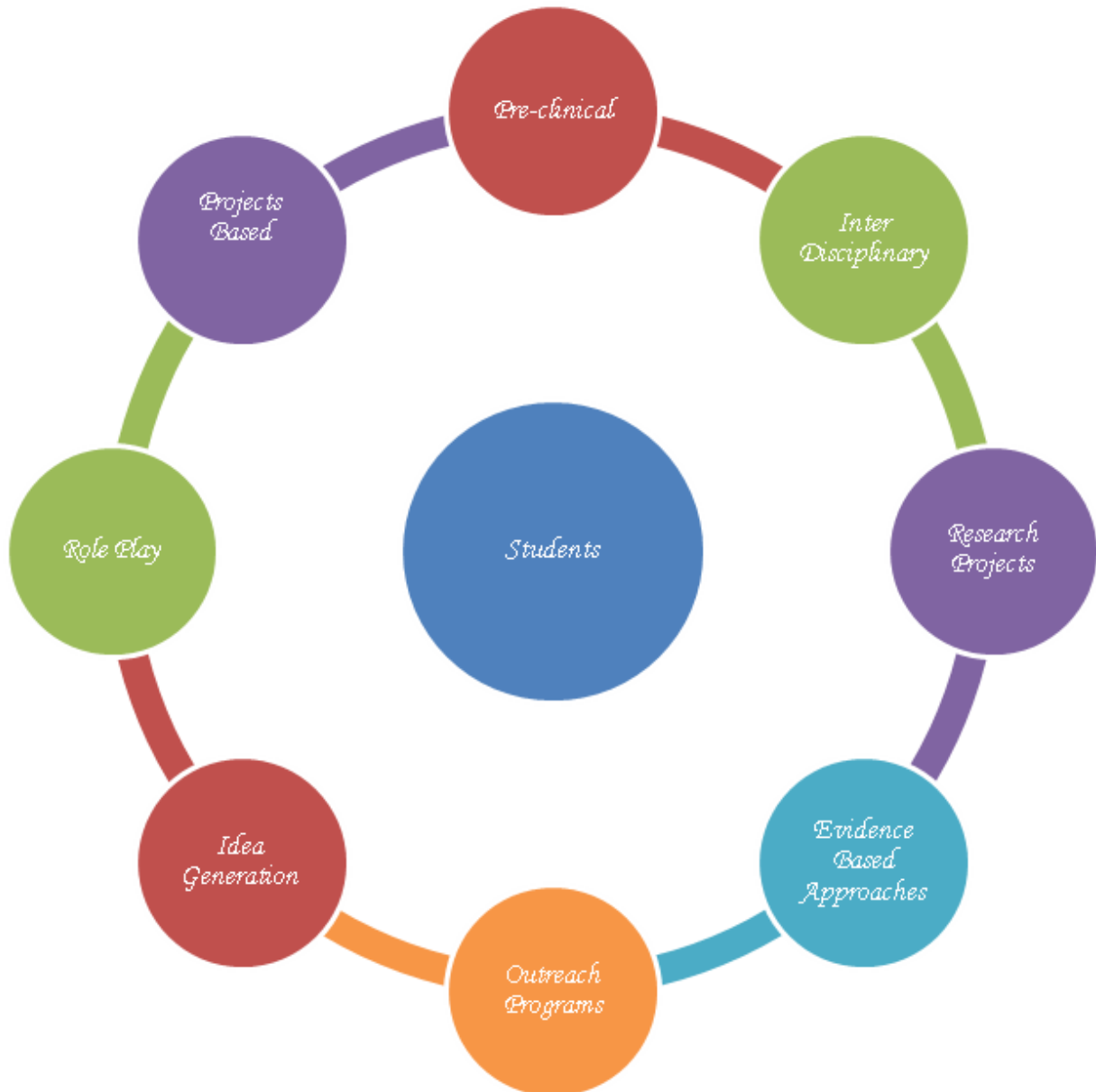
Experiential learning:

- The students learn the clinical aspects of dental surgery by initially performing pre-clinical exercises such as hands on learning on models.
- They then progress to handling patients by first learning the verbal and communication skills through case history taking and subsequently start treatment procedures after gaining confidence in their own abilities.

Integrated/Interdisciplinary learning:

- An interdisciplinary approach towards delivering comprehensive treatment planning is taught to our students.
- Students posted in a particular department are encouraged to take up patients with multiple complaints.
- Students are tasked with completing the entire range of treatment procedures for a single patient.
- A monthly clinical society meeting is organized where students present a clinical scenario and discuss the same.

Participatory learning:

- Participation of students in scientific events both within the campus and in other institutions is actively encouraged.
- This gives the students a platform to showcase not only their clinical skills and theoretical knowledge but also the oratorical skills as well.
- This has resulted in our students bagging a number of prizes in various events.

Patient centric and evidence based learning:

- All students are encouraged to learn through treating patients and develop a deeper understanding and knowledge on how to approach different case scenarios in alignment with patients' deficiencies, needs and preferences.
- They are also encouraged to assimilate knowledge by reading articles on emerging areas as part of their Journal Club and seminar discussions and gather evidence for each treatment.

Learning in the humanities:

- Students are posted in the Department of Public Health Dentistry in their Final Year and CRI.
- During these postings, they attend dental outreach camps in various places including villages, tribal areas etc.
- We wish to record that all the students are benefitted by this exercise.

Problem solving:

- Students are encouraged to expand their horizon of thinking by giving them case scenarios in the OP and questioned on the diagnosis, prognosis and treatment planning.
- They also work on simulators and models to gain experiences.

Self-directed learning:

- Students are encouraged to learn based on their interests and inclinations. They have access to the soft and hard copies of books and journals in the library.
- They get deeper knowledge of the subject when they prepare for their class assignments.

Project based learning:

- Students are required to carry out short term studies as part of ICMR short term student fellowships by our final year students and interns to cater to the general dental well being of the people.

Role play:

- The Department of Public Health Dentistry encourages preparation of and enactment of social messages in the form of small skits, plays and short films by the students.
- Students also perform clinical procedures in department of Periodontics and Prosthodontics such as scaling, impression making on each other to get a feel for procedures.

File Description	Document
Link for learning environment facilities with geotagging	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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

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

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

Response:

Introduction

The institution engages LMS for providing the e-learning platform to the students and faculty. The features of LMS are best exploited for making it as a major teaching-learning tool to disseminate knowledge to our students.

LMS
- Lecture Presentations
- Internal Assessment Marks

LECTURES
- Smart Classrooms
- Laptops
- Ipads

LIBRARY
- E-consortium
- EBSCO Host

Diagnosis
- Instarispacs
- Sage Accpac
- Radio Visuo Graphy
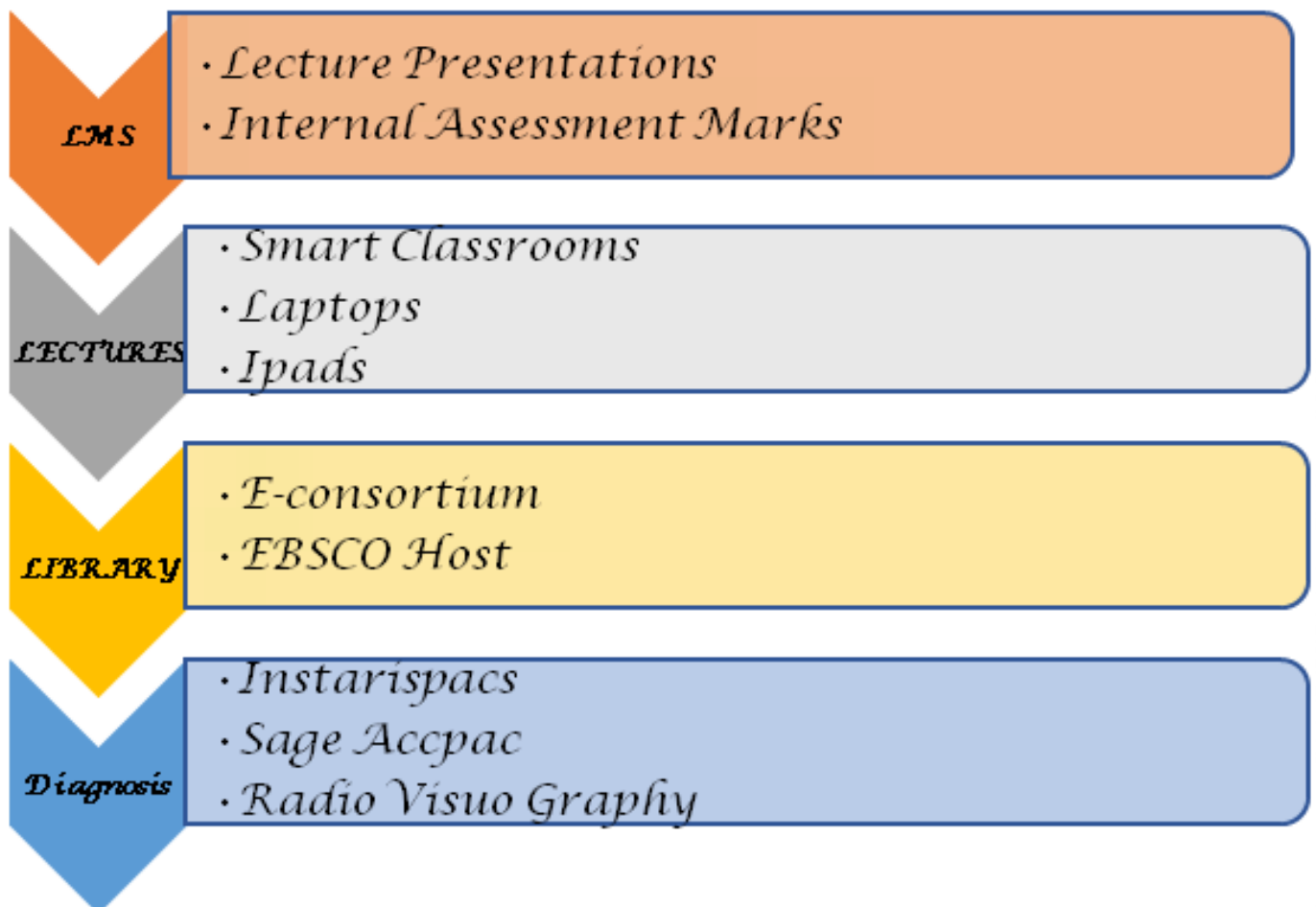
LMS

- All faculties and students are provided with an individual portal with an unique login ID and password for accessing the LMS.
- Faculties can access only their subject portal while students are provided access to all the subjects of study in that academic year.
- The lecture material is uploaded by the respective faculty at least one week prior to the class session and the same is made available to all the students.

Lecture Halls

- All our lecture halls are provided with a desktop computer, wireless internet, overhead projector and collar mikes with speakers.
- The presentation is projected onto a large white screen and the students can additionally view the presentation on their laptops/IPads.

Student Facilities

- All our students upon admission are provided with laptop computers (till 2016-17 batch) and Apple IPads (2017-18 batch onwards).
- The lecture halls were upgraded to enable the usage of ipad teaching and learning.
- Our institution is in the process of moving towards a 3-dimensional method of teaching which will enable the students to clearly visualize the anatomy and understand the subjects.
- Therefore faculties are provided with an IPad to deliver key areas of the session in a 3-dimensional

view to ensure comprehensive understanding.

IT Department

- Our faculties and students are well versed in handling the IT gadgets which empowers them to keep pace with the latest technological advancements in dental education.
- A dedicated Information Technology Department capable of providing both hardware and software support, is available at all times.
- This department gives required training to the faculties in the usage of basic Microsoft tools to enhance the delivery of lectures.

IT Devices

- There are also desktop computers available in all departments of the college with high speed internet connection.
- Any academic related work can be carried out with the help of the IT enabled facilities.
- The computers are fitted with inter-linked internal storage drives which enable access of the data/information stored in one place in any other part of the campus.
- All the systems are also equipped with antivirus and web page blocking softwares which prevent access into non-academic websites.

Technological Innovations

- Our institution also possesses latest technological innovations which assist in the diagnosis of dental conditions like Radio visuography, Digital Ortho pantomograph, and digital microscope.
- These computer assisted aids helps in instant diagnosis and effective treatment planning for our patients.
- All the radiographs are instantly uploaded into the server and they can be accessed in any department through the login portal of the X-ray server.
- An important benefit of this the saving of time and money by avoiding printing the mages.

The faculties are also provided access to online library resources from TNMGR e-consortium and EBSCO Host for updating their knowledge regularly. Other online resources like Swayam are also accessed by our faculties for periodic updates.

| 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](#)

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 6.38

2.3.4.1 Total number of mentors in the preceding academic year

Response: 64

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](#)

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

Response:

Introduction

The teaching and learning process ensures that the students develop analytical skills to apply knowledge in day to day practice and to analyze the outcome of treatment through clinical postings. They also learn to apply principles of ethics and to evaluate the scientific literature and information to decide the treatment.
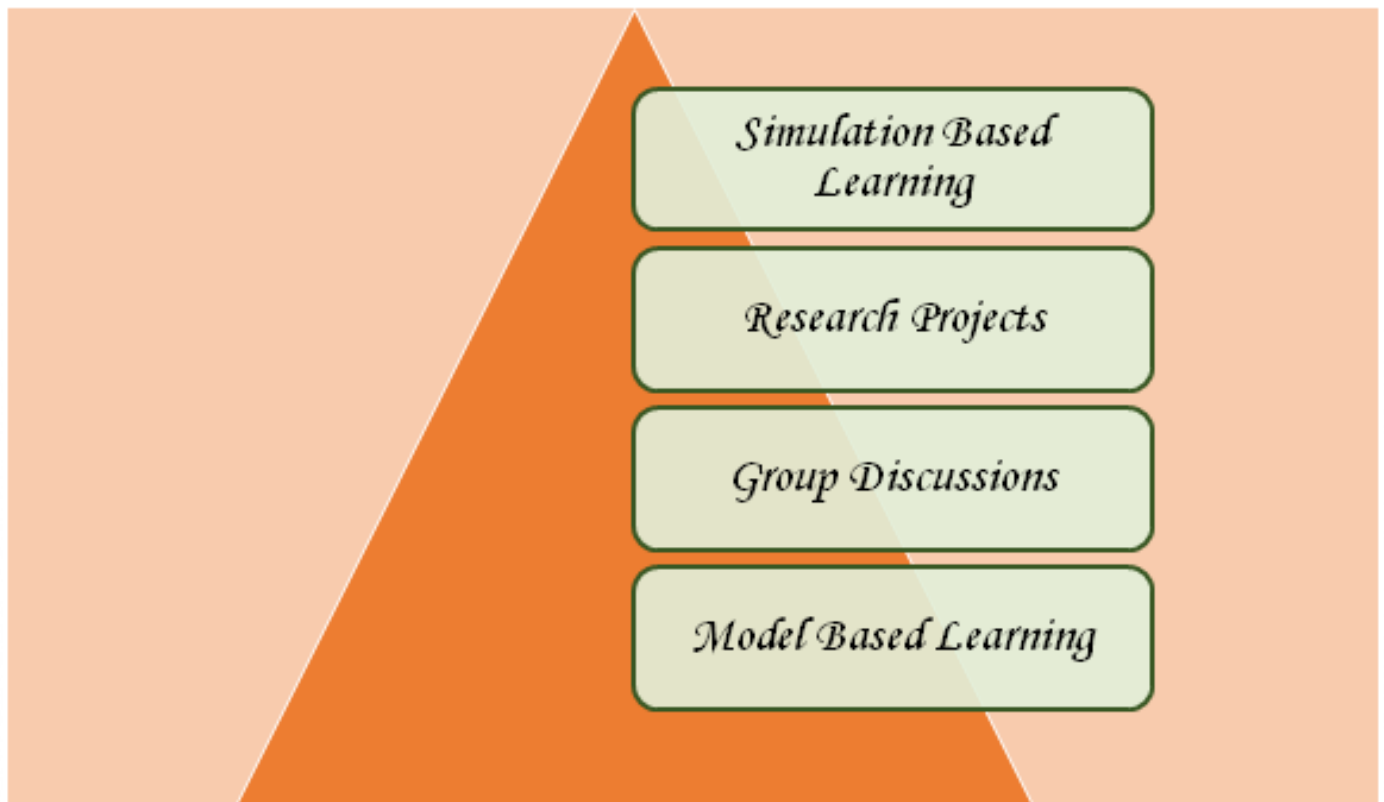
Research and Innovation

- The students are involved in simple research projects during the course of the study.
- Skills are developed to coordinate & supervise the activities of allied dental health personnel and to maintain all records. Skills are developed at arriving provisional, differential and final diagnosis for patient care and treatment.
- The curriculum ensures that the student gains knowledge to prescribe investigations and analytically analyze them for treatment planning.
- They are also taught to integrate multiple disciplines into an individual comprehensive sequenced treatment plan using diagnostic and prognostic information for patient care and treatment planning.

Laboratory skills

- The laboratory skills to be developed by the students like Crown Bridge, Aesthetic Dentistry and Oral Implantology exercises and studying dental morphology also is a part of initial training.
- Preclinical work is part of curriculum and work on models to simulate the oral structures which helps them in nurturing creativity and better understanding of the subject.

Clinical Skills

- The students need to gain adequate clinical hands on-experience in extractions and other minor oral surgical procedures, all aspects of Conservative Dentistry, Endodontics, Crown and Bridge, fabrication of dentures, periodontal therapeutic procedures and use of orthodontic appliances.
- Familiarity with various radiological techniques, particularly intra-oral methods and proper interpretation of radiographs is an essential part of this component of training and has application in clinical diagnosis, forensic identification and age estimation.

Innovative Teaching

- Innovative teaching methods like using simulator teaching aids such as phantom head, restoration in caries teeth, carving in wax blocks, plaster model teeth preparation, suture techniques as well as advanced clinical procedures like Implant placement,
- Esthetic related surgical procedures are also practiced there by creating clinical skills as well as to master with the technique prior with handling to patients.
- Towards the final stage of the clinical training, each student will be involved in comprehensive oral health care or holistic approach to enable them to plan and treat patients as a whole.
- Another way we inculcate analytical thinking and execution in our students is through our teaching of diagnostics, prognosis and treatment planning.
- Our clinical course incorporated analysis of radiographs, tracing of key landmarks in the facial region through cephalometric tracing, evaluation of oral tissues excised for histological analysis and critical thinking through the process of elimination for the formulation of a diagnosis.
- Prior to performing any clinical procedure, the students are required to take a comprehensive case history evaluation for the patients.
- This enables the process of thinking analytically about the possible differential diagnosis, ordering appropriate investigations for each patient, and arriving at a confirmatory diagnosis.
- Following these steps the students are subsequently encouraged to formulate a treatment plan on their own.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	[View Document](#)
Institutional data in prescribed format	[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: 86.44

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.

2018-19	2017-18	2016-17	2015-16	2014-15
58	55	46	47	49

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](#)

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

Response: 12.12

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

Response: 715

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: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
59	59	59	59	59

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: 20.68

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

2018-19	2017-18	2016-17	2015-16	2014-15
22	17	18	4	20

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)
Link to additional information	[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:

Introduction

The Principal of the college in consultation with the members of the College Council prepares the framework of the academic year to be incorporated into the Academic Calendar of the institution. A series

of meetings are conducted by the members of the IQAC and DEU prior to the preparation of the calendar to get the concurrence on the timetable, internal examination dates and clinical posting schedules. The Heads of the all the Departments play an important role in implementing the activities and schedules planned for the academic year. The syllabus of undergraduate and postgraduate programs are followed as per the Tamil Nadu Dr.M.G.R University guidelines. The schedule of teaching the syllabus is prepared at the beginning of the year for effective and smooth implementation of the curriculum. Internal examinations for theory and practicals are conducted as per the schedule.

Academic Calender

- The academic calendar acts as a diary of the institution for our students.
- It is essentially a comprehensive compilation of all the necessary information, dates, schedules, contact people, rules and regulations of our institution.
- Included in the academic calendar are also government holidays, internal assessment schedules, all committees of the institution including members and contact information, and tentative parent-teacher meeting dates for information of the parents to enable them to plan their schedules well in advance.
- The academic calendar also incorporates the complete Teaching-Learning and Evaluation schedules and list of meetings/events planned for an academic year.
- The finalized academic calendar will be made available in the institution's website at the beginning of the academic year for the students and faculties to access it.
- The evaluation dates put up in the academic calendar are monitored and ensured that all departments strictly follow the same.
- The answer papers of every internal assessment examination are returned to the students and they can come forward with issues related to the evaluation performed.
- The final marks of each internal assessment examination are then tabulated by each department and submitted to the DEU and Faculty year incharge for documentation.
- This data is then presented to the parents when they report to the bi-annual parents-teachers meeting.

Students whose performance needs upgrading following the first or second internal assessment examinations are identified and mid course corrections are implemented by assigning separate mentors. A seperate schedule is subsequently incorporated to ensure they are provided with adequate attention to improve their performance. Personal counseling sessions are also organized as and when necessary to uplift them. Specialty clinical posting schedule are prepared by the dental education unit and followed by the students. The postgraduate students attend their basic science postings with regular tests incorporated in order to attend the year end university examination.

File Description	Document
Link for dates of conduct of internal assessment examinations	[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:

Introduction

The internal assessment for each year consists of three internal examinations conducted similar to the university examinations. The dates of these examinations are incorporated in the academic calendar distributed to the students at the beginning of each academic year which provides our students adequate time to plan and prepare.

Processes Involved in Grievance Redressal

- After the conduct of internal examinations, the valued answer scripts are returned to the students within one week.
- The students are then given one week's time to represent their grievances in valuation to the subject in-charge.
- The subject in-charge subsequently reverts back to the respective student with the responses to the raised grievance and the same is recorded in a register.
- In the event of any change in the marks, the revised score is updated in the relevant records and the same is intimated to the faculty year in-charge.
- During the period from 2014 to 2019, all the representations from students relating to evaluations in internal assessment were assessed and it was found that all the grievances were addressed by the HODs to the satisfaction of the aggrieved students.

University Examination Grievance Redressal

- The university examinations are scheduled and conducted by the university and this happens twice in an academic year.
- The university examinations for the BDS program are conducted in August and February of every academic year.
- The rules, regulations regarding the conduct, valuation and grievances redressal systems are outlined in the university website and the institution ensures that all our students are aware of the same.
- Students with grievances regarding their marks can apply to the university for photo copy of their answer scripts.
- Retotalling or Revaluation of answer sheets is not permitted by the university since the valuation system is so designed that it eliminates the application for retotalling or revaluation from the students.
- But the students can receive the photocopy of their answer scripts on payment of the prescribed fees.
- Students can also discuss with their mentors regarding their answers and get guidance to improve their performance in the subsequent examination.

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

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:

Introduction

While the final examinations are conducted by the university, examinations for International assessments are conducted by the college based on the regulations of the university.

Examination procedures:

- The university announces the examination schedules along with the prescribed fees in its website.
- All the students appearing for the university examinations register through online mode with the particulars of subjects they are appearing and the details of examination fees paid.
- The applications are processed by the university and the university uploads the Hall Tickets in its web portal and the same is downloaded at the college.
- The university uploads question papers in the institution login and the college downloads the same

in coded format 30 minutes before commencement of the examination.

- The required copies of the question papers are taken for the exam As the college is a recognized centre for all university examinations, the examination hall is under continuous CCTV surveillance during the examinations and the video coverage of the conduct of examinations is sent to the university along with the answer papers on the same day.

Processes integrating IT :

- The exam hall is installed with the latest cameras and high speed internet connections.
- A computer and printer is also available in the hall to take copies of relevant documents and question paper. A strong IT team supports the conduct of university examinations free from any IT difficulties.
- For the three internal assessment examinations and computation of internal assessment marks, the college makes use of IT facilities for computing the assessment marks.
- The results of internal assessment are informed to the students through internet.
- Uploading of internal assessment marks prior to the university examinations, payment of university examination fees, download of students' Hall Tickets and question papers at the time of university examinations from the university website, valuation of answer scripts and declaration of results are all fully automated.

University Examination Reforms:

- The reforms in university examinations include video recording of examination halls, dummy numbering and scanning of answer scripts. The evaluation is done with scanned answer scripts only.

Self Assessment:

- The students are provided with an assignment note book which contains the previous 10 years university examination question papers.
- They are instructed to complete the work and assess their performance followed by verification by the faculty.
- Open book tests are also conducted for our students to help them gain confidence in their abilities

Work place based assessment:

- The students are taken for dental camps to near and far places to treat different strata of society.
- Their clinical work delivery is assessed at the camp site so that they can receive an accurate feedback on the quality of work that they are able to deliver at the camp site.
- This enables the students to grow holistically, clinically and academically and with self confidence.

OSPE/OSCE

- Our students are exposed to OSPE/OSCE based evaluations. This encourages the students to learn the subjects in more structured and analytical methodology.

File Description	Document
Link for Information on examination reforms	[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**

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	[View Document](#)
Policy document of the options claimed by the institution duly signed by the Head of the Institution	[View Document](#)
Policy document of midcourse improvement of performance of students	[View 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:

The learning outcomes of both BDS and MDS programs are defined by the affiliating university and the

college takes the necessary steps for implementing the curriculum in order to achieve the learning outcomes. The information about outcomes are communicated to the students and teachers through the website of the college and in the orientation program. Important learning outcomes are listed below.

Learning Outcomes:

1. Integration of basic sciences, clinical dental surgery and practical and laboratory skills
2. Sufficient practical skill including patient management skill for treatment of patients of all ages with special reference to pediatric, geriatric and medically compromised and disabled patient
3. Sociological aspects of health care particularly oral health care including the reasons for the variation in oral and dental needs of the society.
4. Motivated for interdisciplinary research activities and emphasis on evidence based dentistry
5. Participation in Continual Dental Educational programs in dental surgery to update knowledge and skills
6. Learns significance of infection and cross infection control in dental practice
7. To learn the importance of various dental tissues in forensic sciences.
8. Attends dental hospital and general hospital postings, community camps
9. Administer all forms of local anesthesia knowledge of various maxillofacial problems like injuries, infections and deformities of the jaw.
10. Restoration of various kinds and endodontic procedures, removable and fixed prosthodontics.
11. Appreciate the role of dentofacial growth and development of malocclusion.
12. Train in various radiological techniques and its interpretations

The Graduate Attributes are defined by the affiliating university and the college takes steps to assess the students on these attributes as per the guidelines of the university. Important Graduate Attributes are listed below.

Graduate Attributes

1. Graduate with clinical and technical aspects of dental surgery as is required for general dental practice
2. Undertake total oral and dental health care of the patients of all ages
3. To know the influence of social behavioral environmental and economic factors on oral and health care
4. Being a member of the health care team delivering medical and oral health care particularly among the rural population.
5. Self-centric learning for continuous upgrading of dental surgery.
6. Gains knowledge in newer technologies of the dental surgery
7. Helps to pursue forensic science as a carrier as well as maintenance of records which could provide useful means for forensic investigations
8. Graduate able and competent to recognize and diagnose dental and oral disease to undertake dental treatment and advise on prevention.
9. Skills developed for general dental practice for extraction of teeth, minor oral surgical procedures. Competent enough to carry out such procedures with grade skills in general practice
10. Simple appliance therapy for patients in the field of orthodontics
11. Awareness in hazards in radiation proper protection measures for patient, operator and staff.

Both the students and teachers are informed about the Graduate Attributes during the orientation program

and through the college website.

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

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

Response: 95.63

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

2018-19	2017-18	2016-17	2015-16	2014-15
62	48	70	67	67

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

2018-19	2017-18	2016-17	2015-16	2014-15
63	49	72	78	68

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**
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	**View Document**

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

Response:

The learning outcomes are made up of General Skills, Practice Management, and Knowledge about infection and Cross infection in Dentistry. The course outcomes are course specific and grouped under Knowledge and Understanding, Skills and Attitude.

The implementation of the curriculum for BDS and MDS programs are carried out through proper planning by following the academic calendar in terms of time tables, conduct of internal examinations and practical classes. The learning process is made of two components viz. theory and practicals involving patients. The outcome of learning process is derived from the performance in university examinations. The fact that our students scoring high marks in the continuous assessment and university examinations exemplifies that they have acquired the knowledge and skills required for their professional career. Thus the learning process is aligned to generic learning outcome of the program.

For the BDS program students, the basics of Human Anatomy, Physiology, Biochemistry, Pharmacology and Microbiology, Anatomical Structure and Development of oral tissues, Preclinical Training on Tooth Models for Restorations, Tooth Carvings and Replacement of Teeth are provided prior to handling of the patients clinically. This facilitates the students to successfully ensure the outcomes of the learning process viz. skills, knowledge and attitude relating to the outcomes of the program.

For students of MDS program based on their speciality, the departments implements the curriculum to fulfill the objectives of the speciality related academic activities like Main Dissertation, Library Dissertation, Seminars, Journal clubs, case presentations as well as presentations in various national conferences and the clinical procedures related to their speciality. These activities generate the necessary program outcomes.

In the final year of study, the clinical curriculum is started in the form of clinical postings. In addition to Dental Departments, the students also attend General Medicine and General Surgery lectures and clinical postings to know the correlation and interactions of various systemic diseases with oral manifestations. Each student is given a set of clinical cases to be performed in each year and individual clinical evaluation is carried out at the end of the postings. The students are also made to understand the concept of community oral health education and be ready to participate in the rural health care delivery programs. This fulfils the requirement of our students to demonstrate their knowledge of the theory, practical and ability for Communication and Community Resources, Patient Care Diagnosis, Patient Care Treatment Planning, Competencies specific to the subject

Apart from the regular academic curriculum, the students are also encouraged to attend various value-added courses offered by the college that impart basic life skills and other executive development programs for enhancing communicative skills involving patients. This enables our students to acquire the ability to work independently and as an effective team member.

The element of research is achieved through our students involving in short research projects during their course of study. Also the research component of the study enables the students to update them with the contemporary trends in research settings and paves way for innovation.

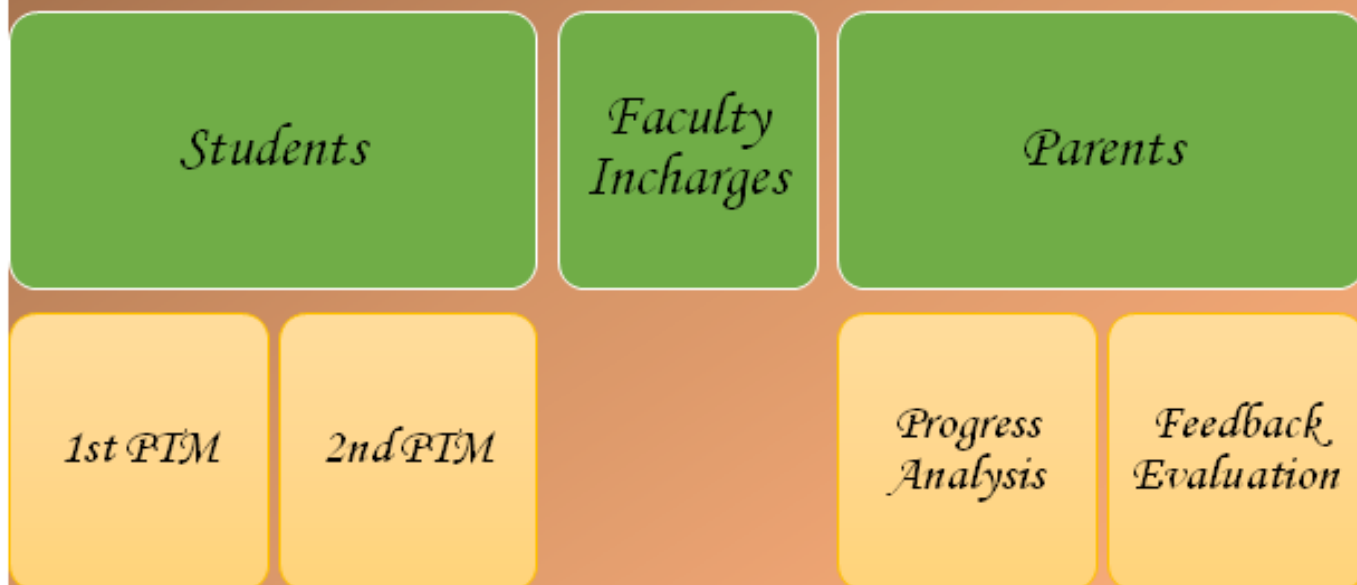| File Description	Document
Link for programme-specific learning outcomes	[View Document](#)

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

Response:

Parent Teacher Association (PTA) :

The PTA Committee is a part of the DEU. The faculty in-charges for various classes for the academic year along with a convener and Chairperson are in the PTA. There are 2 year incharges per academic year, one for the regular batch students and one for the additional batch students. The PTA Committee is responsible for acting as the bridge between the students, institution and the parents.

The Parent-Teacher meetings are to be conducted at the following time frames:

1. January 3rd or 4th week and June 2nd or 3rd week for August exam batch. This follows the 1st and 3rd Internal Assessment examinations respectively.
2. July 3rd or 4th week and November 3rd or 4th week for February exam batch. This follows the 1st and 3rd Internal Assessment examinations respectively.

The roles and responsibilities of the PTA Committee:

- Communication letters for the PTA meetings are sent 2 weeks prior to the meeting date.
- Information regarding student's attendance percentage and internal assessment marks are also sent to the respective parents.

Parent-Teacher Meeting

- During the meeting the faculty in-charge places the attendance and internal assessment marks of the students before the parents for discussion and the remedial action to be taken.
- After each meeting, the faculty in-charge of each year would send the comprehensive report of the meeting to the PTA Committee and in the review meeting.
- The Committee would discuss the action to be taken to improve the students' performance that lag behind.
- The faculty in-charge collects the affected student's grievances and send the same to the PTA Committee and after due discussions with the Principal, necessary action is taken by the departments concerned.
- The feedback from the parents is collected at the meeting and the points are discussed at the subsequent faculty PTA report discussion.

- The grievances raised by the parents are discussed and the recommendations are taken up by the committee and redressal is done wherever applicable.

Process following University Examination

- Immediately after the publication of university results, a letter is sent to the parents of students who have failed to clear the examinations along with the copy of the mark sheet.
- After the students report back to the institution, a separate time table is prepared to ensure that they improve their performance and pass the subject in the subsequent exam.
- Feedbacks are received from the parents in the meeting for the department to take remedial action.
- Apart from the regular meetings, those parents of the students whose performance require improvement are called for special meeting to discuss the remedial measures to facilitate the students progress.

Outcome: The above innovative practice was positively reflected in the university results and it became evident that students who were under-performing during the academic year scored high marks in the university examinations and progress to the next academic year with confidence.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	[View Document](#)
Link for follow up reports on the action taken and outcome analysis.	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.4

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: 86.44

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

2018-19	2017-18	2016-17	2015-16	2014-15
58	55	46	47	49

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](#)

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: 72.54

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	57	59	44	20

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[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: 164

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

| 2018-19	2017-18	2016-17	2015-16	2014-15
78	25	21	29	11

File Description	Document
Institutional data in prescribed format	[View Document]
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	[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:

Introduction

Chettinad Dental College and Research Institute considers itself as a premier teaching learning and research institute. Being a research institute, our institution offers a world of opportunities to our students and faculties to pursue research activities in different fields. The institutional review board of the institution is very actively involved in

1. Organizing programs on research and its associated methodologies
2. Grooms the spirit of research into our students
3. Pre-incubation activities by establishing in-house resource centre and knowledge sharing
4. Identifying students who are keen on research activities
5. Identify and groom the creative potentials of the students.
6. Helps students in formulating their methodology of research
7. Identifying ICMR core areas and encourage students to pursue funding for their research project
8. Motivate the faculties to pursue high end and cutting edge research projects to bring the institute into prominence and additionally give extra motivation to our students.

The institution offers a wide variety of research materials and equipments for our students and faculties to pursue research projects. We also have a MOU with Chettinad Hospital and Research Institute which provides us the opportunity to pursue high end research in subjects such as Microbiology, Molecular Biology, Immunology and Genetics.
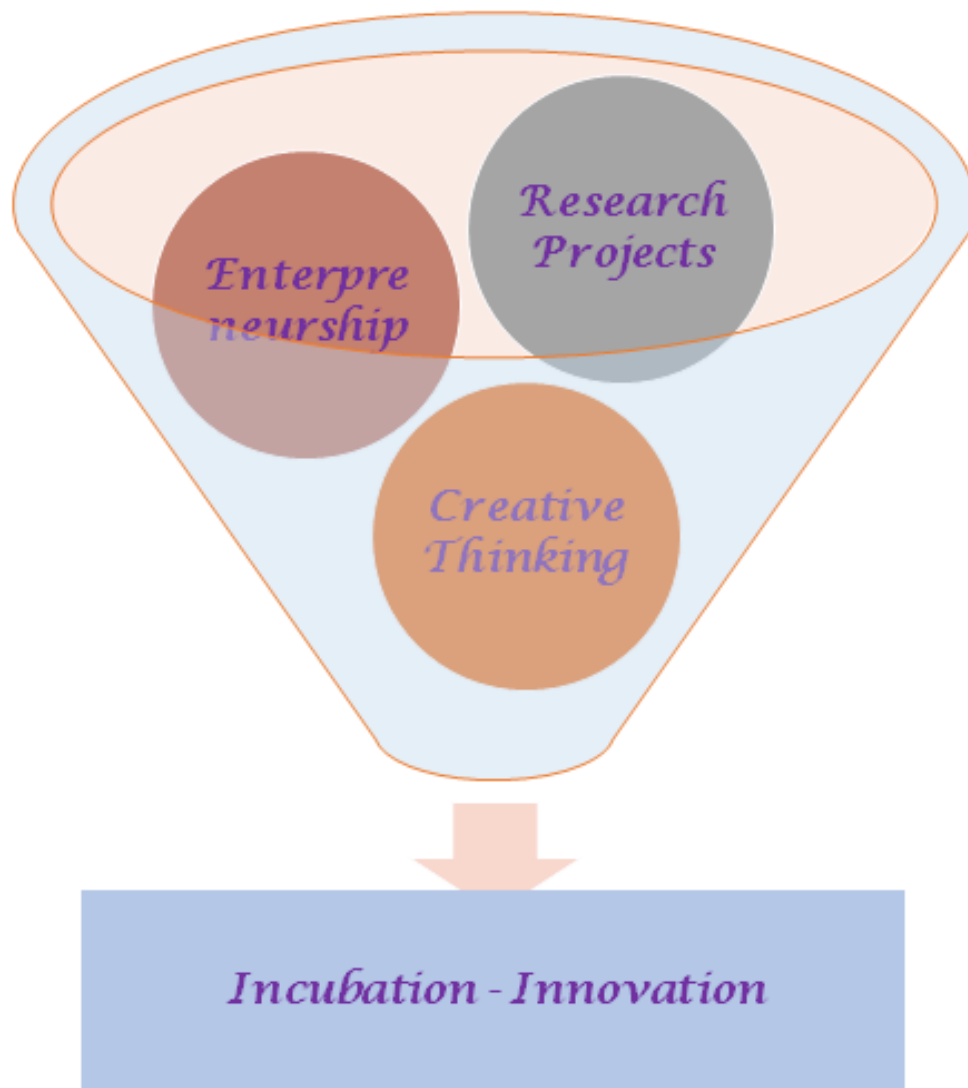
The institution also provides our faculty and students the opportunity to pursue clinical research projects. This involves treatment based research, randomized clinical trials, drug/materials based research etc. The institution also encourages the publication of the completed research projects undertaken. One of the functions of the institutional review board is to ensure submission of the research completion reports. This will lead on to publication of the research project in an appropriate journal. The principal investigator of the research will work under the institutional review board to ensure the publication is achieved.

Promotion of entrepreneurship

Our institution invites several successful and popular clinical practiners, Managing directors of famous dental clinic chains, and hospital associated dental professionals. These invited guests enlighten our students on topics including opening of clinics, patient management, mobilization and distribution of funds, communication skills, and marketing strategies. Our guests also include eminent dentists who have settled abroad who can provide our students a view into migrating to countries such as USA, Australia, Canada and Europe.

We have also invited several of our alumni students who have successfully cleared their post graduate entrance examinations, established a successful practice to motivate and encourage our students that all dreams are possible if the right effort and focus is expended.

All of these are done with a purpose to expose our students to the possibilities that exist in the world and to get them a head start in their professional career.

The outcome of these are reflected in an increase in the number of our students who join their post graduation, travel abroad to pursue their dental career and also start their own dental practice.

File Description	Document
Link for details of the facilities and innovations made	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: 32

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	5	6	7	6

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

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 forma	View Document
Link for 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

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

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

Response: 255

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
Link for 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: 2.53

File Description	Document
Institutional data in prescribed forma	View Document
Link for Additional Information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4 Average number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedingsindexed 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
Link for additional Information	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: 122

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.

2018-19	2017-18	2016-17	2015-16	2014-15
24	23	25	24	26

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: 43.99

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

2018-19	2017-18	2016-17	2015-16	2014-15
154	163	165	156	175

File Description	Document
Institutional data in prescribed forma	[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 and amount generated Photographs or any supporting document in relevance	[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:

The Department of Public Health Dentistry is actively involved in organizing extension and outreach activities in the form of dental camps. This encompasses all strata of society in the population around our institution. Our institution takes pride in that it is completely unbiased in serving all section of the society.

- Service To Needy
- Dental Health Promotion
- Referral To Institution For Treatment

Free Camps

Tobacco Cessation

- Promotion Of Healthy Living
- Spreading Cancer Awareness

Oral Hygiene Awareness

Special Services

- Enhance Dental Health In All Communities

Care For Special Children
- Care For Geriatric Patients
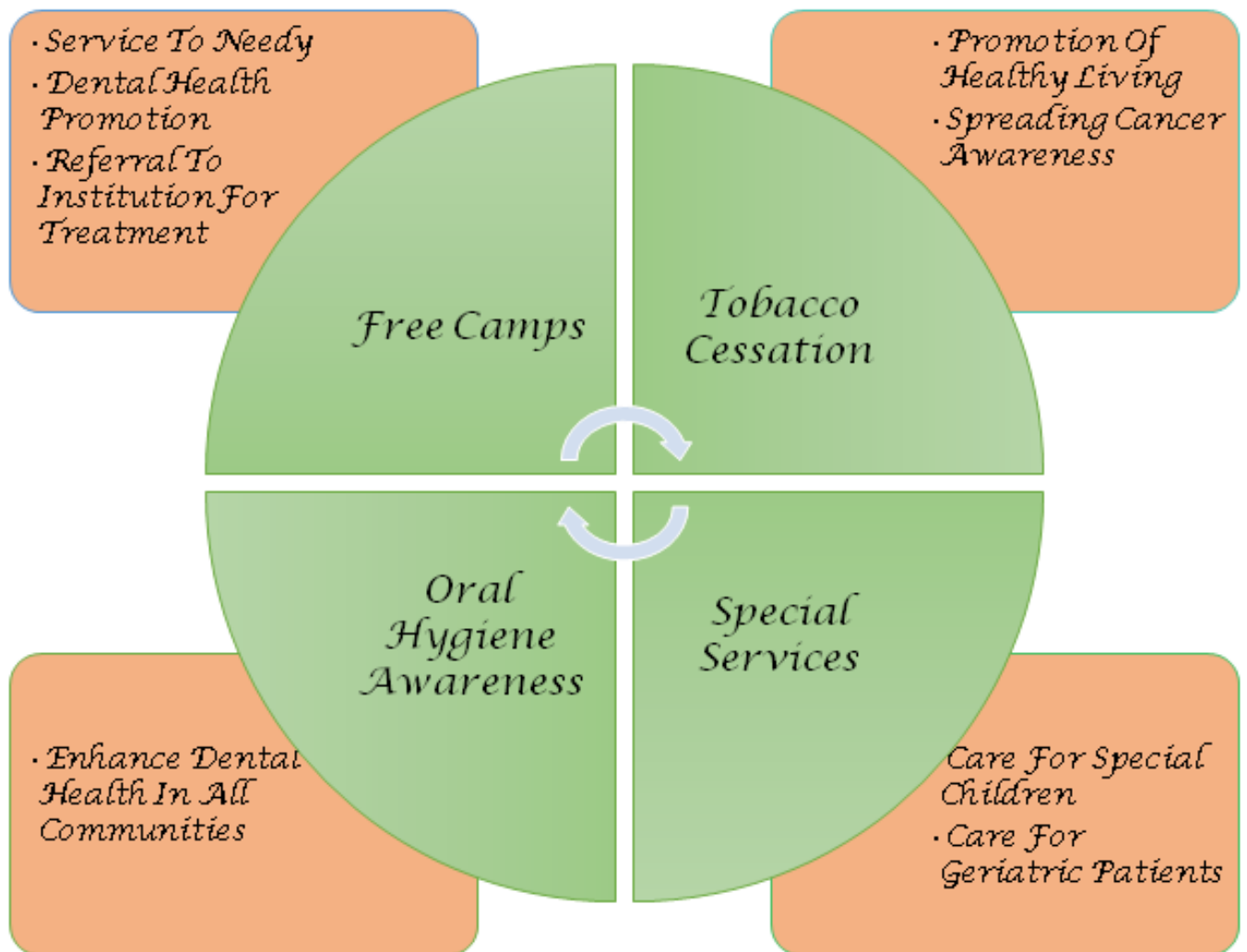
The outreach activities conducted include the following areas:

1. Free dental camps to serve the needy and poor
2. Promoting oral hygiene during the world oral health day celebrations
3. Organizing camps to commemorate Geriatric Day in old age homes
4. Cancer awareness programs
5. Anti-Tobacco rally and an exclusive Tobacco Cessation Clinic in our institution to bring awareness of the ill effects of various forms of tobacco
6. Dental camps for children with special needs at NIEPMD
7. School Dental Camps to ensure early detection of childhood caries, promote caries prevention in deciduous dentition and mixed dentition period.
8. Promote the benefits of eating right as part of our Nutrition Day Awareness Drive.
9. Teach the general public of all ages, the benefits of tooth brushing and correct method of tooth brushing as part of our Tooth Brushing Day celebrations.
10. Promote awareness and need for blood donation during the Awareness program on Donating Blood.

The department is organizing augmentation exercises through camps in towns, schools, universities, establishments for rationally and physically incapacitated, visually impaired, old age homes, industrial facilities, carnivals and so forth. In conjunction with neighborhood panchayat authorities, non-authorities,

Rotary Clubs, Lions Clubs of neighborhood different NGOs in the region our institution is continuously engaged to improve the oral and general health, lifestyle habits of the society at large.

As a result of the above successful activities, we have received commendations from different agencies viz. governmental and private, which only encourages us to do more for the betterment of the society.

The department has also received appreciations from local political organizations / NGOs, for involving in the Human Chain Formation Rally at Elliot's Beach for Cancer Awareness, a mass development program on creating awareness among the general public about self assessment, impacts, implications etc., From the last 5 years, the department has been awarded by Adyar Cancer Institute for its active participation in the No tobacco Day Drive. The students have vastly contributed in sensitizing the people against the adverse effects of tobacco on health, through appropriate health education and promotion programs.

The number of awards for various years is given below

Year	2014-15	2015-16	2016-17	2017-18	2018-19
Number of awards / recognitions	7	1	1	12	11

File Description	Document
Link for list of awards for extension activities in the last 5 year	[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:

The Department of Public Health Dentistry spearheads various educational and extra-curricular activities in the institution to take the oral health closer to the needy population. These activities conducted in this department are part of its academic agenda in accordance with the mission of the institution to provide healthcare and service to the global community, thereby contributing to improvement of general and oral health standards of individuals. In this regard, the department celebrates various international and national days of importance to spread the message to the faculty, students, and patients likewise.

The national and international days that are celebrated every year in the campus with their related activities include

1. National Tooth Brushing Day emphasizing the importance of children's oral health, wherein free toothbrushes and toothpastes are given to the school children,
2. National Geriatric Day, with the theme that geriatric population is the most vulnerable for illnesses and their health status is the most often neglected,
3. International Yoga Day when the students educate the patients and the dental undergraduate students, faculty with the facts that Yoga can help them maintain a sound and healthy organ system and benefits and advantages of yoga over the other strenuous physical exercises are explained through charts and posters.
4. *World No Tobacco Day* where the ill effects of tobacco usage on the body and on the oral cavity are explained through skits, anti-tobacco counselling speech and other activities. The patients are discouraged from using any form of tobacco and are taught that tobacco is the leading cause of cancer in the world and in our country. They are advised about the alternative food stuff they can use instead of tobacco.
5. The Anti-Cancer Awareness Day is celebrated in lieu of the activities of World No-tobacco day. The patients attending the out-patient department are educated through appropriate learning aids,

about the ill effects of tobacco usage and the eventual incidence of Oral/pharyngeal cancer in those who have the habits. The patients are educated by showing the cancer-causing ingredients present in the tobacco products using life-sized dummy display in models.

6. The World Oral Health Day: The Department recognized the fact that mouth is the mirror of the body, and that mouth is most often the first place where the symptoms of systemic illness begin to appear first. The students educated the patients about the oral manifestations of most common systemic diseases. They were taught about how to examine their own oral cavity for the first signs of most systemic diseases.

7. The Earth Day is celebrated to coincide with the globalization/ industrialization and its adverse effects on systemic and oral health. The importance of an eco-friendly environment is stressed by the students and the patients/students/faculty are taught to effectively reduce the consumption of fossil fuels and change over to renewable sources of energy like solar power, bio-fuel etc.

8. Other special events were conducted on World Diabetes day, Oral-Hygiene Day, Voluntary Blood-donation Week and Nutrition Day and Save the tooth program.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	[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: 10.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
34	8	4	2	3

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: 12

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: 12

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

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:

Introduction

The college leaves no stone unturned to provide world class infrastructure in the campus. Physical infrastructure for academic requirements are extensively planned and augmented.

Teaching and Learning:

CDCRI takes great pride in the fact that it provides admirable infrastructural facilities for the unmatched teaching-learning experience. Lecture halls, demonstration rooms, laboratories, hospital for clinical teaching are fully equipped. In this magnificent campus, teaching-learning in our institution comprises of two components viz. Academic/ theoretical teaching and practical/clinical teaching with a margin of overlap between the two.

The institution possesses the following infrastructures conducive for academic teaching and learning:

- Air-conditioned Lecture halls with all necessary ICT Facilities
- An Auditorium with 375 seating capacity for CDE programs, guest lectures etc.
- A Seminar Hall with a seating capacity of 50 in each department with options for projecting lecture sessions, seminars, and journal clubs
- Each of lecture halls is equipped with a projector with Apple software along with a computer system. Our students are provided with I-pads with software which integrates with that of the college system.
- Pre-clinical Laboratories

- Anatomy Cadaver Hall

- Basic Biochemistry Lab
- Microbiology Lab
- General Pathology specimen Hall

- Pharmacology Lab

- Oral Pathology and Oral Histology Lab and Pre-clinical work area
- Pre-clinical Prosthodontics Lab with Phantom Head Models
- Pre-clinical Prosthodontics Conservative Dentistry Lab with Phantom Head Models
- Research Lab for basic research
- Advanced Library

All the laboratories have demonstration rooms which can accommodate 75 students at a time with audio-

visual equipment, well-maintained state-of-the-art equipments.

The college provides LMS to the students where all subject related materials like syllabus, lesson plan, lecture notes, power point presentations, assignments, seminar topics and question bank are uploaded.

Facilities for Clinical Learning:

- There are 8 clinical dental departments where the students can learn the clinical aspects of the curriculum.
- The students are allowed to observe and then subsequently treat patients in each clinical department under the supervision of a faculty.
- The clinical teaching-learning happens in these departments where there is one to one interaction between the students and teachers.
- There are also Ceramic Lab, Acrylic Lab, and Casting Lab where the student can learn the laboratory based clinical procedures like fabrication of crowns, bridges and other dental prosthesis.

Medical College Teaching

- Our Medical College and Hospital caters to the teaching of Medical subjects like General Medicine and General Surgery.
- The out-patient area, in-patient wards and major and minor surgical theaters are provided with the latest equipments based on latest technology and highly qualified and experienced faculties to cater to the learning needs of our students.

Library

- The college library is equipped with a large number of books and journals.
- The library services are strengthened with 40 computers with OPAC software. All books are bar-coded and issued.
- Every department also has a department library with relevant subject textbooks to enable students and faculty to get instant access for reference purposes.

TEACHING-LEARNING FACILITIES

- Air- conditioned Lecture Halls -- 4

- Auditorium with 375 seating capacity

- Projector with Apple software along with a computer system - in each lecture hall

- Anatomy Cadaver Lab

- Basic Biochemistry Lab

- Microbiology Lab

- General pathology Lab

- Pharmacology Lab

- Oral pathology and Oral Histology lab

- Pre-clinical prosthodontics lab with phantom head models

- Research Lab for Basic Research

- Advanced Library

File Description	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:

The Management of our college never gets exhausted in providing unmatched facilities for recreation, sports, Games, physical fitness and cultural activities to our students.

Auditorium

- Our college has a large 2000 seating capacity auditorium named "Sigapi Aachi Centre".
- It is constructed in the mould of an amphitheatre and houses Dolby atmos surround speaker system and excellent air conditioning.
- The auditorium was dedicated to student community in the year 2007.
- All our cultural and academic events are staged in this massive structure.

Stadiums and Courts

Our students are also encouraged to practice and participate in various sports and extracurricular activities.

- Our college has provided both an indoor and an outdoor stadium for the students to excel in sports and games.
- The indoor stadium is provided with various equipments to facilitate a variety of sports activities including shuttle, badminton, basketball, etc.
- The indoor stadium is open to students after the working hours of the college and is invariably occupied to capacity by our students to practice their sports of choice.
- The outdoor sports facilities include a cricket ground with nets facilities, football stadium with lush grass, a basketball court, athletic track for track and field events, throw ball court and volley ball court.

Faculty of Sports Medicine and Department of Physical Training

- oversee the training of our students in the events of their choice prior to their participation in various intra and inter college events.
- The trophies won by our students are proudly displayed in the Principal's office.

Fitness Facilities

- In addition to the above sports facilities, a fully equipped gymnasium is in place in both men's and women's hostels.
- A physical trainer is also available to guide and train the students in building up their fitness levels.
- Each hostel also has a swimming pool which can cater upto 30 persons at a time. The pool matches to international standards of cleanliness and is well used by our students.

Other Facilities

- Our institution has been hosting the MIDAS Fest, a state level scientific, sports and cultural extravaganza, annually for the past 5 years. This provides our students ample opportunities to showcase their extracurricular talents in front of a large audience.
- A movie is also screened in our Sigapi Aachi auditorium on a weekly basis (Thursdays, From 5:00 p.m. to 8:00 p.m.) for the faculties and students. The college transportation is provided for those who have to go to their homes after the movie.
- The institution also organizes training programs for yoga for both students and faculties on a regular basis. There is a large hall which accommodates around 100 participants at a time.

Celebrations

- Special occasions are also celebrated every year as part of festivals of national importance including
  - Dandia night for Navaratri,
  - Breaking the fast during Ramzaan,
  - firework show during Deepavali,
  - Christmas and New year extravaganzas
  - These are open to all faculties and students so that everyone can enjoy the occasions. Transport is also provided for those who have to travel back to their homes after the celebrations.

File Description	Document
Link for list of available sports and cultural facilities	[View Document](#)
Link for geotagged photographs	[View Document](#)

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The general campus facilities available are of superior quality and adequate in quantity. It may be highlighted that the facilities are well maintained. The facilities provided are briefly illustrated below.
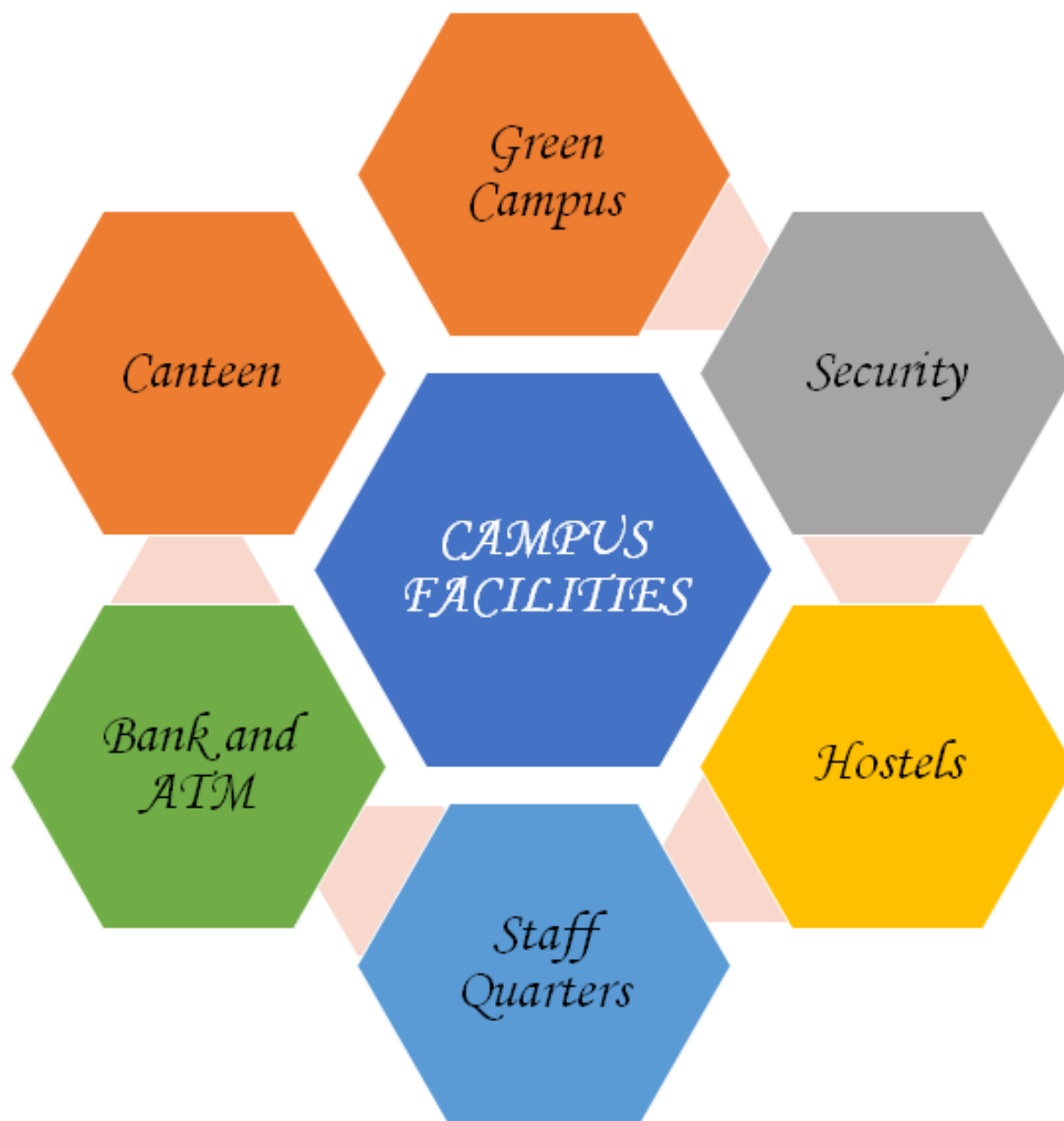
Campus Facilities:

Green Campus: Our campus stands by the theme "Go Green". Our campus is encased with various plants and trees making it livelier and pollution free. We have shuttle service for the patients enabling easy transportation within the campus. Bicycles are provided in large numbers for commutation within the campus.

The campus also houses a state-of-the-art water purification plant (RO System) which caters to the drinking water needs of students, faculty, staff and patients. There are also electric powered vehicles (Buggies), Electric Car and scooters to provide transportation within the campus for faculties, guests and other dignitaries. Our cement roadways provide comfortable access to all areas of our campus and there are Signage's are present at all places to provide directions to patients, public, and guests for easy commutation throughout the vast campus.

Security: Adequate security facilities are provided to students, faculties and the patients who visit our campus. 191 CCTV cameras are installed at every vantage point in the campus and they are monitored continuously. Every exit point from the hospital to lecture halls, hostels and grounds are equipped with

turnstiles which can be accessed by simultaneously keeping a biometric scan and ID card. This ensures that only students and employees can access the hostels and academic premises. Highly trained security personnel are posted at all strategic locations in the campus.

Hostels: The campus also has a girls' and boys' hostel which comprises of both single and shared accommodation. The hostel also provides air conditioned rooms. The hostel has an indoor gym facility, yoga room, swimming pool, study area etc., The hostel is safe and secure with 24/7 CCTV surveillance. High quality food with a varied menu is served in the hostel for the inmates.

Staff Quarters: Accommodation for faculties is provided in the campus. The in-house employees can choose from apartment of different sizes to villas to reside. Both quarters and the hospital have spacious car and two-wheeler parking facilities.

Bank and ATM: The campus has a branch of Axis Bank which is open during normal banking hours along with the ATM to provide banking services to faculty, employees and patients in the campus. In addition to this we have two more ATMs which enable easy access to funds in case of need.

Canteen: The college has a magnificent food court which functions throughout the day. All types of cuisines ranging from traditional South Indian, North Indian, tandoori, continental and international delicacies are available. A coffee day outlet is also situated for the benefit of the employees and students.

In addition to the above mentioned facilities, the campus also houses a salon and spa, fashion boutique, courier outlet, recharge hub, Xerox and computer center and a student's store for procuring stationeries and other items

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)

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

Response: 30.05

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

2018-19	2017-18	2016-17	2015-16	2014-15
90	75	250	65	25

06-10-2020 02:05:26

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](#)
Audited utilization statements (highlight relevant items)	[View Document](#)
Any additional information	[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:

CLINICAL TEACHING AND LEARNING:

Clinical teaching is executed in 9 Dental and 8 Medical Departments. Each of these departments manages an out-patient ward where students can examine/perform therapeutic procedures, seminar hall for teaching/ presentations, laboratory for pre-clinical exercises / biochemical investigations and a research facility with equipments to perform basic medical/dental and clinical projects. The clinical/laboratory/academic space is allocated based on the DCI regulations. All our departments have the necessary clinical/laboratory materials as stipulated by the DCI.

The basic clinical requirement is the flow of patients to the Dental OP in particular and Medical OP for learning the basic medicine. The average footfall in our hospital is significantly more than the minimum required as mandated by the DCI. The number of patients visiting our hospital is more than sufficient for our students to thoroughly learn all the basic and certain advanced clinical dental procedures.

Laboratory Facilities:

1. **Basic Clinical Equipments:**

The basic clinical equipments / materials that are required, are governed by the regulations of the DCI. These include:

1. Dental Chairs
2. Minor Operating Theaters
3. Ultrasonic Scalers
4. Airotor Handpieces
5. Restorative Cements of different types
6. Impression Materials

7. X-rays :

Regular dental X-ray units, Digital X-ray units

1. OPG unit for full mouth imaging
2. Lateral cephalogram for orthodontics imaging
3. Computed Tomography for Advanced Digital Imaging
4. Autoclaves for sterilization of instruments
5. Fumigation equipments for sterilization of the minor operating theaters
6. Instruments for performing tooth extractions, surgical tooth removal, minor oral surgical procedures
7. Pre-clinical laboratory

CDCRI possesses a number of pre-clinical laboratories where our students can learn the basic clinical dental exercises on models before performing the same on patients. The following are available in the labs

- Mannequins for simulating patients
- Dental Models to perform cavity preparations, tooth preparations
- Dental handpieces
- Laboratory space to learn basic dental exercises like cement mixing, impression making, duplicating impression models etc
- Tooth Morphology lab with work stations, demonstration models, white/black boards and charts
- Patient education room for teaching the patients proper oral hygiene measures with required models for demonstration
- Clinical laboratory spaces

Our institution also houses a laboratory where fabrication of dentures/artificial teeth/histological analysis are performed. The equipments present include Induction casting machines, Burnout furnaces, Micromotors, Metal grinders, Sandblasters, Duplicator equipment, Vacuum investors, Ceramic finishing kits, Metal finishing kits, Microtome, Tissue Processing unit.

1. **Advanced Dental Equipments**

CDCRI also possesses the following numerous specialized dental instruments to perform advanced dental therapeutic procedures.

1. Endosonic Handpieces
2. Dental LASER
3. Implant physio dispenser with surgical kits of different systems
4. Rubber dam kits
5. Specialized operating dental microscopes
6. Micro surgical instruments
7. Bleaching and micro abrasion equipments
8. Injectable thermoplasticized gutta percha
9. Electro Surgery Unit
10. Penta head microscope and specialized research microscope

All the equipments stated above are adequate to cater to the academic and clinical requirements of the

students and as per the norms prescribed by DCI.

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](#)

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

Response: 164950

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

2018-19	2017-18	2016-17	2015-16	2014-15
209990	183460	152705	111023	85262

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

2018-19	2017-18	2016-17	2015-16	2014-15
21237	21010	17080	12068	10915

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

Link to hospital records / Hospital Management Information System	[View Document](#)	
Link for additional information	[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: 528.6

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.

2018-19	2017-18	2016-17	2015-16	2014-15
526	488	513	452	496

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.

2018-19	2017-18	2016-17	2015-16	2014-15
114	54	0	0	0

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](#)
Detailed report of activities and list of students benefitted due to exposure to learning resource	[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**

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

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](#)

4.3 Library as a Learning Resource

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

Response:

Library Management System was introduced in our library in the year 2007 for the main purpose of managing the library's daily operations efficiently. The library is fully computerized with well networked library management software for searching, lending, reserving, appending etc.

Name of the software: **LibMS**

Extent of Automation: Fully automated

Year of Automation: 2007

Year of recent updation of software and database 2018

This integrated library management system enables in managing the whole library workflow through an easy-to-use, simple and interactive interface.

Library Management System is software used to keep the record of different categories like Books, Journals, Newspapers, Magazines, Audiovisual resources, Thesis and Doctoral Dissertations for efficient functioning of the library. Book and journals of all the different dental specialities can be accessed. All the authorised users can be login via the weblink http://10.10.10.7/libms using a username and password. It is a fully automated software using INFLIBNET program.

LibMS has the following features,

1. Acquisition Management of the entire library collection.
2. Catalogue Management of books, journals, library dissertations and thesis.
3. Digital archive Management
4. Article Indexing from various journals, conference proceedings and reports.
5. Permits easy of bibliographic control, checking and updating.
6. Circulation Management and Barcode scanning in issue and return of the books via RFID tagging
7. Automated reminder option of the software helps remind students who have borrowed books on the return date via SMS.
8. Fee collection on fine, late return, loss or damage to any book on loan.
9. Subscription Management by serial control of journals and periodicals to keep track of arrived and non arrived serials or issues.
10. Search function for any book or journal available in the library wherein one can search book author, title, year, subject, department, accession no, publisher name, date or keywords to filter the data. Define search field and select particular fields to display the result.
11. Location of the book in the library can be accessed through the search function.
12. Multi user access friendly as multiple users can login at the same time in the Library Management software.
13. Simple and Elegant User Interface
14. Report generation on books, student, faculty and library employee.

Thus, LibMS ensures the library to keep its collections more organized, simplified and structured. It is used to keep the records of different categories like Books, Journals, Newspapers, and Magazines etc. LibMS

supports in maintaining the data of books issued to learners and books available in the library. This enables librarians to instantaneously spot any particular book at any given time in the library**.**

File Description	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:

The college library acts as an apex knowledge resource centre for all the departments. However, each of them has its own independent specialized libraries. It is envisaged that this library will continue to be a strong facilitator in knowledge creation and dissemination.

The Library serves as a source for an efficient, serious and scholarly place that supports and enables quality improvements in academic and institutional performance. The library procures a comprehensive range of textbooks, journals, digital databases, thesis and doctoral dissertations. There are collections of diverse materials, to support teaching, learning and research. It also provides entertainment and healthy leisure to the students and faculty by providing different newspapers and magazines. The entire collection is organized into various sections in the library.

The library is updated annually for books and journals based on the curriculum and annual budget. The book's cover all dental specialties and basic medical sciences. Currently there are 2488 books, and 25328 e-books. The journals cover all dental and allied specialties constituting 671 print journals and 758 e-journals for article reference and learning. Apart from this, learning materials in the form of audiovisual media is also present comprising of 258 CDs for supporting student learning.

The library also is subscribed to 3 discipline specific learning resource namely, E-consortium, EBSCO and Proquest for students access to journal articles, research reports, conference proceedings for thesis work and other projects The E-consortium database is made available on annual subscription from The Tamil Nadu Dr. M.G.R. Medical University, Chennai for dental, medical and allied health sciences as e-books and e-journals. Access to the e-resources can be done through e-Consortium of the University website by using a username and password for students and faculty separately that can be remotely accessed through the software "EzProxy". It gives access to 74 medical journals through Springer and Nature, 30 dental journals through Wiley, 37 pharmacy journals through Bentham Science and nursing journals through EBSCO's CINAHL database. It also gives access to 151 dental e-books and 173 medical e-books.

The Proquest database is an annual subscription for dental and medical e-books, scholarly e-journals, videos and audio, dissertation and theses, newspapers and magazines, trade journals, reports, conference papers and proceedings, working papers, blogs, podcasts and websites, pamphlets and ephemeral works related to dentistry and health sciences. It can be accessed through the institutional login and IP address only. It gives access to 368 dental e-books, 9388 medical e-books and 106 dental e-journals.

EBSCO database is also an annual subscription for dental and medical e-books and e-journals. It can be accessed through the institutional login and IP address only. It gives access to 31 dental e-books, and 250 dental e-journals.

We have included mandatory library hours in the timetable of our students to inculcate the reading habits in them. There is also a new arrivals section in our library which is refreshed once every 15 days. A message is also sent to students and faculties to intimate them of the same.

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

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All 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

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

Response: 35.06

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)

2018-19	2017-18	2016-17	2015-16	2014-15
54.59	60.57	55.69	2.42	2.05

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](#)
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audit statement highlighting the expenditure for purchase of books and journal library resources	[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:

The college library consists of a digital library wing which enables greater access to wide range of well-organized data in digital form. The online data base subscribed and web based online catalogue is available in the internet. Students can access the online database in entire college network. Faculty members can access online database from anywhere.

In-Person and Remote Access Usage Of Library:

The college library can be accessed by students and faculty and are monitored by their biometric punch. The students and faculty have in person access to the hard copies of books, current journals, back volumes of journals, audiovisual resources, virtual library, newspapers and magazines, thesis and postdoctoral dissertations. The library has fully automated its entire collection which could be accessible through Library Management System (LibMS).

The Proquest and EBSCO database gives on-campus access to dental and medical e-books, scholarly e-journals, videos and audio, dissertation and theses, newspapers and magazines, trade journals, reports, conference papers and proceedings, working papers, blogs, podcasts and websites, pamphlets and ephemeral works related to dentistry and health sciences. These can be accessed by students and faculty through the institutional login and intranet only.

The E-consortium database subscription from The Tamil Nadu Dr. M.G.R. Medical University, gives off-site access to dental, medical and allied health sciences e-books and e-journals. These can be remotely accessed through the EzProxy software through the University website by using a username and password

for students and faculty provided separately. The subscription is renewed annually since 2013.

Library Orientation Program for First year BDS and MDS students

A Library orientation Program is being organized every academic year for the first year BDS and MDS students to orient them on the facilities and services in the library. The students are given a library tour in groups by the member of the Library Committee showing access to books, journals, dissertations, newspaper and magazines and sections. The library facilities like reprography, printing, own book reading rooms and audio-visual rooms are shown. The rules and regulations including monitoring through biometric punch are illustrated. The students are also shown the access to virtual library for educational reference and electronic databases. Step by step hands on guidance on accessing the digital databases for literature search is demonstrated. Two students are selected as library student representatives for each batch.

Library Learner Program for Faculty

A Library Learner program is organized for all faculty of Chettinad Dental College & Research Institute every year to orient them on the subscription and usage of e-resource databases, E-consortium by The Tamil Nadu Dr. M.G.R University, PROQUEST and EBSCO. The e-guide on using these resources for e-books and e-journals of dental and related medical specialties is also explained. The usage of Library Management System (LibMS) that supports in maintaining data of the entire library collections is also exemplified. This exercise enables the faculty to utilize the resources in the library to enhance classroom teaching, in the preparation of conference papers and in the publication of research papers.

File Description	Document
Link for details of library usage by teachers and students	[View Document](#)
Link for details of learner sessions / Library user programmes organized	[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
None of the above

Any One of the above

Any Two of the above

Any Three of the above

Response: Any Four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Give links e_content repository used by the teachers	[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: 100

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: 13

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:

The IT facilities available in this institution are state-of-the-art. We have a dedicated IT Department who work round the clock to ensure that all our hardwares and softwares are up-to-date and functioning without any problem. The IT facilities that are available in our institution in supporting academic and non-academic activities include

1. Desktop computers in all departments
2. Wi-Fi internet throughout the campus
3. LAN connections in all the desktop computers
4. Multi function laser printers which can be accessed from all departments to ensure on the spot printing
5. Laptop computers given to students (till 2017-18)
6. Apple Ipad for students and faculties (from 2018-19 onwards)
7. Desktop computer with speakers in all lecture halls
8. LCD projector with white board in all lecture halls
9. Institutional laptop for faculty to present lectures, seminars etc.

The advanced software facilities provided include

1. **SAGE ACCPAC-** online integrated software to enter patient details online, evaluate total patient census, categorize old and new patients, indent for consumables and generate codes for non-consumable instruments, enter consumption of materials to evaluate usage and calculate remaining stocks of materials department wise.
2. **InstaRISPACS-** software for accessing the radiographs which are uploaded into the system present in the radiology department.
3. **Chettinad HRIS-** online Faculty/Employee Management Software. Individual logins are created for each faculty/employee and they can access their entry and exit times, apply leave, update their work done through the appraisal portal, access their pay slips, and other income data.
4. **Tight VNC Server- T**his software is installed in every desktop computer in the campus. This allows the IT team to remotely access any system from their station to modify/change settings, conduct minor modifications to the working of other softwares.
5. **Chettinad LMS-** the institution owned LMS is one of the highlights of our software innovation and integration. Each student and faculty is provided with unique user name and password to login into the LMS and they can access the facilities offered by the system to access/upload/read lectures, instructions and deadlines. This allows seamless integration of the latest technology in the dental

education system enabling our students to benefit from the latest and innovative teaching methodologies.

SAGE ACCPAC

InstaRISPACS

Chettinad HRIS

Tight VNC Server

Chettinad LMS
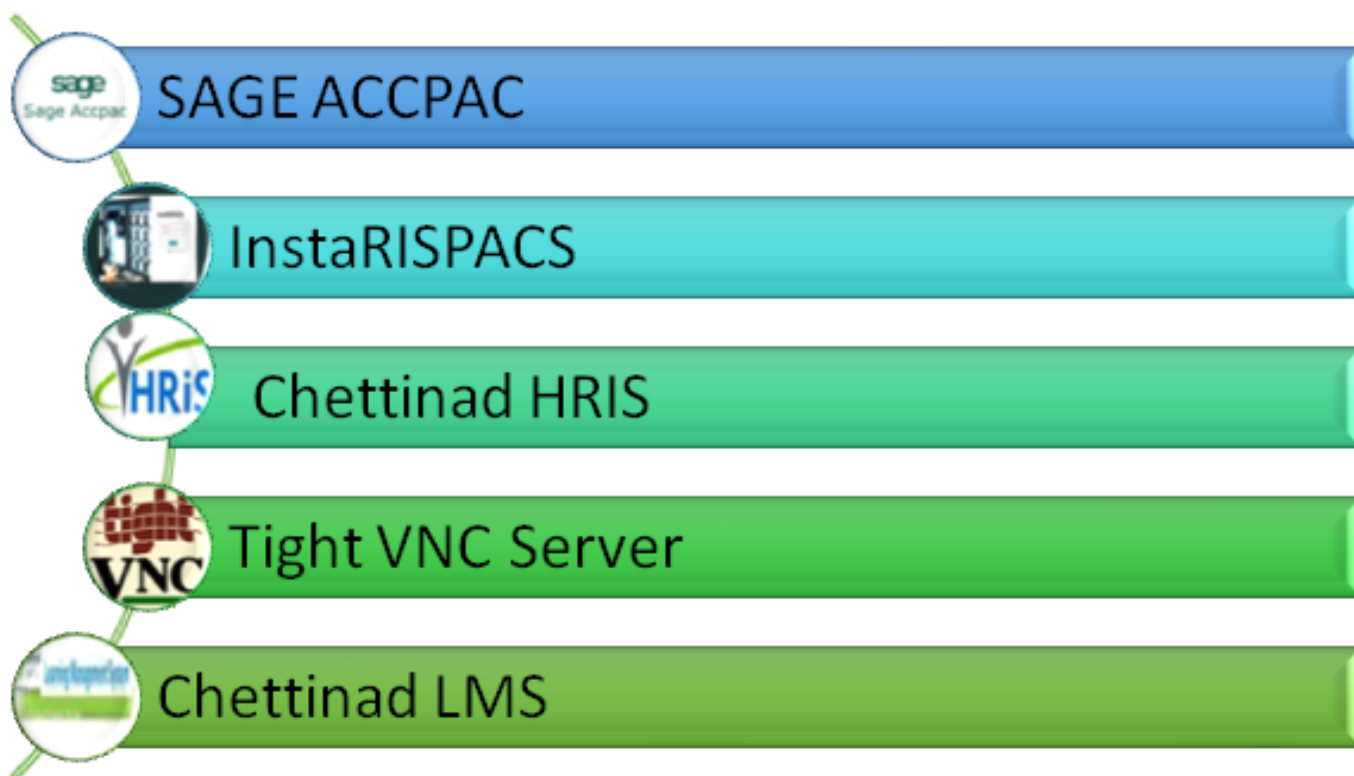
All these softwares and facilities are existing in our institution for several years and steps are taken to ensure to update them regularly.

1. The internet speeds have evolved over time to reach 1 GBPS and the number of desktop computers has also grown significantly.
2. The technology offered to our students has gone from a laptop to the latest Apple Ipad.
3. The lecture halls have also been updated to be fully capable of integrating with the Ipad and project the lectures.
4. All the softwares are regularly updated to keep pace with developments.
5. Patient database is continuously growing creating the necessity to store large volumes of data
6. A separate laboratory data base is also available to send soft copies of medical reports to our patients.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	[View Document](#)

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

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

File Description	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](#)

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: 56.64

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)

2018-19	2017-18	2016-17	2015-16	2014-15
267	215	182	157	126

File Description	Document
Provide extract of expenditure incurred on maintenance o f 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](#)
Any additional information	[View Document](#)
Link for any additional information	[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:

The institute has evolved a structured mechanism for the maintenance of physical, academic and support facilities. The infrastructure of the college is efficiently maintained by the various maintenance sections. The budget allotment is made by the Principal and Management based on the requirements.

Classrooms:

The institute provides well-equipped classrooms with high speed Wi-Fi enabled desktops. The students make use of the classrooms only during the lecture hours. As the students enter the lecture hall, they record their biometric attendance following the faculty. The biometric devices are placed on either side of the classroom. To maintain cleanliness of the classrooms, students are asked to not to eat or litter the lecture halls. The electrical fittings and the furniture in the classrooms are always kept under working condition and repair works are attended to by the technical staff immediately.

Laboratory:

The college has provided various costly equipments installed in the labs and they are maintained by the lab technicians and all major faults in the machines provided in the labs and operation theatres are taken care of by annual maintenance contract. All minor problems in the equipments are attended by the technicians in the labs. In case the equipment becomes unserviceable within its service warranty period, it is returned to the suppliers for calibration service or replacement.

Buildings and Infrastructure:

The maintenance of the buildings includes cleaning, painting, whitewashing and replacement of fixtures & equipments in the building. There is adequate provision in the annual budget for these expenses. A maintenance team under a supervisor is functioning for undertaking the repair works of buildings and infrastructure. Similarly a fulltime plumber is available in the college for carrying out plumbing works. Daily cleaning of washrooms and the classrooms are done by house-keeping department.

Library & Computer Facilities:

The computers used for various functions of the library and other related electronic gadgets are maintained by a battery of qualified of IT experts who ensure trouble free performance of the computers. The maintenance of Wi-Fi facilities and updating of hardware and software are effectively carried out by the IT team.

Sports Facilities:

Our college has both indoor and outdoor sports facilities. The stadium has facilities for various sports activities including shuttle, tennis, basketball etc., Students are allowed to utilize the sports facilities after college hours. There is also an outdoor basketball court. There is also a running track. All these facilities are maintained by exclusive staff of the Sports Department.

Other facilities:

The college has a 24-hours electricity backup by Diesel Generators which assumes significance in the light of frequent load shedding and ensures uninterrupted power supply. For the supply of water also, the college has its own bore-well and rain water harvesting installations. The college has appointed a team of fulltime technicians who keep vigil over all the electrical and water supply systems. Furniture includes the office furniture, classroom furniture, library furniture, laboratory furniture. The furniture is maintained out of the budgetary allocation.

File Description	Document
Link for log book or other records regarding maintenance works	<u>View Document</u>
Link for minutes of the meetings of the Maintenance Committee	<u>View Document</u>

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: 100

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
408	350	359	368	370

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](#)
Any 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
E. None of the above

D. Any one of the above

C. Any three of the above

B. Any five of the above

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](#)

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: 66.78

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

2018-19	2017-18	2016-17	2015-16	2014-15
277	282	262	215	200

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:

International Student Cell

The trend of globalization reflects concerns with global issues in science and technology, politics, economics, and culture. Studies in dental care is rapidly expanding in all fields to include internships,

innovative research and teaching. Programs and courses are embedded with a curriculum incorporating global perspectives. Thus there is an imperative goal for the college to cater to the requirements of global students who aspire to get educated in India in general and our institution in particular.

An exclusive office in the name International Students Cell (ISC) has been established at Chettinad Dental College to deal with the admissions and guidance of international students and also to take advantage of opportunities and challenges in line with these trends. It gives visibility to international exchange programs and university partnerships. Thus it promotes international research collaboration, facilitates understanding of the impact of globalization, preparing students to be global citizens and encouraging productive global synergies among students, scholars, alumni, and community.

To take things forward, an MOU was signed with Asia Metropolitan University (AMU), Malaysia. This has enabled the biomedical students of AMU to visit our campus annually for a 12 week learning session and they are posted for observership in our labs.

ISC is not only hosts college policies and guidelines for developing partnerships and initiatives but also provides important links to resources, programming for students and faculty.

Fulltime Undergraduate and Postgraduate degrees, Research Program leading to Ph.D. are offered for advancement of international students at our college.

Role of International Student Cell:

* Lead the development of internationalization at the Chettinad Dental College by acting as the central coordinator and facilitator of all internationally related initiatives and activities.
* ISC is integrated into the organizational structure to develop and implement its policy on internationalion
* Ensuring internationalization activities which contribute to many strategies of college objectives.
* Providing special services for international students and applicants
* Seeking, supporting and facilitating opportunities for college staff and students to experience academic life at international partner universities through exchange programs.

Chettinad Dental College fosters international education on campus, and strives to promote international understanding and global awareness.

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

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

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](#)
Any additional information	[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: 64.6

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 ..

2018-19	2017-18	2016-17	2015-16	2014-15
18	21	09	12	07

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**

2018-19	2017-18	2016-17	2015-16	2014-15
28	30	14	17	13

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
62	48	70	67	67

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](#)
Annual reports of Placement Cell	[View Document](#)

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

Response: 37.1

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

Response: 23

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](#)

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: 89

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 .

2018-19	2017-18	2016-17	2015-16	2014-15
24	25	27	00	13

File Description	Document
Institutional data in prescribed format	[View Document](#)
Duly certified e-copies of award letters and certificates	[View Document](#)

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 Students Council established in our college plays a vital role in helping the student community in the academic and non academic activities and general administration of the college. The Council oversees the various activities of the college such as Orientation program for freshers, organizing and participating in the activities on important days like Sports Day, Teachers' Day, Festival days and also involve in various organizing committees. It also encourages students to participate in large numbers in cultural, sports, academic and campus based activities.
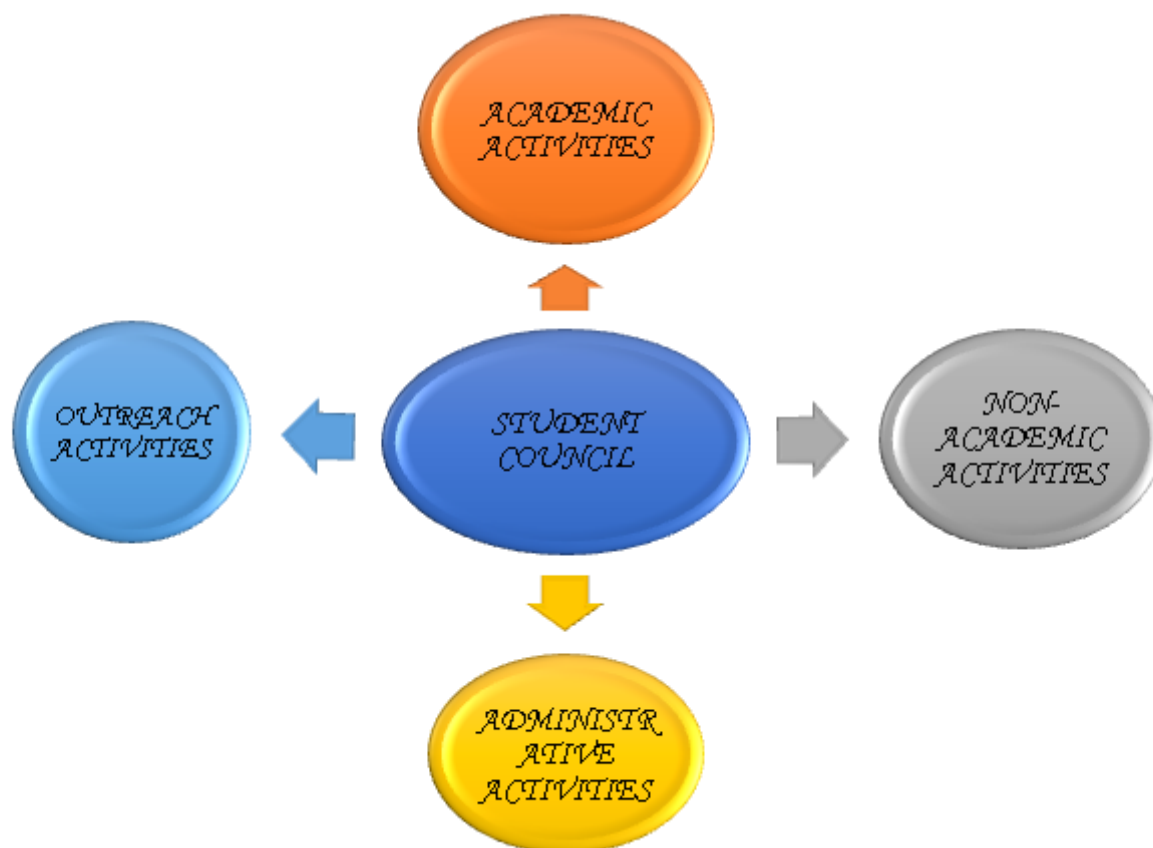
The objectives with which the Student Council is functioning are:

• To create a strong bond between Management, Teachers, staff and students for establishing a congenial atmosphere in the campus.

• To be an interface for representing the problems and difficulties of the students with the authorities of the college administration and arriving at acceptable solutions.

• To play an active role for enhanced performance of the students in studies as well as personal development.

• To support the college in all its development

The Management extends solid support to the Student Council in all its activities.

Student Council provides unconditional support and participation in sports and cultural activities within the college including sports day and drama or musical events.

Whenever the students face issues or stuck with grievances, the Council takes immediate steps to bring to the notice of the authorities viz. Principal and HODs. A few of the issues and grievances which are sorted out through the Council are listed below.

Academic:

1. Specific time slot in the library exclusively for the students.

2.   Coaching the students to join MDS program and interactive sessions with senior faculty once in a week to provide necessary guidance are conducted.

3.   Providing Personality Development programs to improve their soft skills and External Experts are arranged.

4.   Additional teaching in the hostel premises to strengthen the understanding of the subjects and faculties are provided.

Other Activities

1.   Screening of movies after college hours. This is done on every Thursday and the bus times are rescheduled to enable day scholars to reach home after the movie.

2.   Celebrations for festivals like Onam, Holi etc. in the campus. Festival celebrations permitted with support facilities.

3.   Representation of students in committees and clubs: Student representatives are included in various committees such as Outreach Committee, Patient Committee, Cultural Committee NSS Committee, Sports Committee Green Environmental Club , Cricket , badminton clubs etc. This has helped the students to involve in the affairs of the college and also strengthened the skill set and team spirit.

Student Council is also taking steps to bridge with Student Councils of other colleges, particularly in the organization of sports and cultural activities and this increases the visibility of the college.

File Description	Document
Link for reports on the student council activities	[View Document]()

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

Response: 10

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	10	10	10

| 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](#)

5.4 Alumni Engagement

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

Response:

Introduction

The Alumni Association of the college is very active and takes efforts to enroll all the graduated students of the institution. Our Alumni Association is registered under Section 10 of TN Societies Registration Act, 1975 under the name of Chettinad Legendary Alumni Wing-Kelambakkam. It has 687 active members. All outgoing students become members of the association. The institution maintains regular contact with Alumni and former faculties through e-mail and personal contact.
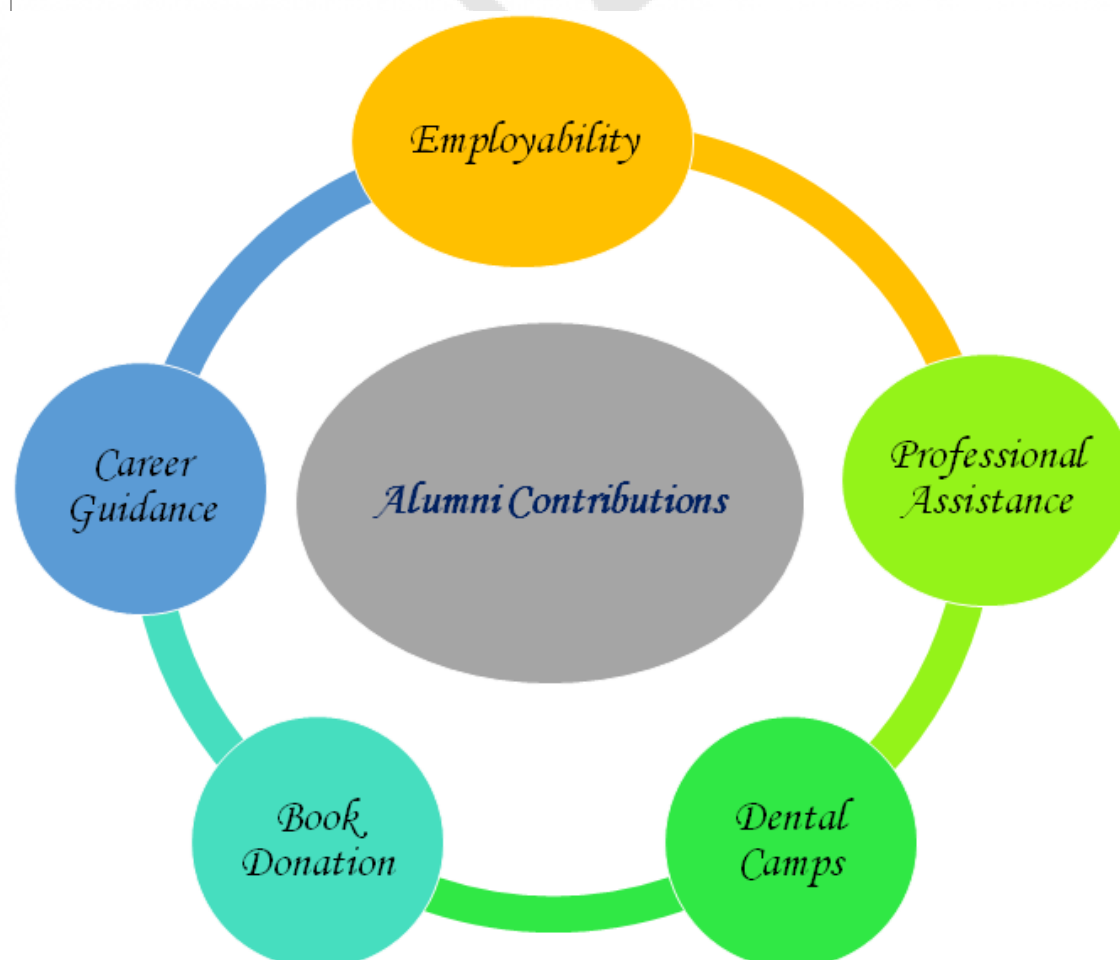
Employability:

- A number of our alumni have gone on to pursue higher education both within the country and outside.
- Some of them have come back to the institution as valuable employees and continue to serve in different positions within the institution.
- This ensures the continuation of the bond that exists between the institution and the students.

Professional Assistance:

- Our Alumni Association along with the Career Guidance Committee of the institution conducts campus interviews in the institution on a regular basis. This ensures that the outgoing student has an added opportunity to get placed in reputed dental establishments.
- They also assist the institution in conducting and organizing research workshops, conferences, seminars and hands-on training courses for academic and clinical skill enrichment and upliftment.
- A total of 167 students have been benefited by participating the career counseling and campus recruitment drives and 133 alumni have progressed to higher education with the guidance from our alumni association.
- Another way our alumni contributes is in the form of donating books to our library so that the students currently pursuing their education can benefit from them.
- Providing Entrepreneurial Training for our juniors.
- They also extend invaluable support in organizing lecture programs for career counseling by arranging resource persons for training and lectures.

Enhance the institution's reputation

- Our institution has always harnessed the power of its alumni through various networking platforms like Facebook, Instagram, Whatsapp etc.,
- It can influence the public including patients, prospective students and other members of the society from near and far.

Dental Camps:

- Alumni Association leaves no stone unturned to play an impressive role in the dental camps conducted by the college and extends manpower and financial support for the dental camps and also awareness programs organized by the college.

Supportive Role of the College to Alumni Association:

The college provides extensive support in different ways to the alumni in appreciation of the commendable role they play. A few of them to quote:

- Alumni are given concession in the registration fee for all the conferences organized in the college.
- Free hospital services are extended to alumni in the Dental Hospital
- Concession in the fees payable is extended to alumni in the educational institutions run by the Trust.
- The college provides the facilities of the college for conducting the meetings of the Association.

File Description	Document
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Lin for quantum of financial contribution	[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**

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The college strives to elevate its students to meet the challenging demands of the world of Dental Care. Thus, it addresses the needs of the society with dental and ethical awareness. It creates and sustains a conducive environment for students to develop themselves as personally responsible, culturally sensitive and socially committed professionals. The college is not only focusing on the intellectual development of its students but also on the integral formation of their character, discipline, and ethical values.

The Vision and Mission of our college are stated as follows.

VISION:

To offer transformative education and enable individuals to become responsible, empathetic global citizens who contribute towards a sustainable future

MISSION:

Chettinad Dental College and Research Institute aspires to impart global standard education with higher values, thereby transforming our students to be competent professionals and good citizens and also to make them successful to be on par with future needs.

CORE VALUES:

- Prioritizing Integrity
- Transparency and Team work
- Impart Social Responsibility
- Concern for human touch and National Development

VISION

- To offer transformative education and enable individuals to become responsible, empathetic global citizens who contribute towards a sustainable future

MISSION

- Chettinad Dental College and Research Institute aspires to impart global standard education with higher values, thereby transforming our students to be competent professionals and good citizens and also to make them successful to be in par with future needs

CORE VALUES

- Prioritizing Integrity
- Transparency and Team work
- Impart Social Responsibility
- Concern for human touch and National Development
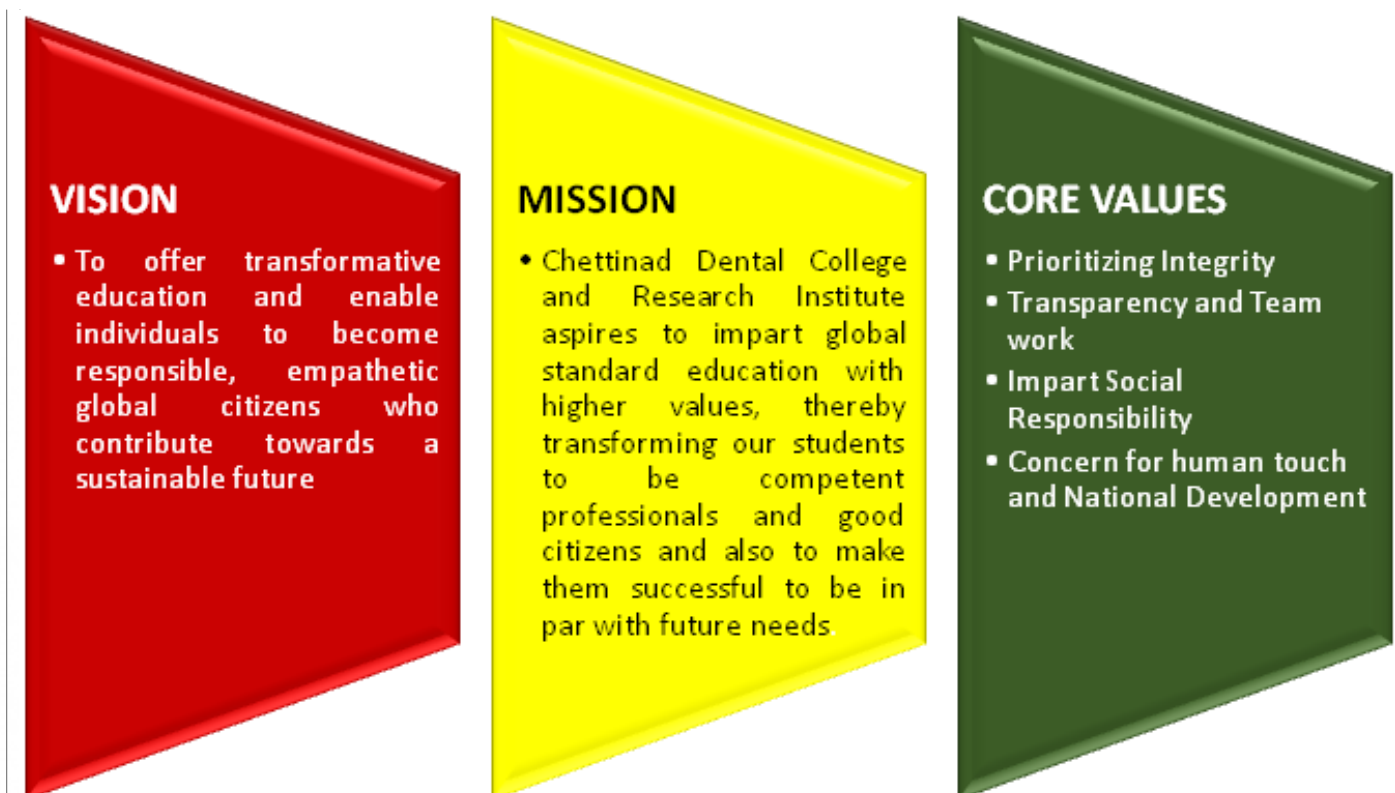
Governance

The Management of the college is very keen to make the college a globally accepted centre for excellence in Dental Education. All the plans and policies are centred around this formidable task.

At the operational level, the college has a three-tier management system which consists of

1. the College Council with Heads of Departments of the college and the Principal as Chairman
2. the Faculty Council of Departments chaired by respective HODs.
3. Multiple committees consisting of faculty and students to ensure smooth running of the college.
4. All the non-teaching staff contribute successfully in the non-academic areas of execution.

The policy decisions of the Management are communicated to the Heads of the Departments in the College Council meetings and again, to the faculty members in the Departmental Faculty Meetings. The College Council, headed by the Principal, is in-charge of laying the framework upon which the institution functions on a day to day basis. It meets periodically to ensure the implementation of the curriculum as prescribed by the affiliating university. The execution of the resolutions passed by the College Council is carried out by the respective committees to ensure smooth functioning of the institution. In this way the Principal and all the Faculty members participate in the implementation of the plans and policies of the college.

[The Students' Council of our college is committed to provide a conducive academic ambience. It shoulders the responsibility of alleviating the problems of students by appropriate representations to the Principal.

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:

COMMITTEES

- College Council
- Dental Education Unit
- Patient Coordination Committee
- Outreach Committee
- Student support and Counseling Committee
- Hostel Committee
- Anti Ragging Committee
- Library Committee
- Admission Committee
- Anti -Sexual Harassment Committee

Introduction

The organizational structure of the institution has been formulated in a clear manner indicating the hierarchical order that is to be followed. The organ gram of the institution depicts the decentralized and participative management processes that are practised by the institution. Implementation of the curriculum,

Internal Assessment, Sports and Games, examinations, cultural activities, dental camps, admissions are areas where participative management and decentralization are extensively administered.

IQAC

The IQAC of the college plays an effective leadership role as part of the governance of the college. Significant contributions are made by IQAC in the following:

- Grievances Tracker in infrastructure, Hostel, IT and procedures of the college
- Alumni Connect and Placement
- Research Incubation and Mentorship

The college espouses participatory decision-making and management through a system developed and deployed by IQAC.

Administration Policies

Our college strives to reinforce the culture of excellence in all academic and administrative processes through the art of decentralization and participative management.

- The organizational structure of the college is so designed that it fosters decentralized decision-making.
- Each function like conducting camps or department of the college is entrusted to a faculty who heads it.
- These faculty are empowered to take decisions within the defined scope of their work.
- This has resulted in the decentralization of activities in our university and provides built-in department-wise reporting structure.
- The decision-making process relating to academics, infrastructure and administration ensures the dedication and participation of heads, faculty and staff at all levels.

Organizational Structure

- The organizational structure ensures participative management of the various statutory bodies of the college.
- BOM of the college decides the policies of the college and allows freedom to the Principal to develop and execute plans for such policies.
- Similarly the Principal authorizes the HODs and faculty-in charge of different activities to plan, organize and execute the different policies.
- The action plan for the operations for a proposal are prepared under the guidance of the Principal and the action plans are executed by the integrated commitment of authorities, faculty and staff of the college.

Committees

- Various committees are constituted for the smooth functioning of the college they meet at stipulated frequency during the year to facilitate effective decision-making..
- The internal coordination is carried out by the HODs for academic matters and Office Manager for administrative matters.

- The review meetings at various levels ensure qualitative progress.
- It is ensured that all the departments and cadres of faculties are equally represented in each of the committee that is constituted.
- It is also ensured that adequate female representation in all the committees.
- The opinions and points that are raised in the meetings of the committees are given importance and due consideration irrespective of the cadre of the person raising them.

It is pointed out that each faculty is given a responsibility which can be either in administrative area or academic area and sometimes both. This ensures participation of all faculties which acts as a catalytic agent to motivate them.

File Description	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:
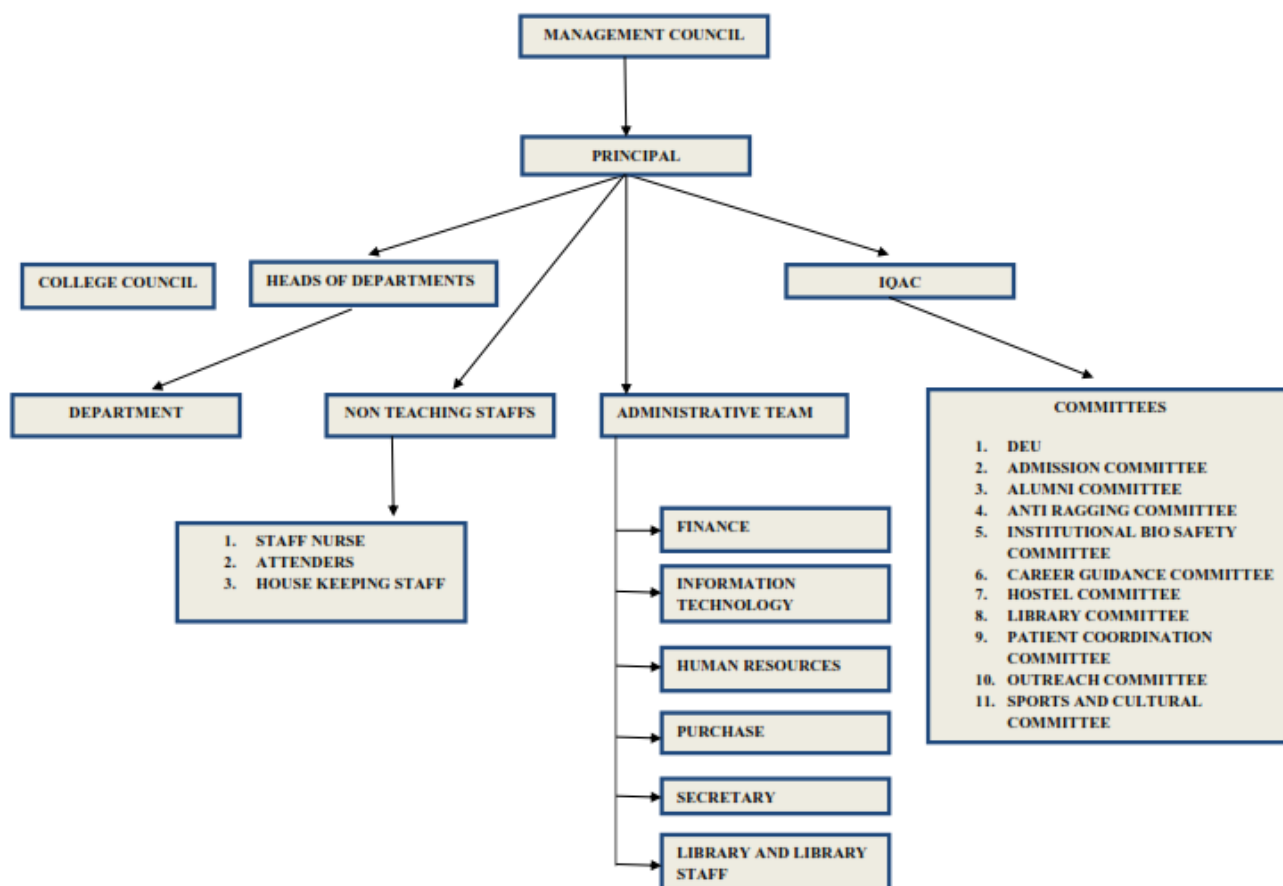
Introduction

The organizational structure of the institute and its operational details are well laid out. The statutory bodies and committees function as per the rules and regulations laid out.

Committees

The following committees are active and function to keep the institution moving forward. The various committees constituted by the college for effective implementation of the plans and policies include

- Dental Education Unit
- Patient Coordination Committee
- Outreach Committee
- Student Support and Counseling Committee
- Hostel Committee
- Anti Ragging Committee
- Library Committee
- Admission Committee
- Alumni Committee
- Anti-sexual Harassment Committee

Participation of representative sections of faculty, staff and students are ensured. Special care is taken to ensure inclusion of a significant number of women members in all the committees and their active participation in the meetings. The meetings are conducted as per the standard operating protocol of each committee and the minutes are recorded and filed. Free voicing of opinions and exchange of ideas and suggestions are encouraged in the meetings.

The Strategic Plan of the college for the period 2019-24 comprises of the following dimensions.

1. Ranking and Accreditation
2. Internationalization
3. Student In-take
4. Student Participation and Accolades
5. Faculty Augmentation and Intellectual Output
6. Seeking Endowment Fund

The college aspires to be a citadel of dental education. In order to achieve this, the performance of the college has to be assessed rated and recognized by government agencies like NAAC, NBA etc. The ranking by National Institute of Ranking Network (NIRF) is of paramount importance in this regard since the college aims to be among the top 100 dental colleges in the country. The college is subjecting itself to be ranked by NIRF. Similarly the college submits itself for assessment and accreditation by NAAC. Having secured 'A' grade in the first cycle, the college goes for the second cycle with the determination of getting 'A+' grade in 2020.

The college is planning to global by offering the dental programs to the aspirants from other countries by offering world class dental education and our efforts are expected to bear fruits in the next few years. The college is stepping up its infrastructure to cater to the increased demand for BDS and MDS programs and this pave way for increase in-take. The college is never tired of motivating the students to participate in various competitions in academic, cultural and sports at the national level as this is bound to increase the visibility of the college. Faculty are encouraged to increase their intellectual output through research and

this is evidenced by their involvement in research work.

The college is in need of funds for development and steps are taken to mobilize the same through government schemes and by creation of endowments from philanthropists.

All the above have been stated in our Strategic Plan for the period 2019-24.

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**

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

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](#)
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

Welfare Schemes:

The college offers many welfare schemes to its employees and they are summarized as follows.

1. Employee Provident Fund Scheme
2. Gratuity
3. Employees State Insurance
4. Personal Accident Insurance Scheme

Employee Provident Fund Scheme

Gratuity

Employee State Insurance

Personal Accident Insurance Scheme

The premium for the Personal Accident Insurance Scheme is paid by the management during January each year. The benefits of the scheme are,

	Coverage	Compensation
	SUM INSURED	Rs.5,00,000/-
1	Death due to accident	100% sum insured
2	Loss of 2 limbs/2 eyes	100% sum insured
3	Loss of 1 limb/1 eye	50% of sum insured
4	Permanent total disablement	100% sum insured
5	Permanent partial disability as per % shown in policy / % as assessed by Doctor.	% of Capital sum insured as per policy
6	Temp. total disablement (weekly compensation-maximum 104 weeks)	1% of Sum Insured sub to max Rs.5000/- per week
7	Hospitalization expenses due to accident	upto Rs.1,00,000/-

- In addition to this, the female employees are entitled to 6 months maternity leave with full pay. Also we have the facility of earn leave encashment.

Welfare Measures:

- Staff Accommodation:
- The institution provides accommodation such as spacious villa, apartments and hostel within the campus for the benefit of the employees. Facility of Gymnasium, playground is accessible for inmates, apart from providing a clean, lush green environment.
- Access to Medical facilities:
- Employees and their families can avail the medical facilities at our hospitals at a reasonable cost as and when required.
- Security: In order to maintain security, the campus is automated with turnstile access at key locations like college, canteen, hostel and is fully secured with uniformed guards. The campus is also monitored by CCTV which adds security level to the highest order.
- Laundry: A well-equipped Laundry is available inside the premises for all inmates of the hostels
- Cafeteria: A coffee shop is available in the premises to provide a world class experience to all inmates.
- Beauty Parlor: A parlor has been set up inside the premises to provide a personalized hair & beauty service.
- Bank & ATM: The campus consists a bank and two ATM's to fulfill through which the need for financial services of the inmates are met.
- Stores: A provision store is available inside the campus to meet out the need for provisions and stationeries
- Yoga Centre: A well-constructed Yoga center is available for the Teaching and Non-Teaching staff. Pranayama and Meditation is taught apart from Asanas. This is absolutely free.
- Zumba Aerobics: Classes are conducted in the center. Teaching and Non-Teaching staff can join for a nominal fee. This helps in blood circulation for the organs.
- Crèche: A well maintained crèche is available for all women employees.
- Transport Facility: Fully air-conditioned transport facility is available for a nominal cost.
- Sodexo Meal Card – From the financial year 2019 onwards, a Sodexo meal card is being issued to all employees with an amount of money being deposited into that account.

File Description	Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	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: 85.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
52	55	52	44	50

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
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Link for additional information	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: 14.4

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	13	15	13	16

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: 72.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
59	40	46	23	45

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	[View Document](#)
Link of AQARs for the last five years	[View Document](#)

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

Response:

Chettinad Dental College and Research Institute follows Key Resource Areas (KRA) as an inbuilt performance appraisal system to evaluate the employees in a given time period and helping them to improve their performance in the areas of inefficiency.

Performance appraisal system is used to identify the employees strength and weakness to place right man on right job, to assess their potentiality, skills for their growth and development, to review and retain the promotional and increment process. Performance appraisal is done by the Head of the Department, Head of the institution and the Human Resource Department.

Performance appraisal is a regular review of employees' job performance and overall contribution to the institution. 90% weightage is given for academic performance and 10% weightage is given to personal development. The goals are formed for one academic year with qualitative and quantitative assessment and time period of completion of goals are also planned from the beginning of the academic year. The progress of the KRA is evaluated at the middle of the year and the attainment of the goals is evaluated at the end of academic year.

The KRAs for the Principal of the college are given below as an example.

1. Management of all Academic Programs as prescribed by the university and the DCI and monitor Assurance of Learning

2. Ensure that CDCRI gets the accreditation and approvals as directed by the Management from time to time.
3. Ensuring that quality and quantity of students' intake is maintained as per the policies of the institute
4. Maintaining connect with Alumni network of the institution by holding regular meets and by felicitating the alumni who have contributed well.
5. Financial & Budgetary Planning and Reporting. Ensuring that the revenues and expenses are within the budget approved.
6. Participate in important events and conferences to ensure visibility of the college, representing the college in all external interactions and building and maintaining relationships with local, state and national community, professional, industry and government constituents to ensure the creation of a favourable ecosystem for ensuring the college's success and growth.
7. To enroll CDCRI with all the important industry associations and societies for promoting the interests of the institute

The KRAs for HODs, teaching and non-teaching staff are similar to this.

At the institutional level general functions of the faculty and their additional responsibilities are taken for the appraisal. Voluntary participation and dedicated involvement of faculty in all the administrative works are also included for appraisal. Faculty publications in Scopus indexed journals, faculty awards, guideship for student research projects, faculty involvement in funded projects, resource person in a national, international conferences, participating and organizing staff development programs are also included in the appraisal process. Students academic performance in a specific subject is an added benefit for the faculty appraisal. Feedback of the students on subject teachers and the evaluation of teaching methods by the Head of the institution also included in performance appraisal system.

File Description	Document
Link for performance Appraisal System	[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:

Chettinad Dental College and Research Institute is a self-financing affiliated institution and has a clear-cut mechanism to monitor effective and efficient use of available financial resources. A proper system of financial planning is ensured by the Finance Committee constituted by the Management of the college. The college has a Budget Committee with Principal as Chairman and HODs as members. The annual budget is prepared by the Budget Committee and the general development plan prepared by the administrator and approved by the Management.

Budgetary allocations are made for the requirements of both academic and administrative activities. Finance Section of Administrative office keep records of all financial transactions under the control of the Chief Accountant. To step up additional financial sources, the institution undertakes research projects from

various funding agencies. The funds so received are utilized as per the guidelines of the respective funding agencies.

- Funds are raised internally by way of fees collection from students, hospital collections. Fee is collected digitally by RTGS/NEFT or through Cheque/DD/Cash directly deposited by the students in our bank account. Hospital collections are deposited with bank as per the directions of the Management of the college
- To ensure effective utilization of funds, all purchases are made with the approval of the authorities and on the basis of quotations received without compromising on quality and maximum warranty period is insisted on all the items. Structured mechanism is in place for using the consumable items. Also the college avoids non budgetary expenditures.

Resource Mobilization Policy:

- As the college is self-financed, fee collected from the students is main source of revenue to the college. To overcome the difficulties in the fee collection process, a structured policy and procedure are in place for the collection of fees.

- Revenue is also generated out of the hospital services and a separate process is practiced to transfer the hospital income to the main account. Efforts are taken by the college for revenue generation through research grants and consultancy.

- **Procedures for optimal resource utilization:**

- Monthly budgets are drawn up by the end of the prior month estimating the payments for next month. All the payments are prepared by the accountant and vetted by the next higher level before submitting to the authorized signatory.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Accounts of the college are maintained digitally in ERP using Sage ACCPAC, an integrated Hospital Management System and Accounting software. The financial monitoring mechanism of the college involves internal and external audits, payments through banks, purchase based on tenders and quotations, transparency in transactions**.**

The accounting of the college is computerized using the package Tally 9. This facilitates the accounting and auditing processes in a rigorous and reliable manner. As the college is self-financed with no funds received from state government, audit by government department is not followed.

Internal audit is done on half-yearly basis by the Audit Committee. Internal audits are done on a regular frequency basis by the internal audit team deputed by the Trust Head Office.

The external audit of Finance and Accounts of the college is annually done by independent statutory auditors. For auditing the accounts of the college, the Management has appointed an eminent firm of Chartered Accountants.. The Auditor draws the Audit Schedule and conducts Audit based on it. The Audit is carried out based on the Internal and External audit procedures which include analysis, vouching, verification, confirmation, Meeting with internal and external parties and other methods. The Auditor provides Audit report in Form 10B and Form 10BB as per Income Tax Act 1961. The auditors advise the college in the maintenance of book of accounts and practice maximization of financial resources

Points raised by the auditors are discussed with the top management of the college and compliance is ensured. There has been no adverse comment on the accounts by the auditors.

Every year audit reports are filed with Income Tax department. Audit Reports of each year are placed with the financials of the respective year.

File Description	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: 300

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

2018-19	2017-18	2016-17	2015-16	2014-15
48	47	32	58	115

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copy of letter indicating the grants/funds received by respective agency as stated in metric	[View Document](#)
Annual statements of accounts	[View Document](#)
Annual statements of accounts	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Following NAAC guidelines, the college has established the Internal Quality Assurance cell (IQAC) as a post-accreditation (01-05-2015) quality sustenance measure and the various activities of IQAC are summarized below. The IQAC of the college consists of faculty members of the college and external experts from industry and parents.

The calendar of events are being prepared every year and uploaded in the college website.. The intradepartmental action plan for individual department is prepared annually under the guidance of IQAC and a report on the execution of the plans along with the minutes of periodical meetings are available with the respective HODs.

IQAC is involved in the following activities:

- coordinates the preparation of individual Time Table and Lesson Plan.

- Extends support for organizing the programs for students' progress   and support services
- Encourages faculties' research activities
- Facilitates the process of infrastructure development of the college
- Feedback analysis

- Facilitates the process of documentation
- Prepares AQAR for submission to NAAC online
- Guidance and coaching for competitive and entrance exams
- Support extended for scholarships to deserving students
- Support to slow learners and development of soft skills

All the above activities are properly documented and the records are kept in the concerned departments.

CDCRI has three types of committees that are functioning under IQAC:

Category I:

The committees that fall under this category are DEU, Parent Teacher Association (PTA), Institution Research Committee (IRC), Patient Coordination Committee (PCC), Hostel Committee, Outreach Committee and Students Support and Counseling Committee. These committees meet throughout the year.

Category II:

The committees under this category are Anti-Ragging, Library, Biosafety, Students Career Guidance, Women Empowerment and Admission committees. These have minimal number of meetings

Category III:

Alumni Committee and Anti-Sexual Harassment Committee come under this category. Actions are taken by these committees on receiving complaints and representations.

Grievance Tracker:

Students' grievances regarding infrastructure, IT, Hostel, Food and procedures of the Institute are addressed by this committee.

Other areas under the purview of IQAC are

- Assurance of Learning:

Monitoring results of Academics, Overall grooming of students, Mentoring sessions and reports to ensure assurance of learning.

- Placement Interviews: Rate of rejection of students in final placement is monitored. Mock GD-PI is conducted as training and rehearsals for performing better in the final interviews.
- Alumni Connect: Continuous connect with Alumni to keep them updated and make them proud of the institute.
- MOUs:

IQAC plays an important role in signing MOUs with various organizations relating to academics, placement, outreach activities.

- Organizing Workshops on QMS, IQAC, ERP & LMS
- Structured Feedbacks from various stakeholders, analysis and follow ups
- Quality initiatives such as FDPs, Training on LMS, Participation in NIRF, Internal audits, offering Value added courses, bench marking in teaching, resource utilization, Field visits, Certificate courses, Internships, Students satisfaction survey.

An effective MIS is in place to ensure quality assurance in all areas.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	[View Document](#)
Link for minutes of the IQAC meetings	[View Document](#)

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

Response: 82.37

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

2018-19	2017-18	2016-17	2015-16	2014-15
38	59	53	46	47

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.,)

E. None of the above

D. Any one of the above

C.Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View 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
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for 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: 22

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	4	4	4	5

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

Introduction

The importance of maintaining equality amongst men and women in any establishment is at the forefront of our institution. The proportion of female faculties, students and employees in our institution is 2 times as much as their male counterparts. Our motive is to provide a sense of equity based work place environment to all the stakeholders. Being an educational dental institution, one also has to consider the patients who come to our clinics for treatment. Hence, the sensitization of our faculties, students and employees to the issues and situation that may arise when interacting with the opposite sex is of utmost importance. To this end, we have ensured that we dedicate more than adequate time and effort to organize programs that highlights and educates our faculties, students and employees about handling delicate issues and situations with clarity and professionalism.

Programs organized

1. Sensitization regarding the POCSO act (Protection of Child from Sexual Offenses Act)
2. Police personnel from the Kelambakkam police station gave an enlightening lecture on wide ranging topics including Women Safety, Self-defense for women and about the Kavalan SOS application available for women safety.
3. Faculties were taught how to treat male and female students and to understand their emotions and ensure that they were treated in a humane way
4. Enlightened the faculties about The Sexual Harassment of Women at Workplace act.
5. Various seminar, workshops, essay writing competitions on Gender issues.
6. Celebration of International Women's Day where the issues pertaining to women, women's health, safety are highlighted

Safety and Security

To enhance and ensure the safety and security of all our students, faculties and employees in general and women in particular, the institution has put the following measures in place –

1. Entire campus is under 24/7 surveillance with 191 CCTV cameras at all the vantage points of the entire sprawling campus.
2. The institution has employed a total of 72 security personnel to watch over the campus and movements of the people who enter
3. Hoardings, placards and sign boards fixed at various points which provide a number of key information and indicators
4. Formation a student grievance redressal committee
5. Anti-Sexual harassment committee
6. The Women Empowerment Cell organizes training programs to infuse confidence in female students, faculties and other employees
7. Taichi training is organized for female faculties for self defence
8. Presence of female faculties in all the committees in the institution
9. Presence of turnstile gates at key points in the campus to restrict unauthorized movements in the campus

24/7 Cctv surveillance

Turnstile gates

Taichi training

Security personnel
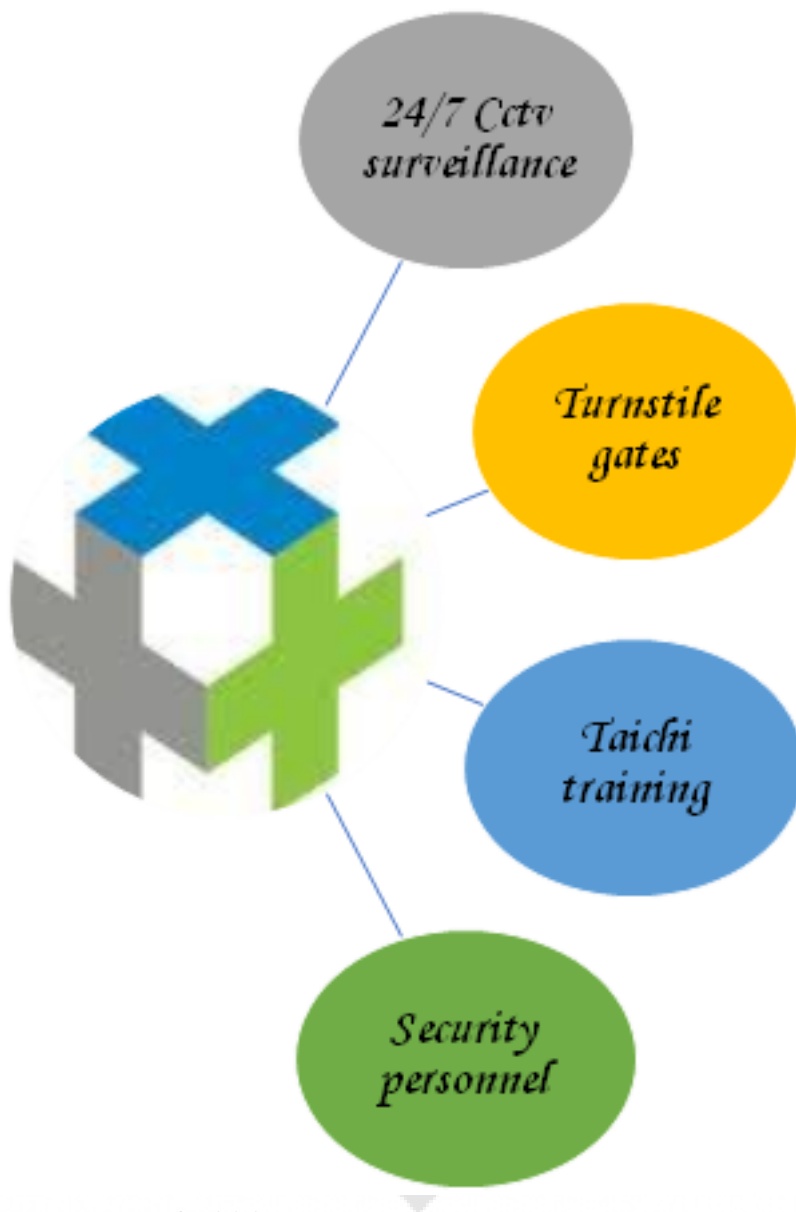
General campus facilities

1. Rest rooms, recreation facilities, safety lockers, common rooms and furniture for all our faculties, students and employees
2. Books and magazines pertaining to women empowerment in the library
3. A full-time professional female counsellor is present in the campus to attend to the emotional and other issues faced by our students.
4. A day care center is present in our campus with trained staff to take care of the children of the employees of our institution.
5. 6 month paid maternity leave for our female employees.

File Description	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](#)

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
E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

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](#)
Facilities for alternate sources of energy and energy conservation measures	[View Document](#)
Link for additional information	[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:

The college has adopted a number of methods for managing wastage of different types.

Solid Waste Management:

Garden and food waste are the major sources of solid wastes. Garden Waste is dumped in pits on the western side of our hospital. The compost is periodically removed used for maintain the garden. Proposal for converting Food Waste into Bio Mass is underway.

Liquid Waste Management:

Liquid Waste generated from domestic use and laboratory are collected in a tank and treated. The treatment plant is designed for the following duty conditions:

Inlet Conditions:

1. Raw Sewage Quantity: 1200 m3/day
2. Expected average BOD5 of Raw Sewage : 350 mg/Lit
3. Expected average COD of Raw Sewage : 800 mg/lit.
4. Expected Suspended solids of Raw Sewage :200 to 300 mg/Lit.
5. Expected Ph of Raw Sewage : 6 to 8
6. Ammoniacal – Nitrogen : 12.8 mg/Lit
7. Total Nitrogen :390 mg/Lit.
8. Fecal Coliform :< 1600 mg/Lit.
9. Oil & Grease :50-100 mg/Lit.

Outlet Conditions:

1. Expected average BOD5 of Treated Sewage : < 10 mg/Lit.
2. Expected average COD of Treated Sewage :< 50 mg/lit.
3. Expected Suspended solids of Treated

 Sewage   :   < 20 mg/Lit.

1. Expected Ph of Treated Sewage : 6.5 to 9
2. Ammonia – Nitrogen : < 5 mg/Lit
3. Total Nitrogen : < 10 mg/Lit.
4. Fecal Coliform : < 100 mg/Lit.
5. Oil & Grease : < 10 mg/Lit.

Treatment Process:

- **Primary Treatment (Screening**)

The raw sewage, is screened and any solid particles thus screened off shall be manually removed periodically and disposed. This solid organic waste is collected in a pit and allowed to become "compost".

- **Secondary Treatment:**

i) Equalization:

The screened sewage is collected in the transit collection sump for equalization Pump sets shall pump this sewage into an aeration tank. They are automatic and controlled by level switches.

ii) Biological treatment: Conversion of organic matter present in the wastewater into bacterial flock.

iii) Secondary Settling, Recirculation and Sludge Wasting:

The overflow from the settling tank is taken to a Clarified Water Tank.

- **Tertiary Treatment and UF:**

From here, the water is pumped through a pressure sand filter along with necessary dosing of alum and chlorine for tertiary treatment and reduction of BOD and COD levels.

- **Sludge Drying:**

The process of decanting excess sludge is termed as sludge de-canting. They are used for manure in gardening.

Biomedical Waste Management:

Biomedical Waste from various sources is dumped in color-coded bags. They are taken away from the source and are dumped in Biomedical Waste Yard. They are then cleared by Common Biomedical Waste Treatment Facility (CBMWTF).

e-Waste Management:

Sources of E-waste in our campus are used batteries and computer PC Boards. They are mainly given back to the suppliers of the respective items. Hence generation of E-waste is too low in our campus.

Hazardous Chemicals and Radioactive Waste Management:

Used oil from Diesel Generators is hazardous and disposed off through authorized agency.

Waste Management

- Solid Waste
- Liquid Waste
- Biomedical Waste
- E-waste
- Waste Recycling system
- Hazardous Chemicals and Radioactive waste management

File Description	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

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**

Any one of the above

Any Two of the above

Any Three of the above

Any Four of the above

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation or maintenance reports of Water conservation facilities available in the Institution	[View Document](#)
Geo tagged photos of the facilities as the claim of the institution	[View Document](#)
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Link for 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
E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged photos / videos of the facilities if available	[View Document](#)
Geotagged photo Code of conduct or visitor instruction displayed in the institution	[View Document](#)
Any additional information	[View Document](#)
Link for 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. **Disabled-friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for persons with disabilities (*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**

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All 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](#)
Any additional information	[View Document](#)
Link for additional information	[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:

Institutional efforts/Initiatives in providing an inclusive environment

The institution goes with its Vision and Mission wherein all stakeholders are provided with equity irrespective of gender, class, religious association and ethnic background. The students from various strata of society are enrolled in the institution through university seat matrix. Students from underprivileged sections are provided government scholarships from Adi Dravidar Welfare Scheme and first graduate scholarships.

The college adopts uniform dress code for the students in our institution which serves to instill a sense of equity among all the students. To infuse communal harmony within the minds of the students, various events such as Slogan Writing, Poetry Writing, Essay writing, Logo Designing and e-posters on national integration and religious/racial tolerance are conducted. Such events help students in giving better care to the patients attending the dental hospital from various strata of the society.

The students are permitted to celebrate the national festivals such as Diwali, Holi, Christmas, Ramzan etc. which provides them a platform to mingle freely forgetting their caste and creed. The life in the hostels makes the students come closer because of academics, sports and cultural activities. Celebrations such as Teachers' Day, International Women's Day, Freshers' Day, Independence Day and Republic Day give the students to work as a team forgetting their differences. The college environment is free from the evils of ragging and sexual harassment and this brings harmony between students.

Language and soft skill development programs are organized to cater the students from diverse verbal backgrounds to enhance their employability. Peer teaching practices enable them overcome the language impediment that they may encounter and learning outcomes are stepped up.

ICT enabled tools are provided and the art of using the tools are demonstrated to all students. Personality Development and gender sensitization programs along with women empowerment programs are organized regularly. These steps strengthen the students to provide improved health services with professional touch.

The institution also organizes camps that cater to different strata of the society. This enables our students to learn and understand the mindset of people from different backgrounds. Every year, the Department of Prosthodontics organizes a denture camp in Thalavady village, which is predominantly a tribal place.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[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
E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

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
Any other relevant information	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:

Introduction

Our institute takes great pride in celebrating various National and International commemorative days as these impart awareness in the student community and also provided opportunities to students to participate in various associated activities beyond academics. These activities are carried out by the institute as a part of its annual agenda in accordance with the mission of the institution to provide healthcare and service to the global community, thereby contributing to improvement of general and oral health standards of individuals.

Geriatric Day

- We celebrate The Geriatric Day on the 1st October of every year with the theme that geriatric population is the most vulnerable for illnesses and their health status is the most often neglected.
- The students make charts and placards to educate the geriatric patients attending the hospital and educate them for the oral manifestations of systemic diseases and the help they can avail in the institution.
- They are also educated about the various national programs and schemes of the government and non-governmental agencies under which they can get extended support at their door step.

World No tobacco day

- Celebrated on May 31st every year.
- Public awareness pamphlets are distributed on the ill effects of tobacco usage on the body and on the oral cavity.
- The same are explained through skits, anti-tobacco counseling interaction and other activities.
- The patients are discouraged from using any form of tobacco. The patients are explained that

tobacco is the leading cause of cancer in World and in our country.

International Yoga Day

- Celebrated in the month of June every year in our campus.
- As a part of the program, the trained yoga instructors teach simple yoga and meditation methods to our students and a talk is also delivered on the importance of yoga and meditation to improve the mental health of an individual.

National Tooth Brushing day

- We celebrate the National Tooth Brushing day every year in the month of November
- Includes a variety of events including an awareness camp in an education centre wherein free toothbrushes and toothpastes are distributed to the poor.

International Women's day

- We are in the habit of celebrating the International Women's day every year.
- As a part of this program, various screening tests are conducted for faculties and students.
- Conduct events related to training women on 'women safety'.
- Various competitions and fun games are conducted for students and faculties.

World Cancer Day

- Our Institute conducted a rally near Adyar Cancer Institute (Formerly Women's India Association) to create awareness on World Cancer Day.
- The students educated the general public about the myths and taboos related to cancer, its treatment, and its causes.
- They formed long human-chains and spread the awareness at traffic-signals to cover a large audience.

Blood donation drive

- This importance of blood donation was stressed upon by our institute in celebrating the Blood Donor day in the month of June.
- The students went on to educate the benefits of blood donation to the general public and the patients.

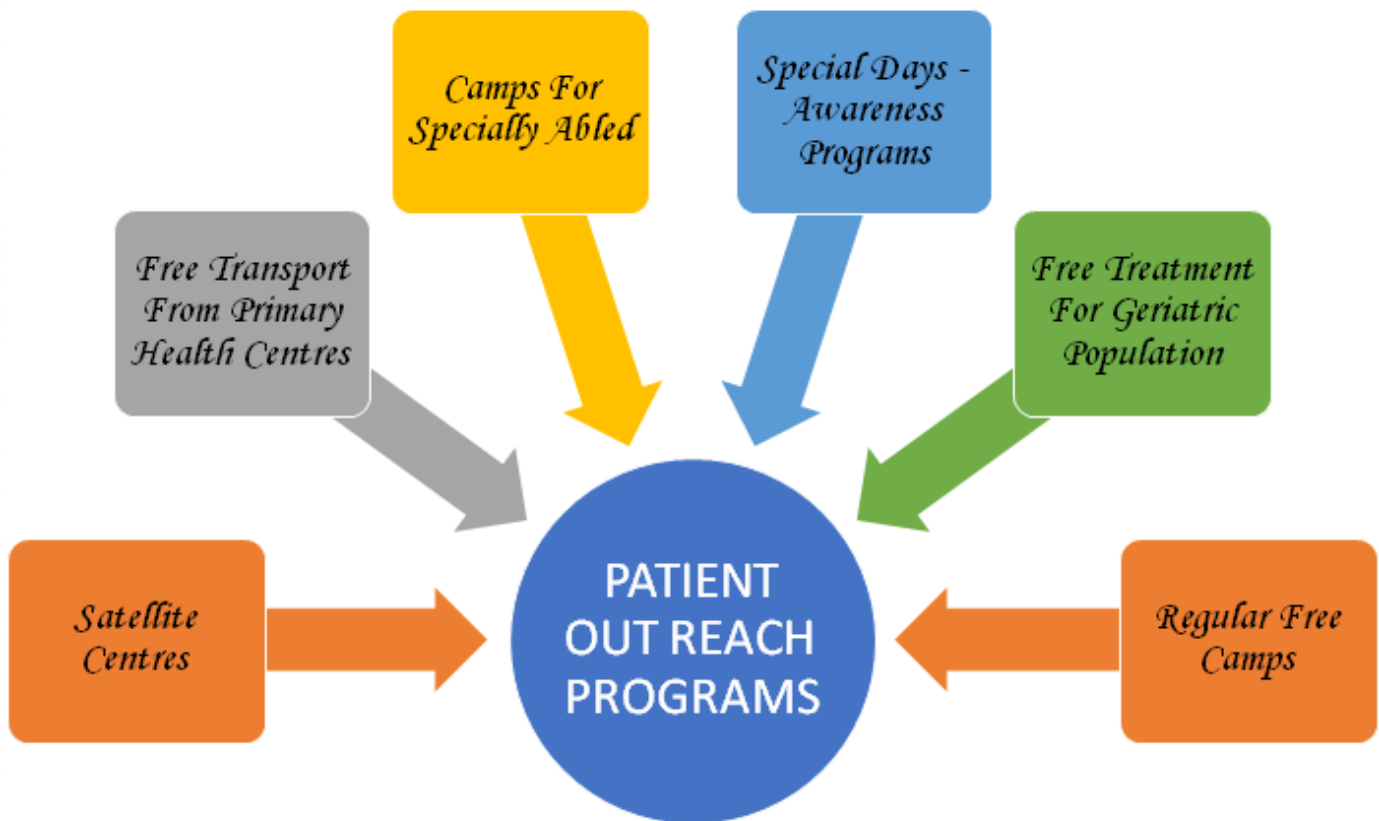| File Description	Document
Link for additional information	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice 1:

Title of the Practice : Patient Outreach Programs

Objectives:

- To act as a primary care provider providing emergency and multidisciplinary oral health care, directing health promotion and disease prevention activities, and using advanced treatment modalities.
- Diagnose the oral health problems and their effects on the community and to identify the most common community oral health problems in order to effectively tackle the endemic problems of the locality.
- To apply scientific principles to the provision of oral health care.
- To utilize the values of professional ethics, lifelong learning, and patient centric care, adaptability, and acceptance of cultural diversity.
- To imbibe in the students a spirit of social consciousness and an urge for protection of rural health.

Context:

- Evidence suggests that the unmet oral health needs of a population are considerably high in a developing country like India.
- The subgroups of the population like school children, pregnant women, lactating mothers, geriatric group, physically and mentally challenged have the maximum need for the dental care.
- The unusually high settlement of dental practitioners in the urban areas has led to the creation of wide gap in the accessibility of dental services by the rural people which constitute about 70% of population.
- The lack of awareness, affordability, inherent cultural practices, myths, beliefs of the community and the compounding role of dearth of dental public health.

Practice:

- Conducting camps in nearby areas such as schools, colleges, old age homes, orphanages, factories, churches, IT companies, Government bodies and local community centres including special needs.
- Satellite centres at Poonjeri village for rural oral health care service which caters to the clustered villages around.
- Patients in need of advanced treatment are referred to the institution and are also provided access to free transport from Poonjeri Primary Health Centre twice a week for procurement of care at the tertiary level.
- The Karapakkam Urban Satellite Centre of the department caters to the oral health needs of population of Karapakkam, Kannaginar, Thoraipakkam among other areas.
- Oral health awareness and care for the specially abled (mentally and physically) groups and their care givers through regular campaigns of reaching them
- The geriatric population has one of the highest dental treatment needs and hence initiatives to reach them are taken

- Outreach activities are carried out on special days such as World Oral Health Day, World Anti-Cancer Awareness Month, and World No Tobacco Day.

Evidence of Success:

Through this program the college has made efforts to make Poonjeri a model village transformed into a healthy place through awareness and practices of dental care.

- Preventive Dental Health and general health awareness
- Awareness creation on Dental Hygiene
- School Health Program: Creating awareness of oral health and ill effects of tobacco.
- Care of underprivileged/Marginalized groups like the irulas, Gypsies, Fishermen and construction workers

Problems Encountered and Resources Required:

The major obstacle faced by the institution is in obtaining the approval from the authorities to conduct oral screening cum treatment camps due to government restrictions.

The transport of oral healthcare personnel to distance areas along with the equipment and necessary infrastructure becomes an issue of logistics.

Best Practice 2

Title : E-Learning

The promoters of the college, from the time of its inception considered the latest techniques in teaching and learning as the most successful channel to impart knowledge. With the advent of computers and internet, e-learning is playing a vital role in the area of education.
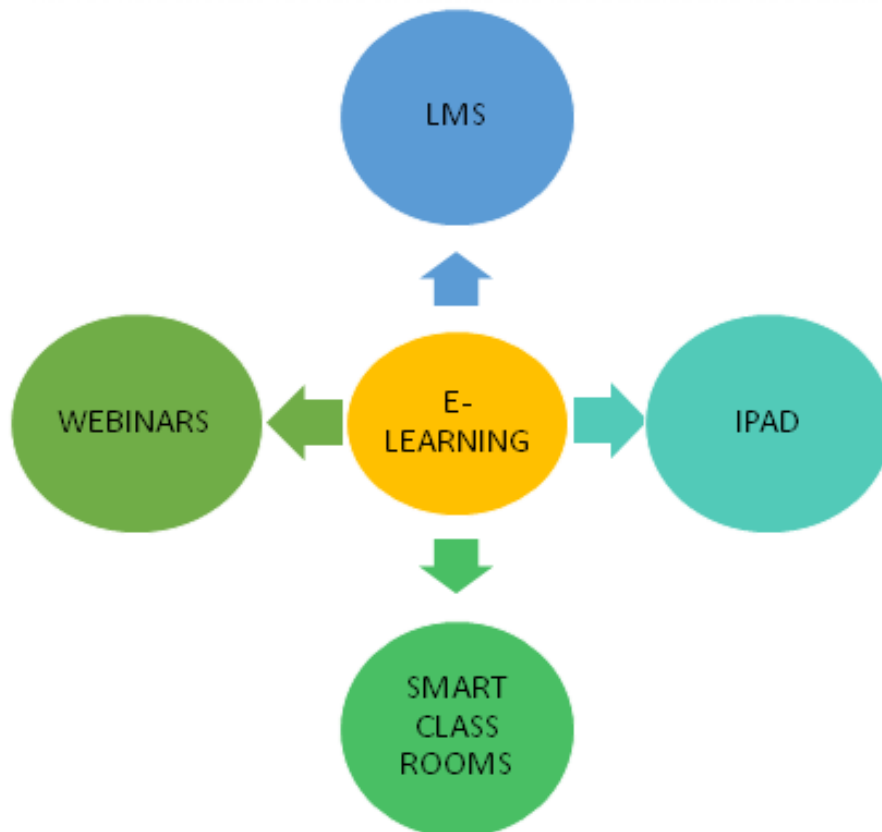
Objectives:

- To incorporate a common portal of learning for students and teaching faculties in order to use gadgets in a productive way.
- To get recognition through academia pursuits.
- To enhance the pedagogy and learning outcomes with the total involvement of teachers and students.
- To expose students to the latest technologies in the learning process

Context*:*

Technological advancements are to be accepted and necessary adaptations are to be made so as to enhance our knowledge and grow with the world. Students are more inclined towards usage of gadgets which could be exploited in a positive way to impart education through e-learning. Thus, our institute initiated the Learning Management System (LMS) and also IPAD's (students can access the LMS portal) were given to the students from the year 2017-18.

The Practice:

The LMS is managed by a team of IT experts. The website access is provided to students, teachers and parents by assigning separate username and password for them.

Once logged in the students can view various presentations prepared and uploaded by the faculties under different topics. In case of any unavoidable circumstances, if the student fails to attend classes, he/she can view the presentations and learn the subject by himself instead of learning the same from the teacher later on. Thus the students do not miss the continuity of classes.Others than the presentations, videos are also being uploaded to LMS portal for future reference and better understanding of the subject.

The attendance and internal assessment marks of the students are uploaded onto the LMS portal which enables the parent to periodically view the same. Apart from this, we have access to various applications inclusive of Classroom app, through which the student can directly view the presentations.

An additional aspect is our students trains our faculty in technical advancements pertaining to the IT resources. This enables our faculty to synchronize with our students to ensure better delivery of the lecture sessions

Evidence of Success

- The entire student community is benefitted by this facility. Many of them are able to perform better in their internal examinations and score high marks in the university examinations.
- The students make exhaustive use of e-books and hence save sizeable money of their parents since purchase of books are minimized.
- The teaching has become more effective and the learning more interesting instead of a tiresome exercise.

Problems Encountered and Resources Required

During initial stages of LMS implementation, both the students and the faculty had difficulty in getting adapted to newer software and procedures. But with repeated training sessions, the problems were overcome. Of course it involves financial investments to get improved versions of the software.

File Description	Document
Link for best practices page in the Institutional web site	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:

Institutional distinctiveness

The mission of Chettinad Dental College and Research Institute is to assemble talented faculty and students to address key and emerging biomedical and dental health problems with implications in human health. The institution supports cohesive research through its research advisory committee, IPR Cell and earnest attempt at further improving research by appointing faculty of international repute. The undergraduate and postgraduate students are exposed to various government and non-government funding agencies like Indian Council for Medical Research (ICMR) for research grants and approval. In its former years the institution had taken the guidance for its research arena from its institutional faculty who are experts in the particular subject. The institution has made a MoU with CARE (Chettinad Academy of Research and Education),with in its campus, a deemed university has a MCI recognized Medical College, hospital and faculty of allied health sciences for exchange of ideas, research and talent. CARE is accorded SIRO status by DSIR and has linkages with 29 academic institutions and industries for enhancing teaching, training and research. CARE has established State of art instrumentation facility for its biomedical research incorporating genomics, nanotechnology laboratories, tissue culture facility, bioinformatics & computational biology labs, in-vitro fertilization lab, high throughput computing facility for drug discovery, in vivo small animal imaging and CPCSEA-approved animal facility. Faculty from AHS (Allied Health Sciences) who are part of CARE have been sought for expert opinion and guidance in research by the students and faculty from Chettinad Dental College. The varied expertise and international play of such faculty from other Allied Health Sciences has been definitely a boost for our students, wherein they would not require support from external informants. This has drastically improved the quality of research at our institution in the recent year, wherein previous unexplored areas like dental and public health research, tele-dentistry, stem-cell research, translational medicine, genetic research etc. has been made possible in the limelight.

In this regard, Chettinad Dental College is proud for its collaboration with CARE and faculty from Allied health sciences.

File Description	Document
Link for appropriate web page in the institutional website	[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: 210.63

8.1.1.1 Institutional mean NEET percentile score

Response: 210.63

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](#)

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

Response:

The students of BDS program are given adequate training both in classrooms and various labs to make them proficient in various pre-clinical skills. These are detailed as follows.

Preclinical skills

Preclinical work is part of curriculum prescribed by the DCI. The students work on models to simulate the oral structures which helps them in nurturing creativity and better understanding of the subject

The preclinical curriculum starts as soon as the student enters his first academic year and continues throughout their course. The preclinical exercises that the students have to perform as part of their curriculum includes

1.   First year

As part of the curriculum in Preclinical prosthodontics, the student will have to perform the following exercises

a.   Plaster of paris cubes – 1 inch

b. Anatomical landmarks in a plaster model

c. Impression making in impression compound

d. Special tray fabrication

e. Teeth setting in class – I occlusion

f. Fabrication and processing of complete denture

Preclinical work in Oral Histology

a. Teeth carving in large wax blocks (3 times the size of a natural tooth)

b. Teeth carving in small wax blocks (same size as a natural tooth)

2. Second year

As the student enters their second year of study, their preclinical exercises include both prosthodontics and conservative dentistry. The following exercises are performed by the students --

a. Teeth setting in different occlusal relationships

b. Fabrication of removable dentures – Kennedy Class I, II, III, IV

c. Repair work of complete denture

d. Manipulation of dental restorative cements

e. Plaster teeth fabrication

f. Cavity preparation in plaster models

g. Cavity preparation in typhodont teeth

h. Liner/base application in typhodont teeth

i. Manipulation of different impression materials

3. Third year

a. Tooth preparation for a fixed prosthesis

b. Wire bending exercises in Department of Orthodontics

c. Scaling in articulated models

d. Ground sections of histological specimens in Oral Pathology

4.   Final year

a.   Wire bending exercises in Department of Orthodontics

b.   Root canal treatment in extracted natural anterior teeth

c.   Tooth preparation in natural extracted teeth

5.   CRI

a.   Suturing techniques in dentate models

b.   Root canal treatment in extracted natural teeth

c.   Tooth preparation in natural extracted teeth

d.   Root canal treatment in extracted posterior natural teeth

The institution has fully equipped pre-clinical conservative dentistry, prosthodontics and oral pathology laboratories. These work spaces provide our students the opportunity and facilities to learn the skills involved in treating real patients.

The objective of teaching the Preclinical prosthodontics and endodontics in the first and second year of dental education is to promote the development of competency and expertise before dealing with patients. Preclinical prosthodontics curriculum introduces students to laboratory and clinical procedures involved in the fabrication of removable and complete dentures in preclinical settings.

In endodontics lab the students are exposed to handling of various dental materials including cements. They prepare cavities and practice in larger plaster tooth and then in simulated models on phantom head.

Students wear gloves and mask and practice asepsis like working on a patient.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	[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**

E. ? 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

File Description	Document
Relevant records / documents for all 6 parameteres	[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](#)

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

Response:

Orientation Program:

The newly joined students are given an extensive orientation on the BDS program, its requirements, scope and opportunities. The DCI and the parent University norms relating to the attendance regulations, academic schedules, practical work quota and discipline are explained in detail. They then visit all the departments where faculty give a brief insight into the specifics about the specialty. They are also taken on a tour around the campus where the different locations like lecture halls, library, hostels, sports grounds, and the hospital.

White Coat Ceremony:

White coat ceremony is considered as an important journey towards health care career. It helps in symbolization of conversion of a lay person into a member of health care profession. This ceremony helps the students to take oath before starting their first year. The students are familiarized with guidelines regarding the expectations and responsibilities appropriate for medical profession prior to their first day of class. Some of the important responsibilities of medical profession in which our students are familiarized are Professional Ethics, Treating all patients equally and satisfying all patients' treatment needs and expectations.

Workshop on Patient Care:

(Community Skills, Infection Control, Biomedical Waste Management, Professional Ethics)

The student is given an elaborate lecture on bio safety and bio-medical waste disposal measures by the Institutional Biosafety Committee. They are taught the proper hand washing technique and they are asked to perform the steps in class. Interactive sessions on sterilization protocols and procedures and its utmost importance is imposed on the students. A questionnaire was circulated to ascertain their intake of knowledge and awareness regarding the same. Various vaccination protocols are taught to the students and the importance of the same is explained clearly.

Internship Orientation:

The very next day after the release of the final year result, the CRI posting schedule for the students based on the affiliating university norms is prepared and circulated to all departments. The interns in-charge will give an orientation to the students regarding the rules, regulations and norms including their roles and responsibilities that are to be followed during internship cycle. They are exposed to various career guidance programs and provided with ideas to attend foreign university examinations. They are also given entrance exam coaching by giving them mcq tests. They are also encouraged to initiate and perform research projects and subsequently publish their research upon successful completion.

Parent Orientation (Under Any Other):

Parent orientation sessions are conducted simultaneously along with the first year student orientation. This is to ensure that the parents are aware of the day to day functioning of the institution.

Each department HOD will give a brief description of their specialty. This will be followed by appraising the parents about Learning Management System, Biometric Protocol and Rules for taking leaves by the Dental Education Unit and Hostel Committee respectively. The parents are taken to each of the first year departments, where they can directly interact with the faculties.

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**

E.? 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. Any 5 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
Links for 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**

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

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: 79.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
49	47	45	46	48

File Description	Document
List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Dental Education etc. during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	[View Document](#)
Any other relevant information.	[View Document](#)

Other Upload Files	
1	[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:

The primary objective of training the students to acquire clinical competencies is to clear the theoretical examinations and also to make them excel in handling patients in all aspects of Dental Surgery.

We mainly focus on training the student's preclinical skills during the initial years of study (1st and 2nd year), even before the student can treat/handle a patient. In Anatomy, Physiology, Biochemistry, Microbiology, Pharmacology and General Pathology the practical training includes analysis of blood samples and urine samples obtained from patients, recording the blood pressure.

In the dental subjects of 1st and 2nd year, the students are trained in Carving of Tooth, Manipulation of Dental Cements / Materials, Preparation of tooth models in Plaster and preparation of cavities and restoration with modeling wax, handling phantom models inclusive of preparation and restoration of cavity in tooth, fabrication of special trays, temporary and permanent denture bases, occlusion rims, alignment of occlusion rims on articulator, teeth setting and processing of complete dentures. The objective is to

improve the hand skills of the students so that they will be able to replicate the tooth structure while restoring a cavity.

During the 3rd and 4th year of study, the students are posted in medical sciences (General Surgery and General Medicine) and clinical dental departments. The former helps them to understand the general health and assess the overall status of the patient. They are evaluated in General Medicine and General Surgery by means of Practical examination to check if they are able to assess and arrive at a diagnosis on general health of a patient.

Postings in dental clinical departments focus on training the students in different competencies of dental surgery which includes Case history recording, processing and interpretation of radiographs, restoration of decayed teeth with suitable restorative material in patients, providing oral prophylaxis, replacement of missing tooth by means of complete/partial denture, tooth preparation for fixed partial denture, to be able to perform root canal treatment in anterior teeth, ability to deliver local anesthesia and perform tooth extraction.

The students are trained in these aspects throughout the year, sequential evaluation is done in the form of objective structured practical examination (OSPE) / objective structured clinical examination (OSCE) and Viva-Voce. The primary objective of extensive training in various clinical aspects of dental surgery is to ensure that the student as a whole is able to assess/diagnose a patient and treat all the dental problems as a whole.

Measurement of attainment of clinical competencies is achieved as detailed below.

Written Examinations:

- The question paper contains different types of questions like essay, short answer and objective type / M.C.Qs.
- The nature of questions set, should be aimed to evaluate students.
- Three internal assessment examinations are conducted

Clinical Examination:

- Objective Structured Clinical Examination
- Records and log books
- Case history taking
- Chairside Viva on case history and treatment rendered
- Grand Viva Voce

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: 93.48

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

2018-19	2017-18	2016-17	2015-16	2014-15
100	95	89	100	99

8.1.9.2 Number of first year Students addmitted in last five years

2018-19	2017-18	2016-17	2015-16	2014-15
100	95	89	100	99

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]()
Any other relevant information.	[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:

The graduate attributes deployed by the college are listed below.

1. Graduate with clinical and technical aspects of dentistry as is required for general dental practice.
2. Broad knowledge of normal structure and function leads to understanding if disease with medical and dental management, prevention and treatment
3. Undertake total oral and dental health care of the patients of all ages
4. To know the influence of social behavioral environmental and economic factors on oral and health care
5. Being a member of the health care team delivering medical and oral health care particularly among the rural population
6. Scientific advancement of any profession is based largely on continuous research activity
7. Self-centric learning for continuous upgrading of dental science
8. Gains knowledge in newer technologies of the dental field
9. Its implications to be followed in dental practice
10. Helps to pursue forensic sciences as a carrier as well as maintenance of records which could provide useful means for forensic investigations
11. Graduate able and competent to recognize and diagnose dental and oral disease to undertake dental treatment and advise on prevention
12. Recognize physical and mental illness dealing with emergencies interaction with patience and various professional colleagues.
13. Skills developed for general dental practice for extraction of teeth , minor oral surgical procedures
14. Competent enough to carry out such procedures with grade skills in general practice
15. Simple appliance therapy for patients in the field of orthodontics
16. Awareness in hazards in radiation proper protection measures for patient, operator and staff.
17. Dental jurisprudence and legal and ethical obligations for dental practitioners

The following steps are taken to by the college to attain the graduate attributes. The LMS provided ensures a higher level of learning outcomes. Clinical portion of the curriculum is fulfilled through respective clinical postings. During the postings demonstrations are given for each procedure and cases discussed appropriately. Each student has a respective quota of clinical cases to be performed at each year. Individual clinical evaluation is carried out at the end of the postings. Formative and summative evaluations are carried out.

The Students passing out of this prestigious institution acquire adequate knowledge, necessary skills and such attitudes which are required for carrying out all the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues. This is taken care of by attending preclinical work and clinical postings in all wings of dental departments. Record book is maintained and the students are trained for Viva Voce on the subject in order to facilitate deep understanding. The students also learn the concept of community oral health education and become suitable to participate in the rural health care delivery programs.

Mentors/ Course in-charge are assigned for every batch who take care of internal assessment, mental well-being of the student and shape the students to strengthen the graduate attributes.

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: 70.66

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

2018-19	2017-18	2016-17	2015-16	2014-15
27991	29885	33153	18548	20927

| File Description	Document
Institutional data in prescribed format	View Document
Audited statements of accounts.	View Document
Any additional information	View Document
Links for additional information	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:

The faculty members of the college are provide with a lot of avenues to update themselves with the knowledge of emerging areas and latest technologies in the field of dental education. The Faculty Development Programs planned and organized by the college enrich the faculty in terms of teaching and knowledge.

The DEU plays a vital role in the successful functioning of our institution. The committee was established to develop a single point contact between the institution, administration, teaching faculty, departments and the students. Its primary focus is the upliftment of the academic, practical, and clinical performance of the students of the institution. It helps the students by giving information in terms of academic related queries, guidance at times of difficulty, enabling smooth functioning of the departments.
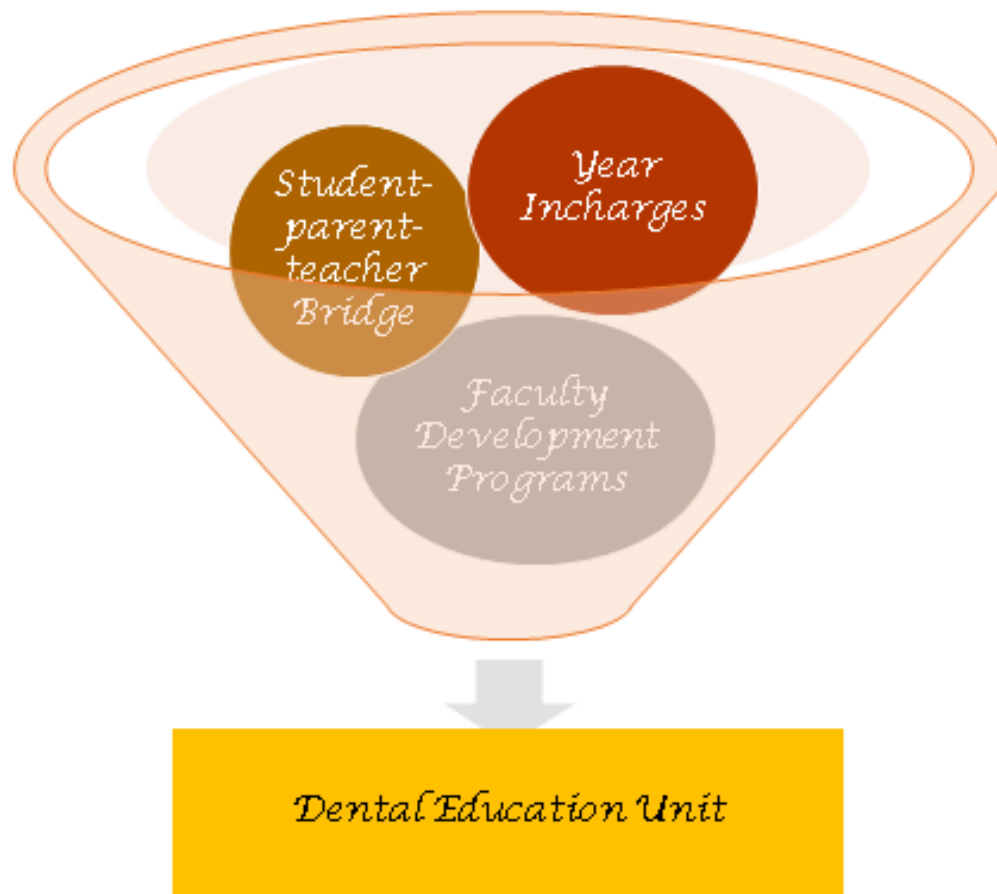
Apart from its primary focus towards the students, the DEU also contributes immensely to the academic events of the institution. All the academic events organized by the various committees are coordinated and synchronized by the DEU.

The academic events of DEU include

1. Programs for academic, clinical and cultural enrichment of students
2. Faculty Development Programs for the faculty
3. Programs on sensitization of Anti Ragging measures and implementation
4. Guest lectures by eminent entrepreneurs
5. National and international conferences/workshops in coordination with the departments and other statutory bodies
6. Programs on development of related needs including soft skills development, gender sensitization, personality development, bioethics and principles, professional ethics, and handling of non compliant students.

FDPs conducted by DEU:

- **Ipad Orientation:**
- Apple I pads are provided to students and faculties from 2017-18 when they join the course. Students and faculties are given special training from Apple Team under the guidance of the IT department of the college

- E-learning workshops are conducted to educate faculty members to upgrade their knowledge on computer skills and provide better education to students in digital world.

- **Women Empowerment**:
- Awareness programs are routinely conducted in the institution for educating the faculties on the empowerment of women by numerous eminent invited speakers on an annual basis.
- **Men Wellness Programs:**
- Wellness programs for the male faculty members are also organized in coordination with the DEU on an annual basis to the delight of our male faculties and students
- **Value Added Courses:**
- The Dental Education Unit conducts many value added courses as a part of its responsibility to enhance knowledge of faculty and students and bringing awareness on issues related to and outside of the dental curriculum.

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

5. CONCLUSION

Additional Information :

The Institution is committed to create a nurturing and interesting environment for the current generation students..The Institution has always focused on up gradation of IT infrastructure by imbibing the growing trends in teaching methodologies from the commencement of the college in 2007. This is obvious by the transition from laptop to simple glass plus aluminum slate – IPAD ,complimented by a classroom with wifi-mic, speaker, amplifier, videography, wifi internet with LAN to support and connect 404 ipads at a time.

Constant feedback from our students are taken to customize their learning experience. Based on this in 2009, a latest model ipad ios was issued to all students and faculty with a bigger screen of 10.2 inch(model – mw772 hn/a).

Teaching methods with 3D models and apps like bone box are currently being used. Another significant step is introduction of a novel e-learning system. Here the students' technological knowledge and faculty's scientific knowledge are integrated to come to a consensus about their needs and bring in innovative ideas on teaching methodology. The students work with the department faculties, interns and post graduates by upgrading the lecture classes with videos and enhance the i pad teaching methodologies. This system will also bridge the gap between pre clinical knowledge and its clinical application, thereby bringing out a change in quality of learning and education.

Concluding Remarks :

The important strands of distinction which interweave to make Chettinad Dental College, **a college with a difference** are given below.

1. The institution is free of party politics and has a history of being a zero- strike campus.
2. The syllabus prescribed by the affiliating university is complemented and supplemented by additional inputs by the college in terms of value added courses.
3. The college inculcates social commitment in the students and simultaneously contributes to the local community through medical services.
4. The college ensures quality through student-centric teaching and learning, producing uniformly commendable results at the university level. The college is proud of infrastructural facilities including Wi-Fi Campus, labs, library, reprographic facility, auditorium and hostels exclusively for boys and girls.
5. Students of the college are cared for at a personal level and this has paved way for a warm relationship between students and teachers. Academic and personal mentoring/support is extended to all the students in the campus.
6. The college is proud that it is a **happening campus** providing the learning community with a wide range of co-curricular and extra-curricular activities.

 The college is striving with sincere efforts to achieve the levels of excellence envisioned in the Vision and Mission of the college and following the guidelines of NAAC. The college evolves innovations and adopts various developmental measures to carve a niche for itself in providing quality dental education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
6	6	4	7	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
7	7	4	6	6
1.3.4	Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year) 1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings Answer before DVV Verification : 206 Answer after DVV Verification: 334
1.4.2	Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Answer before DVV Verification : A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website Answer After DVV Verification: A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website Remark : Accepted HEI input as the direct web link of feedback report is given now.
2.1.3	Average percentage of Students admitted demonstrates a national spread and includes students from other states 2.1.3.1. Number of students admitted from other states year-wise during the last five years Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	10	1	3	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15

| 9 | 10 | 1 | 3 | 0 |

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
311	308	303	314	298

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
154	163	165	156	175

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
178	8	4	2	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
34	8	4	2	3

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
90	75	250	65	25

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
90	75	250	65	25

| 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.,)

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 ..

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	30	14	17	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
18	21	09	12	07

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**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
28	30	14	17	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
28	30	14	17	13

Remark : Revised as per the newly produced list of the students and valid supporting documents. |
| 5.2.3 | Percentage of the batch of graduated students of the preceding year, who have progressed to higher education

5.2.3.1. Number of last batch of graduated students who have progressed to higher education
Answer before DVV Verification : 34
Answer after DVV Verification: 23

Remark : Revised as per the valid documents found. |
| 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.

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 .

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
23	11	31	15	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
24	25	27	00	13

Remark : Revised considering the given award certificates of last five years only.

| 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.,)

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
Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
\|---\|---\|---\|---\|---\|
| 15 | 13 | 15 | 13 | 16 |

Answer After DVV Verification :

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
\|---\|---\|---\|---\|---\|
15	13	15	13	16	

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

6.5.2.1. Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years
Answer before DVV Verification:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
\|---\|---\|---\|---\|---\|
37	58	54	46	49 | Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
38	59	53	46	47

Remark : Revised according to the newly produced list of teachers and as well as the comment in HEI response.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations