



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle -2 )**

**PEER TEAM REPORT ON**

**INSTITUTIONAL ACCREDITATION OF  
CHETTINAD DENTAL COLLEGE AND RESEARCH  
INSTITUTE  
C-45605  
Tamil Nadu  
Chennai  
603103**

## Section I:GENERAL INFORMATION

1.Name & Address of the institution:	CHETTINAD DENTAL COLLEGE AND RESEARCH INSTITUTE Chennai Tamil Nadu 603103
2.Year of Establishment	2006
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	1
• Departments/Centres:	9
• Programmes/Course offered:	10
• Permanent Faculty Members:	68
• Permanent Support Staff:	154
• Students:	471
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. Green campus initiatives 2. Digital learning system 3. Infrastructure
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 01-02-2021 Visit Date To : 02-02-2021
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Piyush Trivedi
Chairman:	Rameshchandra Goyal
Member Co - ordinator:	Rahul Agrawal
Member Co - ordinator:	Vidya Bhat

Member:	Ajay Chhabra
Member:	Vinay Kumar Srivastava
Member:	Arundeeep Singh
NAAC Co - ordinator:	Dr. Darikhan Kamble

## ***Section II: CRITERION WISE ANALYSIS***

*Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the respective criterion***(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)**

<b><i>Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QIM) in Criterion1)</i></b>	
<b><i>1.1</i></b>	<b><i>Curricular Planning and Implementation</i></b>
1.1.1 QIM	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.
<b><i>1.2</i></b>	<b><i>Academic Flexibility</i></b>
<b><i>1.3</i></b>	<b><i>Curriculum Enrichment</i></b>
1.3.1 QIM	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
<b><i>1.4</i></b>	<b><i>Feedback System</i></b>

## ***Qualitative analysis of Criterion 1***

Pear team visited to Chettinad Dental college, located Kelambakkam, Chennai. The institute follows curriculum approved by DCI approved and accepted by affiliating university i.e. Tamil Nadu Dr MGR medical University. The curriculum of the college has limited flexibility however it offers few value added courses. Ambience of the campus is good and pleasant with greenery. The curriculum committee has been constituted to review and identify the modifications as per DCI regulations and be submitted to concern parent University's board of studies for approval. Few staff members are also member of the Board of Studies.

University approved course curriculum is notified in the time table from time to time. The institution has evaluation system which is effective through internal assessment test. Three internal assessment are conducted for each professional year course as per norm of regulatory body and university system. Answer sheets are evaluated within stipulated time and shown to the students. This transparent system is adopted by the institute so that students'grievances would be rectified within stipulated time.

The curriculum is effectively delivered to the students by using various pedagogic methods, audio-visual aids/ICT enabled class room and all the data are made available to the various departments through LAN/Wi-Fi / internet connectivity.

The same campus has medical college along with good equipment for BLS system which shares the value added course to dental students also. Other value added courses are human values, BLS/ basic life support, and ethics/ Laser /implant, aesthetic dentistry. Program outcomes and course outcome are identified as per DCI curriculum and assessed by internal assessment /university examination. Institute follows the academic calendar of MGR University. Dental college has MoU with their own Chettinad Deemed university running medical college for ethical approval and other non-clinical courses for taught by medical fraternity.

The institution has addressed the cross cutting issues and constituted institutional level committees on human values, professional ethics, and gender equity, unmarked subsidized health facilities to staff and faculty. Frequent gender sensitization programs are organized every year at in the form of lecture. The institution also has feedback system of

stakeholders. Online feedback system is also available to transform institution more transparent for exam, evaluation, admission and fee collection.

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the form of lecture. The institution also has feedback system of stakeholders. Online feedback system is also available to transform institution more transparent for exam, evaluation, admission and fee collection.

<b>Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)</b>	
<b>2.1</b>	<b>Student Enrollment and Profile</b>
<b>2.2</b>	<b>Catering to Student Diversity</b>
2.2.3 QIM	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)
<b>2.3</b>	<b>Teaching- Learning Process</b>
2.3.1 QIM	<p>Student-centric methods are used for enhancing learning experiences by:</p> <ul style="list-style-type: none"> <li>• Experiential learning</li> <li>• Integrated/interdisciplinary learning</li> <li>• Participatory learning</li> <li>• Problem solving methodologies</li> <li>• Self-directed learning</li> <li>• Patient-centric and Evidence-Based Learning</li> <li>• Learning in the Humanities</li> <li>• Project-based learning</li> <li>• Role play</li> </ul>
2.3.3 QIM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.3.5 QIM	The teaching learning process of the institution nurtures creativity, analytical skills and innovation among students
<b>2.4</b>	<b>Teacher Profile and Quality</b>
<b>2.5</b>	<b>Evaluation Process and Reforms</b>

2.5.1 QIM	The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent
2.5.2 QIM	Mechanism to deal with examination related grievances is transparent, time-bound and efficient
2.5.3 QIM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
<b>2.6</b>	<b><i>Student Performance and Learning Outcomes</i></b>
2.6.1 QIM	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
2.6.3 QIM	The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes.
2.6.4 QIM	Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis
<b>2.7</b>	<b><i>Student Satisfaction Survey</i></b>

### ***Qualitative analysis of Criterion 2***

Chettinad institute follows the admission policies and procedures as laid down by government of India and the state Government of Tamil Nadu from time to time. Students are being admitted through NEET examination only in undergraduate and postgraduates in all dental nine specialities. Institute organises an orientation program after the admission procedure. The institute follows governments norm for student's admission and about 75 % students are female. There was diversity observed among the students and students were from different caste, religions and reservation categories like SC, ST and OBC.

Institution has established protocols to identify the student's talents/skills and understand aptitude or ability of individual students which allow them to organize programs and activity Personality development along with special coaching for language and communication classes are organised.. Slow and fast learner students

are identified based on the first internal test results and necessary steps are initiated to address the issues like remedial classes for slow learners and extra care to the students by adopting mentoring system.

Students centric methods are used for improving learning experience and to enhanced understanding of topic with the help of ICT tools, interactive session/seminars/group discussion are encouraged, patient centric and evidenced based learning and targeted project based learning are also encouraged. Interdisciplinary seminars/problem solving methodology/and participatory learning with various dental specialities have been encouraged.

Teachers use ICT enabled air conditioned class rooms along with Wi-Fi enabled and mobile Jammer for uninterrupted teaching and learning. The learning resources have also been enriched with e-resources/internet with online lectures. Institution teaching inculcates creativity and innovation in students which are reflected by many student innovative projects.

For appointing dental teachers, the institute follows academic qualification as per DCI norms, instead of University norms/UGC norms. Institute share teachers of Chettinad Medical University to taught Preclinical subjects like anatomy, biochemistry, physiology, surgery and medicine.

The institution follows academic calendar of MGR University, Tamilnadu. Examination related issues are quickly, efficiently, timely solved due to established government university protocol. Internal assessment marks are displayed to students. The examination related grievances if any are addressed within the frame of university.

Learning objective & outcome of the courses have been framed as per provision of regulatory body and are conveyed to the students.. The assessments of learning outcomes are based on knowledge and skill evaluation. The Parent Teachers meetings are organized periodically to identify the students' issues concerns to their wards regarding learning/skill development and performance in examination. Remedial measures and counselling have been ensured to address the issues whenever required.

Student satisfaction survey is carried is out periodically which includes various aspects of teaching learning and other activities/skill development etc. and accordingly the necessary steps have been initiated to resolve the issues.



**Criterion3 - Research, Innovations and Extension  
(Key Indicator and Qualitative Metrics(QIM) in Criterion3)**

<b>3.1</b>	<b>Resource Mobilization for Research</b>
<b>3.2</b>	<b>Innovation Ecosystem</b>
3.2.1 QIM	Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge
<b>3.3</b>	<b>Research Publications and Awards</b>
<b>3.4</b>	<b>Extension Activities</b>
3.4.3 QIM	Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years
3.4.4 QIM	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
<b>3.5</b>	<b>Collaboration</b>

**Qualitative analysis of Criterion 3**

The institution provides opportunity to pursue clinical research projects. Many projects have been completed and few are ongoing. There is participation in ICMR-STs projects. The institute has mobilized about 3.5 lakhs for research. The management has provided a support of 1.21 Lakh for publications and fellowships. There is a need to have bigger projects from other Governmental and non-governmental agencies also. Faculties are provided limited funds from the institution to participate in conferences.

The institution collaborates with sister institutions (Chettinad Deemed to be University) and collectively they have many of the state-of-the art equipment. The quality of publications needs to be enhanced. Over all the institution has published papers but the h-index and the number of citations are relatively low as per the Scopus record.

The institutional review board is constituted however, there is a need to constitute Research Promotion Committee at the institute level to promote publication by the faculty and students. Ethical committee of Chettinad Academy gives ethical clearance to the projects.

There is incubation centre with the other institute of the management. It is desirable to have a separate Incubation centre in the institute. The faculty and the students have carried out innovative projects and patents are being planned. One patent has been published, but none granted so far. Guest lectures are arranged to instil entrepreneurship among students.

Institute organizes extension activities with local bodies. The institute has conducted dental camps on oral health awareness programs and Tobacco cessation programs. It celebrates Oral Hygiene Day and organizes camps for children in schools and also for elderly patients. The activities are in place for extension activities, but have not been awarded any recognitions by Government or Non-governmental agencies. There are some functional MoUs, majority of them are with sister Institutions.

<b>Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)</b>	
<b>4.1</b>	<b><i>Physical Facilities</i></b>
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	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
4.1.3 QIM	Availability and adequacy of general campus facilities and overall ambience
<b>4.2</b>	<b><i>Clinical, Equipment and Laboratory Learning Resources</i></b>
4.2.1 QIM	Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies
<b>4.3</b>	<b><i>Library as a Learning Resource</i></b>
4.3.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.3.2 QIM	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
4.3.5 QIM	In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students
<b>4.4</b>	<b><i>IT Infrastructure</i></b>
4.4.2 QIM	Institution frequently updates its IT facilities and computer availability for students including Wi-Fi
<b>4.5</b>	<b><i>Maintenance of Campus Infrastructure</i></b>

4.5.2  
QIM

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

### ***Qualitative analysis of Criterion 4***

The Institute has adequate infrastructure with ICT enabled lecture halls, adequate number of laboratories with working equipment and facilities to provide academic ecosystem. There are air-conditioned Lecture halls with all necessary ICT Facilities. They have demonstration rooms, laboratories in hospital for clinical teaching are in place. They have 2 Auditorium with 400 plus seating capacity for CDE programs in addition to one auditorium of over 1200 capacity utilized in common with the University of the management. Amphitheatre styled auditorium for cultural activities is also available.

The institute has separate seminar halls with a seating capacity of 30 in each department for projecting seminars, and journal clubs. Each of lecture halls is equipped with a projector with Apple software along with a computer system. Students are provided with I-pads since 2017.

The laboratories have demonstration space rooms which can accommodate 75 students at a time with audio-visual equipment.

The college provides LMS to the students where all subject related, power point presentations, seminar topics and video are uploaded. Chettinad HRIS- online Faculty/Employee Management Software. Chettinad LMS- learning management software innovation and integration. Each student and faculty is provided with Apple I Pad.

#### **Facilities for Clinical Learning are adequate.**

The central library is equipped with books and journals. The library has adequate computers with OPAC software. All books are bar-coded and issued. Library Management System is software used to keep the record of different categories.

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. The library also is subscribed to 3 discipline specific learning resource namely, E-consortium, EBSCO and ProQuest for students. 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 indoor stadium is provided with various equipment to facilitate a variety of sports activities including shuttle, basketball, etc. Outdoor sports facilities like synthetic track, football and cricket ground are available in the campus.

IT facilities have software like-SAGE ACCPAC- to enter patient details online, indent for consumables, enter consumption of materials to evaluate usage and calculate remaining stocks of materials department wise.

Well-equipped classrooms with high speed Wi-Fi enabled desktops. students record their biometric attendance following the faculty. The biometric devices are placed on either side of the classroom. Equipment are maintained by Technicians and are covered under Annual maintenance contract.

**Criterion5 - Student Support and Progression  
(Key Indicator and Qualitative Metrics(QIM) in Criterion5)**

<b>5.1</b>	<b>Student Support</b>
5.1.4 QIM	The Institution has an active international student cell to facilitate study in India program etc.,
<b>5.2</b>	<b>Student Progression</b>
<b>5.3</b>	<b>Student Participation and Activities</b>
5.3.2 QIM	Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution
<b>5.4</b>	<b>Alumni Engagement</b>
5.4.1 QIM	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.

**Qualitative analysis of Criterion 5**

The student support system is functional. The college makes efforts towards training of the students to meet the professional/academic, clinical and social needs with established mentoring and supporting system. The institution does not have international students since Inception of college.

The institution takes responsibilities of the students from the beginning of the admission till completion of graduation. Support services and facilities are provided to the students belonging to SC groups. Many students are benefited by the scholarship scheme of the government bodies. Student council is functional and participated in various academic and administrative committees and organizes cultural, sports, etc. The student progression details are documented in the alumni cell and it was observed that mostly are involved in private practice and few opted higher educations some of them go abroad.

There is Chettinad Legendary Alumni Wing (CLAW) cell is recently registered. They donate books, journal to the departments and library for the students. Alumni guides the students for future prospects and for professional assistance. The alumni association meetings are organized once per year. The student's representatives also are involved in student's grievance cell. The alumni association partly supports the students for their placements. There is grievance redressal committee and anti-ragging committees with student representatives to solve the problems. Students are also member of prevention of women harassment committee.

**Criterion6 - Governance, Leadership and Management  
(Key Indicator and Qualitative Metrics(QIM) in Criterion6)**

<b>6.1</b>	<b><i>Institutional Vision and Leadership</i></b>
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.
6.1.2 QIM	Effective leadership is reflected in various institutional practices such as decentralization and participative management.
<b>6.2</b>	<b><i>Strategy Development and Deployment</i></b>

6.2.1 QIM	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
<b>6.3</b>	<b><i>Faculty Empowerment Strategies</i></b>
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
<b>6.4</b>	<b><i>Financial Management and Resource Mobilization</i></b>
6.4.1 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.2 QIM	Institution conducts internal and external financial audits regularly
<b>6.5</b>	<b><i>Internal Quality Assurance System</i></b>
6.5.1 QIM	Institution has a streamlined Internal Quality Assurance Mechanism

***Qualitative analysis of Criterion 6***

Vision and mission are stated The college has a three-tier management system. The policy decisions of the Management are communicated to the Heads of the Departments in the College Council meetings. The College Council is headed by the Principal meets periodically The execution of the resolutions passed by the College Council is carried out by the respective committees. IQAC and various committees are formed and meet periodically.

There are welfare schemes to its employees and staff members have an option for thr Employee Provident Fund Scheme. Gratuity, Employees State Insurance, Personal Accident Insurance Scheme etc are provided. The Performance Appraisal system is in place.

The college has a Budget Committee with Principal as Chairman and HODs as members.

There are limited strategies to mobilize the funds. The annual budget is prepared by the Budget Committee and the general development plan prepared by the administrator and approved by the Management. 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. Purchases are made with the approval of the authorities and on the basis of quotations received.

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.

Internal audit is done on half-yearly basis by the Audit Committee. The external audit of Finance and Accounts of the college is annually done by independent statutory auditors.

There is IQAC of the college consists of faculty members of the college and some experts. The calendar of events is 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. Three types of committees that are functioning under IQAC: category I for regular functioning and Category II and III for annual work and need based. Few programs like awareness program and lectures are held for quality enhancement of faculty.



<b>Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)</b>	
<b>7.1</b>	<b><i>Institutional Values and Social Responsibilities</i></b>
7.1.2 QIM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.4 QIM	Describe the facilities in the institution for the management of the following types of degradable and non-degradable waste (within 500 words) <ul style="list-style-type: none"> <li>• Solid waste management</li> <li>• Liquid waste management</li> <li>• Biomedical waste management</li> <li>• E-waste management</li> <li>• Waste recycling system</li> <li>• Hazardous chemicals and radioactive waste management</li> </ul>
7.1.8 QIM	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).
7.1.10 QIM	The Institution celebrates / organizes national and international commemorative days, events and festivals
<b>7.2</b>	<b><i>Best Practices</i></b>
7.2.1 QIM	Describe two Institutional Best Practices as per the NAAC format provided in the Manual
<b>7.3</b>	<b><i>Institutional Distinctiveness</i></b>
7.3.1 QIM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

### ***Qualitative analysis of Criterion 7***

Programs are held for sensitization on issues like child and women

abuse. The institute conducts Women safety, sexual harassment seminars, workshops, essay writing competitions on Gender issues are conducted. International Women's Day is celebrated where the issues pertaining to women, women's health, safety are highlighted. The campus has 24/7 surveillance with 191 CCTV cameras, 72 security personnel to watch over the campus and movements of the people, student grievance redressal committee, Anti-Sexual harassment committee and The Women Empowerment Cell with female members appointed in all committees. Taichi training is given to the female faculties for self defence.

Garden and food waste are the major sources of solid wastes. Garden Waste is dumped in pits and compost is periodically removed used for maintain the garden. Liquid Waste generated from domestic use and laboratory are collected in a tank and treated. 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. The used batteries and computer PC Boards are mainly given back to the suppliers of the respective items. Used oil from Diesel Generators is disposed off through authorized agency.

The college environment is free from the evils of ragging and sexual harassment. 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. Students participate in various associated activities beyond academics.

Patient Outreach program and LMS for students are the best practices. These are providing good learning experience to the students. Institution has MoU with Chettinad Academy of research and Education and other sister institutions for research and academic programs.

**Criterion8 - Dental Part**  
**(Key Indicator and Qualitative Metrics(QIM) in Criterion8)**

<b>8.1</b>	<b>Dental Indicator</b>
8.1.2 QIM	The Institution ensures adequate training for students in pre-clinical skills
8.1.4 QIM	Orientation / Foundation courses practiced in the institution for students entering the college / clinics / internship:
8.1.8 QIM	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
8.1.10 QIM	The College has adopted methods to define and implement Dental graduate attributes with a system of evaluation of attainment of such attributes.
8.1.12 QIM	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.

**Qualitative analysis of Criterion 8**

The students of BDS program are given adequate training both in classrooms and various labs as per DCI guidelines. Institution follows infection control protocols during clinical teaching. In addition Central Sterile Supplies Department and Personal Protective Equipment (PPE) are in use in the clinic. Patient safety curriculum is also in place.

Periodic fumigation for all clinical areas is carried out. Immunization of all the caregivers is carried out. The newly joined students are given orientation on the BDS program, its requirements, scope and opportunities. The norms relating to the attendance regulations, academic schedules, practical work quota and discipline are explained. They are also familiarized with facilities in campus.

Bio safety and bio-medical waste disposal measures are explained. Sessions on sterilization protocols and hand washing technique are conducted.

The students are given demonstration of High End Equipment for Diagnostic and therapeutic purposes in the Institution. Students are also exposed to Geriatric clinic, Special health care needs clinic, Tobacco cessation clinic and Aesthetic clinic.

Teachers are qualified as per DCI requirements.

Immunisation is carried out for all students and faculty. The Institution has outlined graduate attributes as per DCI requirements and tries to attain them. A Committee called Dental Education Unit is established to develop a single point contact between the institution, administration, teaching faculty, departments and the students.

Though few lectures are conducted for faculty development, very few Programs on Dental educational technology are organized.

Section III:OVERALL ANALYSIS (based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

## Overall Analysis

### **Strengths:**

Strategic located and environmentally friendly campus in Kelambakkam

Adequate infrastructure with central facilities

ICT enabled Teaching-Learning processes with LMS in place

Patient outreach programs

Established Waste segregation and management system

Hostel facilities for boys and girls with residential quarters for faculty.

### **Weaknesses**

Being affiliated institution Limited flexibility in course designing

Limitation of extramural funds for research

Scholarly recognition of faculty are limited

National and international tie ups are limited

### **Opportunities:**

Establish incubation centre

Mobilisation of extramural funds

Encouragement to faculty for higher studies and research

Consultancy and collaboration for research and innovation.

### **Challenges:**

Designing of course curriculum

Enhancing employability of students

Attracting highly qualified faculty

Train students for hard and soft skills

#### Section IV: Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)

(It is not necessary to indicate all the ten bullets)

- Development of R&D centre
- International and national collaborations
- Enrichment of library resource
- Promotion for development of clinical material
- Enrichment of research facility by procuring CBCT
- Promoting digital dentistry by procuring CAD-CAM
- Encourage the faculty for higher qualifications like PhD
- The institution has potential to obtain autonomy

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution  
Seal of the Institution

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Piyush Trivedi	Chairperson	
2	Rameshchandra Goyal	Chairperson	
3	Rahul Agrawal	Member Co-ordinator	
4	Vidya Bhat	Member Co-ordinator	

5	Ajay Chhabra	Member	
6	Vinay Kumar Srivastava	Member	
7	Arundeeep Singh	Member	
8	Dr. Darikhan Kamble	NAAC Co-ordinator	

Place:      Date