SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SRI VENKATESWARA DENTAL COLLEGE AND HOSPITAL

SRI VENKATESWARA DENTAL COLLEGE AND HOSPITAL THALAMBUR,
NEAR NAVALUR, OFF OMR
600130
www.svdentalcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Vels Group of Institutions, was established by the Vaels Educational Trust in 1992 with the objective of taking education to the humble threshold of first generation learners and weaker sections of society.

Vaels Educational Trust a charitable and non-profit organization, established by Dr.Ishari K.Ganesh to commemorate the fond memory of his father late Shri. Isari Velan, formerly a Deputy Minister in the Government of Dr.M.G.Ramachandran, Tamil Nadu (1977).

Sri Venkateswara Dental College & Hospital was established in the year 2007. The College is recognized by the Dental Council of India, Ministry of Health & Family Welfare, Government of India, and affiliated to the Tamil Nadu Dr MGR Medical University.
The College aims to provide quality education and advanced training to the students, thus producing competent dental graduates, who have sound knowledge and excellent skills for rendering the best of oral health care to the society. The college boasts of its highly qualified and experienced faculty. The college is housed in spacious, well planned buildings which accommodate all the departments, equipped with 'state-of-the-art' facilities. The well-equipped laboratories and infrastructural facilities are inseparable parts of the excellent academic activities.

The Institution has a sanctioned intake of 100 seats for BDS program and became a post graduate college by introducing MDS programs in four specialities in the year 2019 with sanctioned intake of 10 seats.

The college has created footprints in undergraduate and postgraduate dental education through its academic rigor and discipline and continues to excel. The College is able to attract students across all communities from all over India with gender equity.

The college is steadily achieving 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 NAAC accreditation has influenced significantly the quality enhancement of the college, and the IQAC has proved to be a motivating force of self-discovery aimed to touch greater heights in dental education. 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

- To provide high quality dental education program at undergraduate and postgraduate level.
- To facilitate the students to acquire knowledge in basic behavioral and clinical sciences for general practice of dentistry, dental specialties, research and teaching.
- To provide comprehensive primary and specialized oral health care to people, especially marginalized groups and disseminate knowledge of disease prevention to the public, and continuing dental education to professionals.

Mission

- To build and provide world class infrastructure and facilities with quality teachers and to conduct valid academic programs of practical and real world knowledge of dentistry.
- To transfer scientific knowledge to achieve professional skill and personal qualities of international standard.
- To create infrastructure and hospital facilities to serve the public including free service to the poor and needy.

Quality Policy

- Quality of both manpower and service to promote quality education to convert a novice into a competent expert ensured by observing global standard practices in imparting education and dental services.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Location in state capital
- Full-time faculty teach most classes, and there is a strong bond and a high level of interaction between faculty and students
- Robust feed back system
- Transparent admission procedure
- Excellent patient service
- 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
- Well equipped state-of-the-art laboratories
- Library with Internet Facilities
- Oral Health Care Services
- Dental Museum
- Sophisticated & Modern Equipments
- Mobile Dental clinic
- Excellent hostel facilities
- Ragging free campus.
- Goodwill of the society

Institutional Weakness

- Competition from larger institutions around the location
- Lack of financial support for faculty Scholarship
- Major projects and funding is low and need to improve
- Low awareness of the college and its activities as the college is yet young.

Institutional Opportunity

- 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

Institutional Challenge

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

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Our college follows the curriculum and syllabus prescribed by Dental Council of India and affiliated to The Tamil Nadu Dr. M.G.R. Medical University, Chennai. Students are selected by the eligibility test - NEET conducted by NTA and admissions are done by the affiliating university. Our college faculty members participate in planning the curriculum and syllabus of the parent university in both undergraduate and postgraduate levels. Academic calendar is provided to all the students which include the time table, staff details, calendar, rules and regulations of the institution. The College Curriculum Committee meets biannually and meticulously plans the academic year both theory and practical wise. The college strictly prohibits ragging with the help of anti-ragging committee. Theory class activities are monitored by cycle tests, terminal exams at regular intervals. Practical training involves group discussions, demonstrations, viva-voce and handling of various materials used in dentistry. Clinical society meetings conducted by all the departments in regular basis, nurtures the final years, interns and postgraduates. Students are encouraged to participate in research activities and clinical studies. Our college conducts cultural programs and sports meet to bring the extracurricular talents of the students. Our college conducts MOKSHA, a scientific, cultural and sports extravaganza to exhibit the

talents of the students. Various continuing dental education programs conducted every year within the campus to enlighten the latest aspects in dentistry to the students. Hands on workshops will be conducted on various latest technologies in the field of dentistry which includes Dental implants, lasers, Piezo surgeries and Rotary Endodontics. Screening and treatment camps have been conducted for the general public thus creating awareness regarding dental health in the society. Mentor- mentee system has been implemented in our college to make better understanding between the students and faculty member. Parent teacher Association meeting is conducted and the suggestions made by the parents taken into consideration for the welfare of the institution and students. Structured Feedback forms have been collected from all the stake holders like students, faculty, employee and professionals, discussed in the college curriculum committee and proper actions will be taken.

Teaching-learning and Evaluation

Our institution has created a peaceful atmosphere for students in the campus to have an unhindered and productive experience. We have highly skilled and experienced faculty with a mix of elders and youth to provide foundational and state of the art education.

The student intake is representative of different socio economic strata. The reservation policy followed by the Tamil Nadu government for empowerment of socially and economically backward classes is implemented in admissions. The reputation of our institution is reflected by the near perfect enrolment ratio achieved over the years. We have a good number of students from across the country.

We have well-established mechanisms to cater to different learning levels of students. Departments follow specific attainment methods for the evaluation of the students. Our student council has a subunit for extracurricular activities like Cultural committee, Sport committee which provide support and coordination to all extracurricular activities.

Our teaching learning methods are comprehensive and enhanced with updated technology due to the IQAC recommendations. Our institution employs basic and advanced models and training for preclinical and clinical skills. We have a learning management system CLOBAS to integrate the teaching methods and use online and other technological advances. One of our distinctive practice is use of Augmented Reality (AR) for practical teaching of students, we are the first institution to introduce AR with specific EDUZO app.

We have a mentorship mechanism for students to articulate their concerns and swift resolution by the mentors in consultation with specific authorities. We inculcate creative and analytical thinking and execution in our students through training in diagnostics, prognosis and treatment planning.

Every year the academic calendar is prepared and circulated to all stakeholders. Our evaluation process is guided by the affiliating university. Our continuous internal examination (CIE) system is implemented and reviewed every year. Program outcomes and course outcomes have been developed and suitable attainment measures are employed by all departments. These methodologies have ensured high pass percentage of our students. We have regular parent teacher meetings to interact with the parents, students and mentors and ensure a safe, comfortable and enriched campus experience.

Research, Innovations and Extension

Sri Venkateswara Dental College and Hospital, aided by the IQAC, actively encourages research, innovation

and provides faculty members a platform for new approaches towards patient care. The core research faculty team brings in critical analytical skills and logical reasoning knowledge in students by mentoring and motivating them to pursue research and service opportunities beyond the requirements of the core curriculum. Students are encouraged to create their own research questions and hypothesis, and they are given the tools and resources they need to do so, including a platform and access to all the necessary knowledge and tools. Such efforts have resulted in several publications to the students, staffs and the institutions credit. In addition to achieving academic and research excellence, the college ensures that its students give back to the society. For the students to graduate from their studies as self-assured, capable individuals who are willing to volunteer, and contribute to their communities, they need to have access to a variety of dental training possibilities. Our distinctive teaching and learning methodology, makes this approach possible.

Through the Department of Public Health Dentistry, the college runs outreach initiatives like actively taking part in screening and treatment camps as well as being regularly deployed in the two outlying centres and the students perform a crucial role in these centres. Along with providing oral health care treatment through its multiple dental camps and outreach initiatives, it also works to educate the community about issues pertaining to general health, sanitation, and literacy. The institution strives towards bringing a considerable change not just within the campus but also within the society on a larger scale through these activities.

Infrastructure and Learning Resources

The institution is designed to offer students a comfortable, high-quality education. The infrastructure is set up to provide both theoretical and practical teaching and learning. The Institution possesses excellent academic teaching and learning facilities including air-conditioned lecture halls with LCD projectors, Smart boards, laptops, microphones, and surround speakers. Modern information technology resources are available at this university as per initiatives of the IQAC. It has a dedicated IT department that works hard to make sure that all of our technology and software are operating correctly. Wi-Fi throughout the campus with high-speed internet access, desktop computers with amplifiers in every lecture hall, printers with multi-functional facilities to get hard copies of the works instantly, and desktop computers with LAN connections are just a few of the institution's IT resources. A large auditorium is available for hosting seminars, guest lectures, CDE programmes, and other academic and cultural activities. Every PG department has seminar rooms that are set up to host case presentations, seminars, and journal club discussions. The teaching hospital has 24 distinct, well-maintained demonstration laboratories that can each hold more than 50 students at once. Students at the institution have access to LMS (CLOBAS), which houses all subject-related materials such lecture notes, Power-point presentations, seminars, syllabuses, and question banks. The college has a separate library block with more volumes, journals, and encyclopaedias; all of the books are bar-coded. There are roughly 250 seats available in the library, and there is also a digital library with operating computer systems. The students can study numerous articles and research-focused papers via the library's access to the E-consortium training resource. Every department also has a library with pertinent books and periodicals so that staff and students may easily access them. The Institution's physical and recreational needs are well met by the college's sports, games (both indoor and outdoor), gymnasium, auditorium, and yoga centre. The campus has various facilities for the students, staffs, workers and patients which includes Temple, Security, CCTV Cameras, Eco-campus, RO system, Signage boards, Solar plant, Hostel for both boys and girls, Sewage treatment plant, Parkade, Canteen & 24 hours general hospital for emergency management.

Student Support and Progression

A little progress each day adds up to big results. Sri Venkateswara Dental College and Hospital makes an orderly progress towards equipping the students to meet the academic and social requirements through student support systems like mentoring, career guidance, etc.

The institution ensures its commitment 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 SC/ST & BC/MBC welfare association and First Graduate Scheme (DME) for government scholarships.

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

Students are given timely opportunities 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 coordinate bilateral research and academic programs with overseas Institutes through Memorandum of Understanding (MoU), exchange of students/faculty.

Governance, Leadership and Management

The institution has a well-planned organized structure to fulfill the recommendations of statutory regulations to our stakeholders. The responsibilities are carried out effectively through committees with strategic plans and reforms through periodic meetings.

The committees are formed to impart decentralization and to make active participation for faculty empowerment and policies are framed with all their inputs to provide a healthy work environment to achieve the vision and mission of institute through biannual meetings.

E-governance deployed in all areas of academic and administrative development. The decisions of the institution are implemented by the principal, to act on the strategic plans planned for the academic year.

The teaching and non-teaching staff's performances are assessed annually to provide appraisal and staff welfares. The institution is self-financed and managed by vistas trust. Institution acquires income in sources form of tuition fees, registration fees obtained from the academic programs, funds/grands for research, through fixed deposits and patient treatments. Efforts are taken to increase awareness on the diagnosis and treatment facilities available to increase the number of patients availing these facilities. Also motivates the faculties to carry out research activities to acquire funds/grands.

Financial support is provided for faculty attending conferences and workshops. The institution motivates the faculties to upgrade their skills by providing them on duty to attend the programs. The internal auditors also ensure that the transactions are carried out in the ERP and participate in the purchases initiated by the respective HOD periodically and reported to principal. The institution also provides free treatment for patients referred from various camps, satellite centers. Major portion of this budget is utilized for maintenance, improvement of infrastructure and procurement of latest equipment's and materials as per the guidelines laid down by the DCI and TN.MGR MEDICAL UNIVERSITY.

As per the guidelines of NAAC, IQAC was established in the institute in the year 2016. The IQAC of the college consists of principal as the chairperson, IQAC coordinator, faculty members of the college, senior administrative nominee, student nominee, alumni nominee and external members. The meetings are conducted biannually.

Institutional Values and Best Practices

Sri Venkateswara Dental College is well-known for its quality education which is reflected in the all round development of the students. The college environment is favorable for holistic welfare of the students and society. The college also focuses on research pursuits and medical initiatives.

The campus is made eco-friendly by incorporating various initiatives. Natural lighting and ventilation is ensured in all places to minimize the utilization of artificial light. Energy conserving lights including LEDs and solar lamps are installed in the campus. Minimal use of paper, rain water harvesting, recycling of water and segregation of waste and biomedical waste management is prudently being followed.

The Institution adheres to gender equity policy which is evident by the fact that 60% of our faculty are women. Women's day is being celebrated annually and other gender sensitizing programs help in imparting values to students and employees of both genders. The campus is a secure place for all where CCTV cameras are installed throughout. Wellness programs on health and lifestyle are also conducted annually for the employees and students. Celebrating important days and events has helped in creating a good ethos in the campus.

Our Institution hosts the most prestigious Dental Convention every year. Mokshaa compromises of curricular and extra-curricular events. Every year more than 3000 participants take part and showcase their talents. The 3 day event consists of Pre-conference on Day 1 and Scientific, Sports and Cultural on Day 2 and Day 3. The winners of each event carry exciting prizes and trophies. Instead of the traditional viva voce we follow

Objectively Structured Viva Voce (OSVV) during the formative exams. This enables the Undergraduate students to enhance their clinical performance and brings about standardization, inter-rater reliability and eliminates bias.

Sri Venkateswara Dental College and Hospital is a pioneer Institution to incorporate Augmented Reality (AR) technology simulations for practical training of students. Eduzo AR app has been used as a Teaching/Learning tool by the staff and the students. Teaching & Learning in the AR environment showed a high level of interactivity for both the teacher & the students.

Dental Part

Our institution is well preferred by candidate students for admission. Our institutional achievements have ensured high publicity and the counseling processes get completed fairly quickly and seats filled up. Our student data shows that the NEET percentiles are in the higher range, reflecting the caliber of the admitted students. High quality educational training is provided. We have well equipped pre clinical labs and facilities to ensure optimal skills of the students. We also have high end equipment for diagnostic and therapeutic purposes in our institution. Special clinics like comprehensive clinic, special needs clinic, tobacco cessation clinic etc are available to ensure optimal experience for the patients who come for treatment.

Once the students join the program, a well-structured orientation program is conducted by faculty and relevant training is provided to the first year students to prepare them for the program and help them adjust to the new environment.

The statutory procedures in infection control are followed by the institution. Central supplies register, immunization register, disinfection and other important registers are maintained in the institution. We have a patient safety manual which is followed by all caregivers. Our students, faculty and non-teaching personnel are immunized against relevant communicable diseases.

Our institution boasts of highly qualified and experienced faculty, one of the seniormost faculty pool in the state. We have formulated course outcomes and program outcomes, and mapped them to ensure regular monitoring of student performance and attainment of these outcomes. We also have methods to measure and certify attainment of specific competencies and dental graduate attributes of the graduating students. A significant portion of the annual expenditure is earmarked for dental materials and other consumables for student training.

We have a dental education unit (DEU) established and conducting regular faculty development programs on emerging trends in dental education. We encourage and train all our faculty to get benefitted from these programs.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI VENKATESWARA DENTAL COLLEGE AND HOSPITAL
Address	Sri Venkateswara dental college and hospital Thalambur, Near Navalur, Off OMR
City	Chennai
State	Tamil Nadu
Pin	600130
Website	www.svdentalcollege.com

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Lodd Mahendra	044-32006603	9840124020	044-2743577 0	info@svdentalcolle ge.com
IQAC / CIQA coordinator	J Muruganan dhan	044-22601820	9176311026	-	muruganandan@sv dentalcollege.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	

Date of establishment of the college	01-10-2007

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](#)	08-11-2011	60	FIVE YEAR VALIDITY RENEWED TWICE BY PERIODIC INSPECTIONS

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	Sri Venkateswara dental college and hospital Thalambur, Near Navalur, Off OMR	Rural	10.22	22022

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BDS,Dentistry	60	NEET	English	100	88
PG	MDS,Orthodontics And Dentofacial Orthopedics	36	NEET	English	3	3
PG	MDS,Conservative Dentistry And Endodontics	36	NEET	English	3	3
PG	MDS,Periodontology	36	NEET	English	2	2
PG	MDS,Prosthodontics	36	NEET	English	2	2

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			19				16				38
Recruited	16	3	0	19	8	8	0	16	19	19	0	38
Yet to Recruit			0				0				0
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				28				0				0
Recruited	12	16	0	28	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				133
Recruited	38	95	0	133
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				31
Recruited	27	4	0	31
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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	2	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	9	2	0	14	10	0	17	19	0	71
UG	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/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	7	21	0	0	0	0	0	0	0	28

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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	65	0	0	0	65
	Others	0	0	0	0	0
PG	Male	1	0	0	0	1
	Female	9	0	0	0	9
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	5	7	4
	Female	8	14	15	15
	Others	0	0	0	0
ST	Male	1	1	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	18	18	27	20
	Female	40	62	53	56
	Others	0	0	0	0
General	Male	4	1	1	0
	Female	5	9	7	2
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		79	110	110	98

General Facilities	
Campus Type: Sri Venkateswara dental college and hospital Thalambur, Near Navalur, Off OMR	
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)	4
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	5
* 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	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

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

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	29
* Girls's hostel	1	122
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Multidisciplinary / Interdisciplinary education is an academic and pedagogical approach to develop multiple capacities among the students by our faculties and Interdisciplinary with Anatomy, Biochemistry, physiology, Pharmacology, Pathology, Microbiology, General Surgery, General Medicine by integrating formal and informal learning opportunities and teaching, research and community engagements and promoting cross-disciplinary and interdisciplinary perspectives and academic practice. NEP 2020 suggests that the colleges will be "gradually phasing out the system of 'affiliated colleges' over a period of fifteen years" i.e. by 2035.The phasing out of the system of 'affiliated colleges' shall be supported by the mentoring of the affiliated colleges by the respective affiliating university. We plan to implement in our institution and various steps have been taken including attending seminars and conferences related to NEP 2020,identifying bench marks from various institutions for multidisciplinary courses and closely following the norms and regulations of the affiliating university.
2. Academic bank of credits (ABC):	Academic Bank Account" means an individual account with the Academic Bank of Credits opened and operated by a student. Credits earned by the Student from course(s) of study are deposited,

	recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution. Academic Bank of Credits is essentially a credit-based, and highly flexible, student- centric facility. Our institution has been in the process of getting approval to apply for registration with Academic Bank of Credits from statutory authorities. Courses undergone by the students through the online modes through National Schemes like SWAYAM,NPTEL, V-Lab etc. or of any specified university, shall also be considered for credit transfer and credit accumulation.
3. Skill development:	Integrating Dental education with general education is the most promising way to provide for holistic development of the students, equipping them with knowledge, skills and competencies which would prepare them for life and work. We have identified to collaborate with industries for internship to expose the students to the work environment and get the experience of hands-on practice. We are in the process of developing some bridge courses of varying duration depending on the pre-requirements of the course a student intends to move horizontally.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The NEP document elaborates on the cultural and knowledge heritage of India, the importance of Indian Philosophy in the renewed perception and influence on the world events, the importance of the Multilanguage- multicultural background of the country and the necessity for revitalizing these realms for the betterment of the country and the world. This strategy calls for a paradigm shift in our immediate past educational system (which, in general opinion, has devalued the Indian traditional knowledge). 'Indian Constitution and Traditional Knowledge' for all the UG and PG students. To augment the lectures in the class room, standard textbooks on Indian Constitution and Cultural heritage of India have been given to the students through the efforts from co-curricular competitions.
5. Focus on Outcome based education (OBE):	The outcomes of learning are clearly provided in the syllabus of each program. The details are made known to the students by the respective faculties. Faculty are aware of the learning outcomes because they are involved in the preparation of syllabus and incase of new faculty they understand the learning

	objective while discussing with his / her colleagues and are always given Orientation/ Refresher Courses through the Faculty Development Programs, Skill development is given importance where ever required. Percentage of hours allotted to theory and skill varies with subjects' experiential learning requirement. The Clinical objectives are specified in the log book / syllabus for the student and encouraged to full fill. The learning outcome intended through the above approaches are assessed through the evaluation methods adopted. Formative assessments provide additional support indicators for slow learners. Advanced learners are given opportunity to stand apart in their performance by answering questions which are beyond must know aspects.
6. Distance education/online education:	Learning to partly classroom partly online Teaching-Learning. There is a perceptible change in the modes of the Teaching-Learning. All over the world there is a significant shift from all class room teaching to online education. We encourage our students and faculty to register for various online courses. Under our autonomous system, necessary approvals have been obtained to include the Credit Transfer Scheme to our students. The list of such courses, are approved by the chairperson before the beginning of the semester so that students register for those courses which are relevant for that particular curriculum and not repetitive/duplicative in nature. This doubly benefits the students to acquire skills required by the industry and also a favorable career opportunity.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We have not yet set up a ELC in our institution. However we have initiated the formation of this club.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Once we have established the ELC we will publish the same in our website.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral	Students as part of community outreach programs undertake numerous programs primarily ensuring public health, dental health empowerment programs

processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	and other relevant initiatives. Once we establish our ELC we will conduct much more voter awareness programs.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Students as part of community outreach programs undertake numerous programs primarily ensuring public health, dental health empowerment programs and other relevant initiatives. Once we establish our ELC we will conduct much more voter awareness programs.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	A large percentage of all our students who have reached the age of 18 have been registered as voters in their respective consistencies. We have impressed upon all remaining students to get registered as voters as soon as possible.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
481	465	455	444	465

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

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	78	84	95	100

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

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	110	110	79	84

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

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
101	99	95	92	92

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
101	99	95	92	92

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
424.68	272.95	462.86	476.06	346.06

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:

Sri Venkateswara dental college and hospital takes all measures to ensure that the curriculum for both undergraduate and postgraduate students are planned in a well-defined and effective manner as prescribed by the affiliating university.

Curriculum Planning:

Our college is attached to the parent university (The Tamil Nadu Dr. MGR Medical University) and follows curriculum of the dental programs is set by The Dental Council of India and University. The curriculum developed/adopted have relevance to the regional/national/ international needs with well-defined and informed learning objectives and outcomes at program and course level. This institution follows the norms prescribed by the parent university regarding the curriculum in undergraduate and postgraduate levels. An academic calendar has been prepared every year illustrates the list of the staff members, no of working days, and details regarding the tentative upcoming terminal exams and model exams. This helps the students to follow the academics in a planned manner. This institution goes beyond the prescribed norms and enriches the students with up-to-date information employing competent training staff to inculcate state of the art techniques comparable to world standards. Our faculty were attached to the curriculum and syllabus planning committees of the university so as the modifications and required changes can be communicated. This translates to high quality education and patient management. Our curriculum allows direct interaction between students and the community in several ways like screening camps, peripheral postings, rallies and awareness programs.

Delivery:

Keeping with recommendations of the IQAC, the college curriculum committee has been formed and all the department faculty has been included which is headed by the Principal. The aim of this committee is to discuss and decide the directions and decisions obtained from the parent university in relevant to syllabus and curriculum. The committee meets bi annuallyand discuss about the requirements in both undergraduate and postgraduate levels to take decisions regarding theory classes and practical sessions. Theory classes will be taken in a scheduled manner follows the time table both online and offline. Students will be divided in batches for the practical sessions and will be rotated periodically. Post graduate students has been provided the norms advised by the university in both theory and practical sessions.

Evaluation:

Theoretical Evaluation and performance of the students will be assessed by periodic cycle tests, model examinations and terminal examination. There will be three terminal exams and one model exam towards end of the academic year which will taken into account for internal assessment marks. Practical works of

the students evaluated by monitoring and assessment of the clinical records, work done in the clinical, group discussions and viva voce in the concerned departments. Feedback has been obtained from the students, faculty, alumni, employer and professionals regarding the curriculum. College curricular committee meeting analyse the feedbacks and suitable actions are taken. Utmost care has been taken to that the effective implementation of the curriculum is done.

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

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: 2.52

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	3	2	3

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: 54.84

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

years

Response: 17

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

Response: 31

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: 89.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
410	415	402	409	423

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](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The institution strives to make each learner recognize their identity, understand the purpose in life through their connection and contribution to society, environment and to their fellow human beings.

Gender equity: The institution celebrates **Women's day** in a grand manner with female students, faculty and non-teaching staff. Pursuant to the celebrations, gender issue awareness program is conducted annually to representative proportions of female and male stakeholders, especially students. The importance of gender equality, the concerns of women, men and transgender individuals, are discussed and appropriate behaviour, interactions and respect to be given to all individuals regardless of gender is emphasized.

Environmental studies: The precarious state of global environment is well known and the curriculum emphasizes environmental sustainability and conservation of natural resources.

Human values: our curriculum places good emphasis on inculcating human values to the students. The importance of respecting individual human rights and treating all with dignity and kindness is stressed upon by all teachers. Students have taken part in **Blood donation camp** enthusiastically which helps to the society. Students and faculty were attended the **voters day** celebration and taken a pledge. Students and faculty were trained to provide **Basic life support** when there is an emergency.Students understand that the foremost of objectives in clinical practice is the health and wellbeing of patients.

Right to health and health determinants: Our curriculum teaches the importance of health and deem it a fundamental right where all members of the community irrespective of religion, race, caste, gender etc are treated with respect and given quality health care.**World oral health day** has been celebrated to create awareness among students and the society**. International yoga day** has been conducted to enumerate the importance of yoga. **Awareness regarding malocclusion,** smoking, dental caries to the general public were given. Charges are nominal and affordable by the poorest sections of the community, with fees sometimes waived as deemed fit by the departments.

Professional ethics: The curriculum incorporates professional ethics to students. The Dentists Act that specifies the ethics code of dentists is compulsorily taught to all students and also faculty are encouraged to update themselves with current good clinical practices. **Anti ragging** and Institutional **Ethics committee** is active and all student and faculty research is screened to make sure all scientific activities are conducted in an ethical manner.

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

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

Response: 23

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

Response: 23

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

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

Response: 90.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
431	339	431	412	465

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: 73.18

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

Response: 352

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**

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](#)
Link for additional information	[View Document](#)

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

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

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](#)
Link for additional information	[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: 94.26

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

2021-22	2020-21	2019-20	2018-19	2017-18
75	75	76	62	58

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

2021-22	2020-21	2019-20	2018-19	2017-18
76	76	76	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: 90.42

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:

2021-22	2020-21	2019-20	2018-19	2017-18
98	110	110	79	84

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

2021-22	2020-21	2019-20	2018-19	2017-18
110	110	110	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: 5.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	11	11

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 slow performers The Institution:

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Criteria to identify slow performers and advanced learners and assessment methodology	[View Document](#)
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	[View Document](#)

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

Response: 5:1

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

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

Response:

Introduction:

SVDCH admits students from different backgrounds,regions and religions. One of the areas where we pride ourselves on being unique is identifying ,nurturing and developing extra-curricular activities of our students.All our students are giving the opportunity to come forward with their interests,skills and talents apart from the field of dentistry. Every year we discover students with talents in different sporting and cultural areas. These students are then provided with the platform to showcase their skills in various Intra-college and inter-college sports and cultural events like CONVIVIAL,SANGAMAM,MIDAS,SEED, QUINZEFETE and have won in various sports and cultural events.

Our student council has a subunit for extracurricular activities like Cultural committee, Sport committee which provide support and coordination to all extracurricular activities.

And the students of our college are actively involved in conducting the yearly scientific,sports and cultural event **MOKSHAA (Indian Dental Convention)** for the past 10 years.

The institution has world class sports facilities for both indoor and outdoor games and auditorium 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 inter college events

2.Students of all the batches from different classes working together as a team thereby it enhances the team work in inter-college sports and cultural events.

3.Inculcating the organisational skills involved in conducting these events from beginning to their successful completion by planing the role of a host.

Fine arts

Students possessing the talents in fine arts such as music,dancing are also encouraged to exhibit their talents in various shows and events that are organised.

Our student Ms.Samyuktha.S has taken part in the Guiness world record in bharathanatyam organised by Niruthia Nithyalaya institute of fine arts held at Saveetha University,Chennai,India on 2nd December 2017.

Sports

Our student Ms.Kaviyaa.E has Represented India in the International throwball matches held in in the year 2017 by being the part of Thiruvallur district throwball association.And has also represented Thiruvallur district in a senior state Throwball match in the year 2017 2018 & 2019.

Hobbies and other activities

- All the students are advised to cultivate hobbies and/or fitness activities that they can pursue which are made available in our student-centric campus.
- These include holistic activities such as yoga,zumba,swimming, badminton,cycling.
- Our student Ms.Krishna prabha has secured the first place in the State Level Artistic Yoga in 2019 and District level Artistic yoga in 2020 as a part of the Alpha Yoga Institute, Coimbatore.

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

2.3 Teaching- Learning Process

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

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

Response:

The specifics of teaching are tailored based on student needs. Students are actively encouraged to create knowledge-based initiatives like projects, seminars, posters, models, table clinics, documentaries, field training in the form of rallies, screening and treatment camps etc. They are encouraged to learn from a variety of sources including scientific journals, e-learning and internet databases. Continuing dental education, guest lectures and workshops are available to them to enrich their knowledge and skill. Preclinical and clinical training is imparted to students to learn each aspect of clinical training thoroughly.

Clinical and field treatment camps educate the student in time and patient management, which helps them in their career. Community outreach programs and treatment initiatives give a unique interaction of the students and the general public thereby developing an early doctor-patient relationship, which can help the students throughout their life.

Experiential learning

Students initially are taught preclinical skills in simulation models before progressing to clinical settings. The simulation experience is transferable to clinical procedures.

Integrated/interdisciplinary learning

Comprehensive dental care is taught to students. Irrespective of department, students are taught that patients require multidisciplinary treatment and coordinated team of different specialties are required for successful patient care.

Participatory learning

Students are actively encouraged to participate in internal and external academic events like conferences, conventions and workshops. They participate in real time hands on situations and imbibe valuable knowledge and training.

Problem solving methodologies

Before students work with patients, they undergo mock procedures where they are given a particular clinical scenario and trained to work out the problem. This method was successfully employed in the COVID pandemic situation when patients were scarce and elective procedures could not be carried out in the institution.

Self-directed learning

Students are given regular assignments and seminars to prepare themselves. Further, students are encouraged to do deeper study in the topics that they personally like. This personal approach involves unconventional methods and is helpful in imprinting core skills.

Patient-centric and Evidence-Based Learning, and Project-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.

LMS and AUGMENTED REALITY (AR) based training

Sri Venkateswara Dental College and Hospital is one of the pioneer Institution to incorporate AR technology simulations for practical training of students. Eduzo AR app has been used as a Teaching/Learning tool by the staff and the students. AR can be used as a new pedagogical tool in teaching; however, it cannot be used as a replacement for traditional classes. AR demonstrated increased student engagement and interactivity. The entire student community is benefitted by this facility.

File Description	Document	
Link for any other relevant information	**View 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**

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:

LMS – LEARNING MANAGEMENT SYSTEM

All faculties and students are provided with an individual app known as CLOBAS, with an unique login ID and password for accessing the LMS. Faculties can access 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 the start of the academic year and the same is made available to all the students.

Lecture Halls with smart board system

All our lecture halls are provided with a laptop computer, wireless internet, overhead projector with Screen, and mikes with speakers. Seminar halls are also similarly equipped. Smart boards are installed.

IT Devices

There are 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 software which prevent access into non-academic websites.

Technological Innovation

Our institution possesses latest technological hardware which assist in the diagnosis of dental conditions

like Radio visuography, Digital Ortho pantomograph, and operating microscope. These computer assisted aids helps in instant diagnosis and effective treatment planning for our patients.

All the radiographs are uploaded into the server and they can be accessed by other departments. Thereby saving time money by avoiding needless printing.

CLOBAS app facilities

The CLOBAS app is helpful to students as well as faculty, who can use the app to take virtual classes, take attendance, communicate to depts., apply leave etc. This app has enabled seamless operations saving time and energy for other important tasks. Attendance, entering marks and posting results, viewing news regarding the campus, viewing circulars, preparing time tables, hosting webinars, coordinate events and the academic calendar, obtaining feedback from important stakeholders. Even parents possess this app to monitor the performance of their wards and communicate to the institution and the faculty.

One of our distinctive practice is use of Augmented Reality (AR) for practical teaching of students, we are the first institution to introduce AR with specific EDUZO app.

The E-library and departmental computers enable the faculty and students to access online resources for continuing dental/medical education, e-learning and e-teaching, and host online academic events.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 10:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 49

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:

Creativity and Analytical Skills

Students 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. 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.

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 treatment plan using diagnostic and prognostic information for patient care and treatment planning.

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.

File Description	Document
Link for appropriate documentary evidence	View Document
Link for any other relevant information	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: 20.57

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.

2021-22	2020-21	2019-20	2018-19	2017-18
24	23	20	18	14

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: 7.4

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

Response: 747

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: 78.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
84	40	80	82	87

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

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at

State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

Response: 6.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	7	4	5	2

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

2.5 Evaluation Process and Reforms

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

Response:

Academic calendar is developed prior to the start of each academic year. This contains tentative details of internal examinations, regular annual programs, holidays, co-curricular and extracurricular activities. They are distributed to departments, faculty and students.

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 Academic committee and Faculty year in charges for documentation. This data is presented to the parents when they report to the annual parents-teachers meeting.

However, during this pandemic, physical calendar was not prepared for the year 2020. Online document was formulated and sent electronically to stakeholders. Also, there was difficulty in conducting these internal examinations in online mode. Departments have done a remarkable job in this aspect without compromising on the fundamental requirements.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for academic calendar	[View Document](#)
Link for dates of conduct of internal assessment examinations	[View Document](#)

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

Response:

Continuous assessment is done by holding of at least three internal examinations. These are called Terminal examinations and are held once every 3 months. The marks along with the three month attendance are sent to the University for their appraisal. The University monitors their performance and issues hall ticket based on these results and the institution's recommendations. Apart from this, several cycle tests, chapter-wise tests, viva voce, practical and clinical examinations are held in each department and an internal assessment mark (20 marks) is formulated based on those results. They are added to the final University examination tally. The University provides photocopies of answer sheets on request by the students. Usually when the students fail the examination or get much lower than they expect, they apply for retotaling. Request for the photocopies are made in writing to the University and given to the students in person. Re-evaluation is only rarely done as the initial stage of double and triple evaluation makes very little margin of error. Below par performing students are given individual attention and reasons for the performance analysed and resolution of any issue is discussed. The results along with the quarterly attendance percentage are sent to parents/guardians by post, email and sms. After which, a parent-teacher meeting is called if needed, and a three-way discussion is done for the benefit of the student.

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

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

Response:

The University formulates the question and evaluation pattern. The theory examination is summative, while practical examinations are essentially formative. In theory examinations, the answers are evaluated based on their relevance, completeness, understanding of the topic, key points, and evidence of further reading by the student. Marks are awarded accordingly and totaled. In practical examinations, there is part-formative and part-summative mode of evaluation. The clinical assessment and viva voce are evaluated based on the examiner's assessment of the student overall performance in the practical procedures.Apart from this, several cycle tests, chapter-wise tests, viva voce, practical and clinical examinations are held in each department. Each department has a unique method in assessment of the students.

The evaluation of students is done based on their performance in key parameters like:
• Knowledge of the basics, correct examination, diagnosis and treatment plan
• Application of the knowledge to clinical procedures
• Patient management including chairside manners and ensuring patient comfort during procedures
• Infection control and barrier protection, isolation etc.
• Time management during the clinical procedures
• Completeness and comprehensiveness of the performed procedure
• Performance during viva voce

Objectively Structured Viva-Voce (OSVV): BEST PRACTICE

The viva questions are collected and /or created separately in each subjects to assess different cognitive (knowledge) levels of the examinees.
A total of 10 questions are asked to each student for a fixed time of 10 minutes per student. All the questions are categorised as "Must Know - Easy" (4), "Must Know - Difficult" (2), "Desirable to Know - Easy" (2), "Desirable to Know - Difficult" (1) and "Nice to Know" (1) as per the recommendation in BDS Regulations of The Tamilnadu Dr. M.G.R. Medical University, Chennai, Tamilnadu. Every Examinee is provided with 10 Viva cards in the proportion of 4:2:2:1:1. A rubric is created for marking each answer. Each question carries: 1 Mark. No attempt made to answer: 0.0 Mark. Attempts to answer no confidence: 0.25 Marks. Answers partially with confidence: 0.5 Marks. Answers correctly with confidence: 0.75 Marks. Answers correctly and convincingly: 1.0 Mark. Feedback is obtained from the staff and the students.

File Description	Document
Link for Information on examination reforms	[View Document](#)
Link for any other relevant information	[View Document](#)

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

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

Response: A. All of the above

File Description	Document
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 affiliating institution specifies the learning outcomes for both the BDS and MDS programmes, and the college implements the curriculum as needed to meet the objectives. Students and faculty are informed about the results through the college website and the orientation programme. These key learning results are presented below.

 Learning Objectives

1. The incorporation of fundamental sciences, clinical dental surgery, laboratory and practical abilities

2. Adequate practical skills, including patient management abilities, patient care of all age group, with special attention to children, elderly, and patients who are immune compromised or disabled.

3. Social elements of health care, in particular oral health care, including the causes of societal differences in oral and dental demands.

4.Driven to engage in multidisciplinary research projects and emphasise the importance of evidence-based dentistry

5. Attending continuing dental education courses in dental surgery to gain knowledge on current strategies

6. Acquires knowledge in cross-infection prevention in dental practises

7. To understand the role of different dental tissues in forensic sciences. 8. Participates in community camps, general hospital postings, and dentistry hospitals

9. Executes all types of local anaesthesia, and gains knowledge about different maxillofacial issues such injuries, infections, and jaw deformities.

10.Different types of restoration, endodontic procedures, and fixed and removable prosthodontics

11. Recognize the significance of malocclusion development and dentofacial growth.

12. Gain knowledge of various radiological techniques and how they are interpreted. The affiliating institution defines the Graduate Traits, and the college follows the university's procedures to evaluate students on these attributes. The key graduate characteristics are listed below.

Graduate Qualities:

1. Graduating with technical and clinical skills is mandatory for general dental practice.

2. Provide patients, regardless of age, with comprehensive oral care.

3. To understand how oral and health care are impacted by social, behavioural, environmental, and economic issues.

4. Providing medical and dental care as a member of the healthcare team, especially to rural residents.

5. Self-centered learning for ongoing dental surgery improvement.

6. Learns about modern dental surgery technology

7.Aids in maintaining documents that might be important for forensic investigations and pursuing forensic science as a career.

8. A graduate who is capable of identifying and diagnosing dental and oral problems, undergoing dental treatment, and offering prevention advice.

9. Competencies for performing minor oral surgeries and tooth extractions in general dentistry set-up. Capable of doing such procedures with graded general practise skills

10. Patients receiving straightforward appliance therapy in the realm of orthodontics

11. Knowledge of radiation risks and appropriate safeguards for patients, operators, and employees

During the orientation session and on the college website, information regarding the Graduate Attributes is provided to both students and professors.

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

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

Response: 95.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
71	74	78	83	80

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	74	82	86	87

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](#)
Any additional information	[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:

General skills, practice management, and knowledge of infection and cross-infection in dentistry make up the learning outcomes. The course-specific outcomes fall under the headings of Knowledge, Understanding, Skills, and Attitude. The academic calendar is followed in terms of timetables, internal examinations, and practical sessions as part of the curriculum for the BDS and MDS programmes. The learning approach consists of two parts: theory and patient-based practicals. The results of the learning process are determined by how well students perform in university exams. Our students outstanding performance in the ongoing evaluation and university exams is evidence that they have learned the knowledge and skills necessary for a career in the particular field.

As a result, the program's general learning objectives are linked with the learning process. Students in the BDS programme receive preclinical training on tooth models for restorations, tooth carvings, and tooth replacement before handling patients in the clinical set up. This training covers the fundamentals of human anatomy, physiology, biochemistry, pharmacology, and microbiology. It also covers the anatomical structure and development of oral tissues.

This helps the students successfully ensure the learning process' outcomes namely skills, knowledge, and attitude related to the program's outcomes.

In order to meet the goals of speciality-related academic activities, such as main dissertation, library dissertation, seminars, journal clubs, case presentations as well as presentations at various national conferences and clinical procedures related to their speciality, the departments implement the curriculum for MDS students based on their speciality. These activities will generate the expected outcomes.

Clinical postings are introduced in the final year of education as part f the clinical curriculum. The students attend lectures and clinical placements in general medicine and general surgery in addition to dental departments to learn about the relationships and interactions between different systemic disorders and their oral manifestations. Each year, a series of clinical cases are assigned to each student, and at the conclusion of the postings, an individual clinical evaluation is conducted. The idea of community oral health education is also made available to the students, who are then prepared to take part in programmes for the delivery of healthcare in rural areas.

This ensures that the students demonstrate their theoretical knowledge, practical skills, and proficiency with communication and community resources, patient care diagnosis, patient care treatment planning, and subject-specific competencies. In addition to the required academic coursework, the college encourages its students to enrol in a variety of value-added courses that teach fundamental life skills and other executive development programmes that improve patient communication abilities. As a result, our students can learn how to effectively collaborate with others and work independently.

Our students participate in brief research projects as part of their academic programme to complete the research component. Additionally, the study's research component allows the students to stay updated with modern trends in research settings thereby enabling way for innovations.

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

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

Response:

PARENTS TEACHERS' ASSOCIATION
Parents Teacher's Association was established in the year 2013
PTA meetings are conducted every year after the terminal exams.

Chief Convenor: Dr. Lord Mahendra
The committee is headed by the Principal, Dr. Lord Mahendra and being supported by the staff members of the committee.
The committee members deal with the planning and preparation of the PTA meeting every year. PTA functions by the mentor system. Each faculty is represented as a mentor for a group of 10 -12 students, so each student is under the incharge of particular staff.

Purpose of the Association
To improve the quality of the education in the institution and create a conducive environment for the overall growth and development of the ward.

Functions of the association

? To get inputs from the parent for the development of the institution

? Hostel amenities

? Quality of the food

? Transportation

? Infrastructure

? Hospital

? To get inputs from the parents for the development of the students

? To create a rapport between the stake holders of the institution

? To serve as a medium to disperse the happenings in the institution to the parents

Normal Agenda for the meeting

? Welcome address

? Performance and attendance of the students

? Payment of the tuition fees in time

? Specific issues from the parents

? Parents interaction with the faculty

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](#)
Link for any other relevant information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.65

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: 39.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	39	40	35	32

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: 11.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	18	11	12	06

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[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: 37

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

2021-22	2020-21	2019-20	2018-19	2017-18
6	11	7	8	5

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

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:

Sri Venkateswara Dental College and Hospital is a leading educational and scientific centre. Being a research institute, our organisation provides an array of chances for our faculty and students to engage in research work across several fields. It aims to educate UG's and PG's about the value of innovation and discovery in the field of oral health. Faculties with differing levels of training and expertise, capable of working together to execute and publish studies in an impactful manner were appointed by the IQAC to lead the committee. Under the guidance of IQAC, the incubation centre aimed to create and promote knowledge, technology, and innovation-based start-ups in the oral health sector. The Institutional review board facilitates the research and innovative committee in the following aspects:

- Commencement of incubation centre to create a self-sustaining research ecosystem
- Organizing programmes on research and procedures.
- Encourages our students to pursue research as a passion.
- Knowledge sharing and building an internal resource centre.
- Spotting students interested in participating in research activities
- Recognizing and developing students' creative potential.
- Aids students in developing their research methodology.
- Outlining the ICMR's critical areas and enticing students to look for financing their research project.
- Inspires the faculty to work on top-tier, cutting edge research projects in order to promote the

institute and further inspire our students.

Improving dynamics of the clinical research team

For our faculty members and students to conduct research projects, the college provides a wide range of research materials and equipments facilitated by Vels Institute of Science, Technology & Advanced Studies (VISTAS) which allows students and faculty to do advanced research in fields like Microbiology, Molecular Biology, Immunology and Genetics.

The institute supports publishing, finished research projects by faculty and students. The institutional review board takes responsibility for ensuring the submission of study completion reports. The study project will then be published in the appropriate journal. To guarantee approval of publications , the researcher's primary investigator will collaborate with the institutional review board.

Promotion of entrepreneurship

Our organization welcomes a number of well known and accomplished clinical practitioners, as well as managing directors of renowned dental clinic chains and dental specialists with hospital affiliations. These invited speakers educate our students on subjects like starting a clinic, managing patients, raising and managing accounts, communication techniques and marketing tactics.

In order to inspire and encourage our students to pursue their desired ambition, we invite a number of alumini students who have successfully passed their post graduate entrance examinations. All of these activities are carried out with the intention of exposing our students to the opportunities offered by the outside world and giving them a head start in their professional careers and to also make them aware that with the correct amount of effort and dedication, they can easily settle outside the country.

We have students from our institution joining their post graduation programmes, travelling abroad to continue their dentistry careers and opening their own dental practices.

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: 16

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	3	3	3	5

File Description	Document
Report of the workshops/seminars with photos	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

3.3 Research Publications and Awards

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

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

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	[View Document](#)
Institutional data in prescribed 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: 1

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

Response: 10

3.3.2.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the

last five years.

Response: 10

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](#)

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: 3.64

File Description	Document
Institutional data in prescribed forma	[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](#)

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: 218

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.

2021-22	2020-21	2019-20	2018-19	2017-18
22	10	122	26	38

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](#)
Link for Additional Information	[View Document](#)

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

Response: 52.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
268	261	256	208	227

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 under the guidance of IQAC has actively involved in organizing extension and outreach activities in the form of dental camps. Our institution have participated in numerous outreach activities and have received many recognitions and awards.

Participated in youth Health Mela every year and received BEST STALL AWARD in year 2018 at "ANNA UNIVERSITY" (for awareness about ill effects of tobacco, smoking, alcoholism and nutrition deficiency).

Recognition in the form of appreciation letter from Kaleeshwari Refineries providing quality treatment camp at their campus apart from them other institutions such as government law college ,All sec software solutions, rial to enterprises , Sree Iyappa Matriculation higher secondary school , Mayfield CBSE school, Aavin Tamilnadu cooperative Milk Producers Federation Limited, Anbagam special school and home for mentally retarded children, Dr.MGR medical university. Sri Ramachandra University for participated in Guinness world records in Chennai.

Recognition certificate from Tamil Nadu DR.MGR medical university for organizing and conducting BLOOD DONATION CAMP for more then two times.

BEST STALL AWARD

IDA GUINNESS WORLD RECORD SMILE CHENNAI

AAVIN MILK PRODUCERS

MAYFIELD

RIALTO ENRTERPRISES

TAMILNADU DR.MGR UNIVERSITY RECOGNITION LETTER

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

FREE DENTAL CAMPS	• SERVICE TO ESSENTIALS • ORAL HEALTH PROMOTION • REFFERAL TO INSTITUTION FOR TREATMENT
ORAL HYGIENE AWARENESS	• ENHANCE THE ORAL HEALTH IN PUBLIC PRIMARY HEALTH CARE • GUIDING IN ORAL HYGIENE MAINTENANCE
TOBACCO CESSATION	• ADVANCEMENT OF HEALTHY LIVING • AWARENESS ABOUT RISK OF TOBACCO USE • SPREADING CANCER AWARENESS
SOCIAL SERVICES	• BLOOD DONATION • CARE FOR SCHOOL CHILDREN • DENGUE AWARENESS

The outreach activities conducted include the following areas:

1. Free dental camps to serve the essentials and poor

2. Promoting oral hygiene during the world oral health day celebrations

3. Cancer awareness programs

4. Anti-Tobacco rally and Tobacco Cessation Clinic in our institution to bring awareness of the ill effects

of various forms of tobacco

5. School Dental Camps to ensure early detection of caries, promote caries prevention in deciduous and mixed dentition period.

6. Teach the general public of all ages, the benefits and correct method of tooth brushing as part of our Tooth Brushing Day celebrations.

7. Promote awareness and need for blood donation during the Awareness program on Donating Blood.

The department is organizing camps in towns, schools, universities, establishments for rationally and physically incapacitated, old age homes, industrial facilities. In conjunction with neighborhood panchayat authorities, non-authorities, Rotary Clubs.

The department has also doneHuman Chain Formation Rally at Marina Beach for Cancer Awareness, WALKTHON in Adyar Cancer Institute. A mass development program on creating awareness among the general public about self-assessment, impacts, implications etc., 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 Department of Public Health Dentistry spearheads various educational and extra-curricular activities. In this regard, the department celebrates various international and national days of importance to spread the message to the faculty, students, and patients likewise.

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: 7.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	16	4	2	5

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: 5

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: 5

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	[View Document](#)

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:

Response

The institution is well structured to give quality education with comfort. Since the students are trained for both theoretical and practical teaching & learning, the infrastructure is also designed to provide the need for the same.

The Institution possess the following infrastructure needed for academic teaching and learning:

- Air-conditioned lecture halls with LCD projector, laptops, microphone and surround speakers
- Auditorium to organise any seminars, guest lectures and CDE programmes
- Seminar halls in every PG department for case presentations, seminars and journal club discussions.
- Anatomy Cadaver and Specimen Lab
- Biochemistry Lab
- Pharmacology Lab
- General Pathology and General Physiology Lab
- Microbiology Lab
- Oral Histology and Oral Pathology Pre-clinical Lab
- Pre-clinical Prosthodontic Lab
- Pre-clinical Conservative Dentistry Lab
- Pre- clinical Phantom Head Lab
- Advanced Library

All demonstration laboratories are well-equipped and maintained that can accommodate about more than 50 students at a time.

The college provides LMS to the students in which all subject related materials like lecture notes, power point presentations, seminars, syllabus, question banks are uploaded.

Facilities for Clinical Learning

- There are 9 clinical departments with well planned and executed infrastructure where the students learn the clinical aspects of the curriculum
- In every department, the students are initially allowed to observe the cases and gradually permitted to treat the patients under the guidance of the respected faculty.
- Discussions and interactive sessions between the student and teachers take place as a part of clinical teaching and learning
- Ceramic lab, casting lab for the purpose of fabrication of crowns, bridges and other dental prosthesis are present

General Hospital Training

- There is a general hospital within the campus in the name of, Shri Isari Velan Mission Hospital.
- The mission hospital is also a teaching hospital, where the students get clinical exposure to the patients during their third academic year in the medical subjects like General Medicine and General Surgery.

Library

- The college is having a separate block for Library with greater number of books, journals and encyclopaedias where all books are bar- coded and issued.
- The library has a seating capacity of about 250 with additional digital library where computer systems are functioning.
- Apart from this, every department maintains a library with relevant textbooks, journals to enable easy access for the students and faculty

TEACHING LEARNING FACILITIES

- Air conditionered Lecture Halls - 4
- LCD Projectors, laptop, microphone and speakers in each lecture hall
- Auditorium - Dr. Abdul Kalam Convention Center
- Anatomy Cadaver and Specimen Lab
- BIochemistry Lab
- Pharmacology Lab
- Microbiology Lab

General Physiology and General Pathology Lab

Oral Histology and Oral Pathology Preclinical Lab

Pre Clinical Prosthodontics Lab

Pre Clinical Conservative Dentistry Lab

Pre Clinical Phantom Head Lab

Ceramic Lab

Library

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

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

Response:

Response

The institution besides being a place for academic excellence is also a place that brings out every talent in an individual by providing recreational requirements for sports, games and cultural activities.

IDC – Indian Dental Convention

- Mokshaa is an acclaimed intercollege event held every year in the college. Colleges from all over India has been invited for the event.
- It is a grand fest which is organised by the college with mutual support from the faculty, staffs,

students and workers.

- Accommodation and food are provided for students from outside Chennai and other states.
- It is a three-day event of fun, games, pomp and show, planned well ahead for scientific, sports, cultural extravaganza and executed to perfection.
- This provides ample opportunities for the students to show case their talents in front of large audience.

Auditorium

- College has an auditorium named, "Dr. Abdul Kalam Convention Centre" that has been built to enjoy great cultural shows and academic events.
- Has a seating capacity of about 1000 people with surround speakers and air conditioners.
- M.G.R Open Air Theatre is the outdoor auditorium present in our campus, where cultural events are organised during Mokshaa to accommodate a larger crowd.

Sports

- The college provides both outdoor and indoor game facilities to excel in extracurricular activities.
- Well maintained grounds and courts for outdoor sports that include cricket, football, basketball court, throwball, kho – kho, athletic track for track and field events.
- Indoor facilities with needed equipment are provided for TT, chess, carrom, which are open to the students after the college hours.

Gymnasium

- College has separate gym for both boys and girls will all the necessary equipment to help students maintain physical fitness.
- It is opened both in morning and evening hours for the inmates

Other

- The students also enjoy an intra college scientific, cultural and sports fest every year in the name of CONVIVAL for 3 days.

Celebrations

Special occasions are celebrated every year as a part of festivals of National Importance

- Independence Day
- Deepavali
- Pongal
- New Year
- Holi
- Christmas
- Green – It: As a contribution to our eco campus, students participate in planting more trees and plants to provide lively and pollution future.

File Description	Document
Link for any other relevant information	[View 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:

Response

SVDCH provides generous campus facilities for the students, staffs, workers and patients. The spotlight of the amenities in our institution are elucidated below
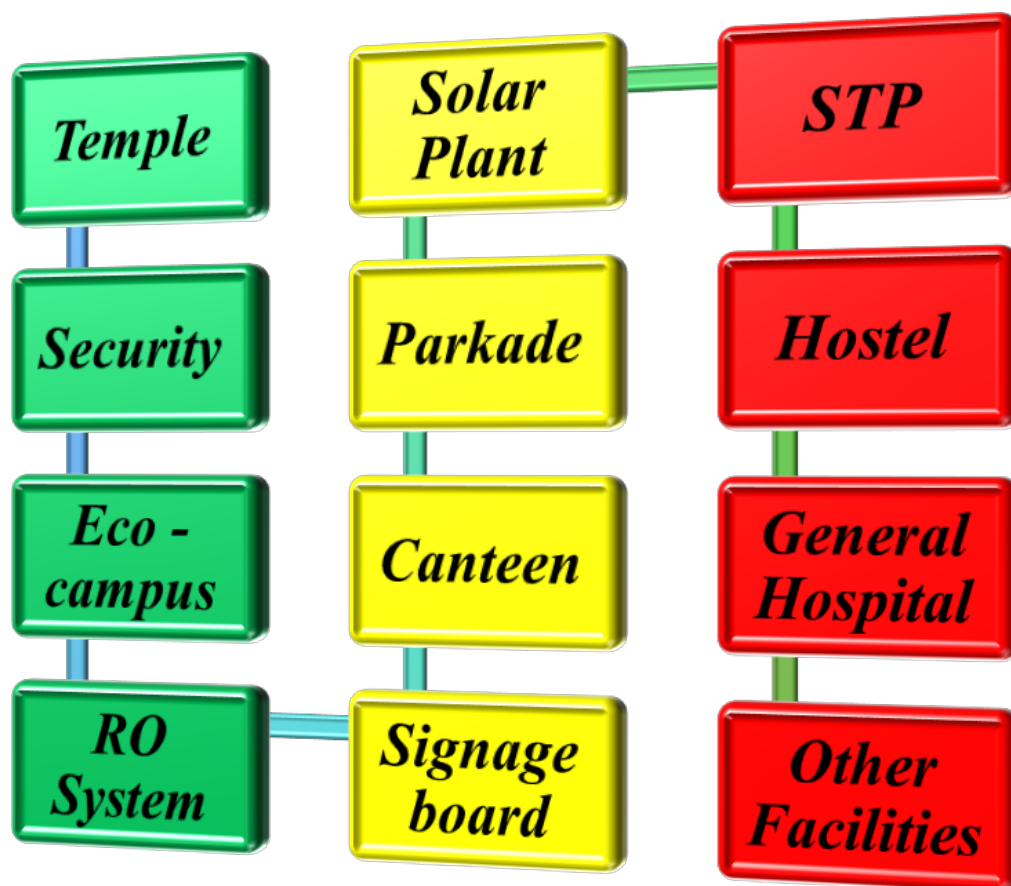
Temple

A temple is present at the main entrance of the college which gives a warm welcome while entering the premises. Poojas on daily basis is done by the priest regularly.

Security

Security arrangements are adequate to make sure 24 hours services are provided by them. Records are maintained at the entry point for new visitors. CCTV cameras are fixed at every vantage point and are monitored every now and then.

Eco-campus

As named, the college is surrounded by greeneries with a greater number of plants, tress and grasses that are spruced time and again to enhance the look and feel of the place. Stone benches are fixed under the shades of the trees to enjoy the pollution free environment.

RO System

The campus houses water purification system, RO system. One for the main building and another is shared by the hostel and hospital block that facilitates the drinking needs of the students, faculty, staff and the patients.

Signage Board

Well maintained cement roads provide comfortable access to all areas of the campus. Multiple signages are present at the prime areas inside the campus that make it easier for the patients, public and guests to reach their destination hassle free.

Solar Plant

The campus also houses a solar plant in the main building.

Hostel

Spotless hostels with separate blocks for both boys and girls are present. The hostel rooms are fully furnished with attached and common room facilities. The rooms can be categorised as double and four sharing, which can be selected by the inmates to their convenience. The hostel is maintained safe and secure by the security guards. Hostel students will be attended to by a warden in times of inconvenience. There is a provision for neatly maintained, hygienic and nutritious food at hostel mess with varied menu that are selected by the inmates.

Sewage treatment plant (STP)

The sewage within the campus is treated by designing a sewage treatment plant, where the waste water is recycled and reused for watering the plants, trees and grasses.

Parkade

The campus is commodious enough with parking areas for the vehicles to ensure safety. Separate parking lots are provided for the faculty, students, workers and the visitors.

Canteen

The college premises has a food court that function throughout the day which provides multicuisine foods, snacks and fresh drinks, etc with water cooler facility. Additional cafeteria with xerox, printing centre, student stationaries and other items are made available at affordable prices

General Hospital

The Mission Hospital within the campus provides 24hours services by experienced doctors. Treatments are provided for both inpatient and outpatients. Any medical emergencies for the students, faculty, workers are attended immediately.

Other Facilities

At times of electricity failure, the campus also has alternate energy resources (Diesel generator) that are made readily available, assuring problem free treatment for the patient without any interruption and delay.

File Description	Document
Link for any other relevant information	[View 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: 32.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
162.26	225.31	72.81	96.11	19.53

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](#)
Link for 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 is executed by the 9 dental departments. Every department manages out-patient ward where students can examine, diagnose, investigate if needed and formulate a treatment plan. They can perform therapeutic procedures, clinical case discussions, biochemical and radiological investigations with all the equipments and facilities in the premises. All the allocations in the college such as clinicals, laboratories, radiology unit, dental materials, etc are based on DCI regulations.

One of the basic requirements of the college is the flow of patients, which is adequate enough as mandated by DCI and sufficient exposure to the students to learn all the basic and certain advanced clinical dental procedures.

Laboratory Facilities

1. **Basic Clinical Equipment**

The basic clinical equipment / materials are those that are governed y the regulations of the DCI. These include:

1. Dental Chairs
2. Ultrasonic scalers
3. Airotor Handpiece
4. Minor Operating Theatres
5. Impression Materials
6. Restorative cements of various types
7. X ray units

Regular dental X ray unit and digital X- ray unit

OPG unit for full mouth imaging and evaluation

Lateral Cephalogram for orthodontic imaging

1. Autoclaves for sterilisation of instruments
2. Instruments for performing tooth extractions, surgical tooth removal and minor oral surgical procedures.
3. Pre- clinical Laboratories

There are number of pre-clinical laboratories, where basic clinical dental exercises on models are learnt before performing the same on patients. The following are available in the labs

- Pre-clinical laboratory space to learn basic dental exercises like impression making, duplicating impression models, cement mixing.
- Preparing dental models to perform cavity preparations.
- Tooth morphology lab with work area for tooth craving, demonstration models
- Typodont models for cavity preparations, tooth preparations and used as demonstration model for educating the patients about proper oral hygiene measures.
- Phantom models for simulating patients.

Apart from the above-mentioned facilities, there are separate laboratories where fabrication of dentures, artificial teeth set, histopathological analysis are performed. The equipments include casting machines, micromotor, metal grinders, sandblasters, metal finishing kits, tissue processing units.

1. **Advanced dental equipment**

Specialised instruments to perform advanced dental therapeutic procedures include

1. Implant physio dispenser with surgical kit for different systems
2. Rubber dam kits
3. Diode Laser
4. Specialised Operating dental microscopes
5. Micro surgical instruments
6. Bleaching and micro abrasion equipments
7. Electro surgery unit
8. Dental Loupes
9. Piezoelectric devices
10. Centrifuge Machine
11. Microscopes

All the equipments stated are adequate to provide academic and clinical training for the students as per the norms given by DCI.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	[View Document](#)
Link for any other relevant information	[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: 64784.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
55114	28136	64124	62112	55227

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

2021-22	2020-21	2019-20	2018-19	2017-18
9960	9291	15192	13494	11271

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](#)
Link to hospital records / Hospital Management Information System	[View Document](#)

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

Response: 451.8

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.

2021-22	2020-21	2019-20	2018-19	2017-18
451	445	445	435	423

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.

2021-22	2020-21	2019-20	2018-19	2017-18
30	20	10	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](#)
Link for additional information	[View Document](#)

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: B. Any three 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](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)	

4.3 Library as a Learning Resource

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

Response:

Response

Integrated Library Management System, was initiated in the year 2008 in our library, to efficiently manage the day-to-day operations in the library.

Name of the software: Lib Genie

Extent of Automation: Fully Automated

Year of Automation: 2008

Version: 2008

The ILMS software maintains the data of all the annexes like Newspapers, Journals, Books, Magazines for efficient usage and functioning of the library. Journals and books of every speciality that include basic medical sciences and dental sciences can be accessed. Only authorised users can login using username and password.

Lib Genie has the following features,

1. Acquisition management of the library collection
2. Catalogue management of books, journals and magazines
3. Digital Archive Management
4. Provides easy bibliographic checking and updating
5. Barcode scanning on issue and return of the books
6. Search function for any book or journal is available.
7. Simple and user-friendly interface

Thus, Lib Genie helps to keep all the collections in a more systematic and simplified manner which are streamlined based on categories like books, journals and newspapers. Authorised persons can directly spot

any particular book straight away in the library within no time.

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[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 library acts as a resource terminal for carrying out productive intellectual works thatuplift and opens new doors for scholarly execution. The library has a wide variety of Books, a large number of archives of journals, repositories of digital directories, and diverse monographs. There are a multitude of ideas in buttressing how to educate, how to become proficient in the subject, and in conducting analysis.It also imparts the habit of reading in students and staff along with enjoyment and healthful recreation.All departments use the institute's library as a core knowledge resource hub.Each department, however, has its own distinct exceptional libraries.This library is expected to remain a powerful facilitator of knowledge developmentand propagation.

The library is refurbished once a year for books and journals depending upon the syllabus, needs of the educational program and financial plan. Books are available for both medical sciences and dentistry. Presently the total number of titles of textbooks are 1161, total volumes of textbooks are 4191, and periodicals back volume is 48. 24 national, 24 international and 27 online journals are available respectively with back volumes upto 2601. 8 dailies are available, 178 audio videos and 4 sets of encyclopaedias are available for the students and faculty to access and gain knowledge.

The library has access to a distinct training resource namely, E-consortium and EBSCO for providing opportunity for the students to read various articles, research oriented papers and about national and international conferences held all over the globe. Every year an advance payment is done for the gaining access to E-consortium from The Tamilnadu Dr.M.G.R. Medical University, Chennai for books and journals in the field of dentistry and medical health sciences. Each student and faculty is provided with a separate username and password to access the above mentioned categories.Students can visit the library during the allotted time following the time-table.

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

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

Response: C. Any three of the above

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

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

Response: 12.78

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)

2021-22	2020-21	2019-20	2018-19	2017-18
4.24	3.36	20.60	21.04	14.65

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](#)
Any additional information	[View Document](#)
Links for additional information	[View Document](#)

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

Response:

Response:

There is a digital library section in the library that allows for wider access to data in digital form along with a high-speed internet connection. Students and staff are permitted to use the campus network for web-based searching and academic activities.

In-person and Remote access usage of the Library

The ingress of students and staff into the library is kept on track with the use of fingerprint attendance. The staff and student members are permitted to use the photocopies of textbooks, recent journals, monographs, dissertations, magazines, and newspapers. The library management system functions through LIBGENIE which gives entire access to the above-mentioned facilities.

Along with LIBGENIE the students and the staff members are provided with EBSCO which also gives a wide opportunity for gaining knowledge through their database system.

Adding icing to the cake, the library has been supported by The Tamilnadu Dr.M.G.R. Medical University through its E-consortium.

Library orientation program

At the start of their academics (undergraduate and post-graduate), every student is educated about the

usage of the library through a mandatory library orientation program which enlightens the importance of the library. The students are allowed to travel around the library to take a keen look at the archives which are present there in the repository.

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](#)
Link for any other relevant information	[View Document](#)

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

Response: Any One 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: 8

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

Response: 8

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](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)	

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

Response:

This institution's information technology facilities are cutting-edge. We have a devoted IT section that works with dedication to guarantee that all of our hardware and software are updated and working properly.Our institution's IT resources for educational and extra-curricular activities include the following.
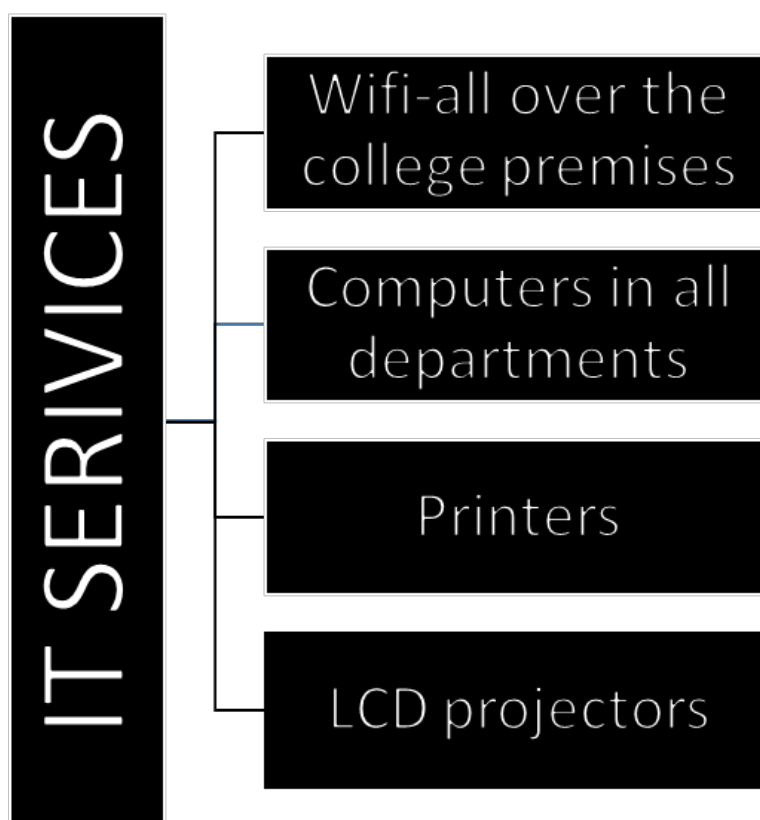
1. Wi-Fi all over the premises with high speed internet connection

2.Desktop computers with amplifiers in all lecture halls.

3. Printers with multi-functional facility to get hard copy of the works instantly.

4. All lecture halls have LCD projectors with white boards.

5.All desktop computers have LAN connections.

6.Faculty can use an institutional laptop to present lectures and seminars.

Among the advanced software features offered are:

CLOBAS –Institutional learning management system

One of the special feature of our software revolution is the institution-owned LMS. In this software, student, parent and the staff can access it using a username and password customised and allotted to them by the IT department. Study materials in the form of lectures, videos with their respective link for direction to the specific website and soft copy of textbooks in the form of pdf are uploaded beforehand. Students and staff members who have registered in CLOBAS using the institutional id can make use of the above mentioned facilities and enhance their knowledge. Also this software enables other features like keeping record of attendance, time- table for both lectures and clinical postings for students, E-circulars regarding any information for both students and staff, results of previously conducted exams, upcoming events, and photo gallery of the previous celebrations in the college. Parents get notifications from the software regarding the conduct of examinations and routine activity in the college along with the attendance of their children.

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

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

Response: ?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: 65.21

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)

2021-22	2020-21	2019-20	2018-19	2017-18
296.05	189.41	259.39	323.27	218.08

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 college has constructed and developed a well-designed network for maintaining educational, and administrative facilities.The college's basic structure and framework is efficiently maintained by various maintenance sections. The principal and the administration manages and allots the necessary funds for the above mentioned works based on the current situations.

Classrooms:

The classrooms in the college are furnished with software updated desktops with good internet facility. The students can access and utilize the classrooms provided for them during the scheduled lecture period. Both manual and biometric attendance are available for recording the student's attendance. The classrooms are maintained clean and hygienic to ensure maximum safety to the students and faculty members. Electronic equipment and wood works are constantly checked for any repair or ill fittings corrected on spot.

Laboratory:

The college laboratories are equipped with high end and expensive machineries, equipment and instruments. All the armamentaria are serviced and kept in workable form periodically by the technicians available in the college as well as from the manufacturer.

Buildings and infra-structure:

Washing, moping, disinfecting, whitewashing, and replacing fixtures and equipment are all part of building maintenance.These expenses are adequately budgeted for in the annual budget.A maintenance team led by a supervisor is in-charge of repairing buildings and infrastructure.Plumbing services are provided by a full-time plumber at the college.The restrooms and classrooms are cleaned on a daily basis. Dental chair mechanic and an Electrician are available in the college to help out in repairing and maintaining the equipment in proper working condition.

Library & computer facilities:

The computers utilised for numerous library operations and other connected electronic equipment are maintained by a group of skilled IT specialists.

Sports facilities:

Both indoor and outdoor sports facilities are available at our campus. We have separate fields and courts for volleyball, throw ball, basketball and football. A wide and vast cricket ground is available inside the college premises. Track and field activities, such as athletics, javelin throw, discus throw, shot put, and kho-kho, are held during sports day and during inter and intra college competitions.Indoor activities like table tennis, chess, and carrom are actively played by students and employees.

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

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: 32.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
175	157	146	143	139

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](#)
Link for Additional Information	[View Document](#)

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Link for additional information	[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: 78.25

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

2021-22	2020-21	2019-20	2018-19	2017-18
351	346	366	360	383

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](#)
Any additional information	[View Document](#)
Link for institutional website. Web link to particular program or scheme mentioned in the metric	[View Document](#)

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

Response:

The International Student Cell was established in year 2015 as an independent unit of Sri Venkateswara Dental College to promote a global perspective in the teaching and research programs of the College. The Centre works as a liaison office between international students, foreign missions, and national agencies, on

the one hand and on the other the college administration. This cell caters to the requirement of foreign students. This cell extends meet and greet service for the international students, health and welfare.

These international students cell also handles incoming visits by international students under students exchange program, prepares a guide for foreign students, and provides visa assistance, travel, and hostel accommodation for them.

The Centre also provides necessary information to the international candidates seeking admission to various courses in abroad universities and to assist them in that process. The Centre does the pre-counselling work for admission of students under Foreign Nationals categories to Undergraduate and Postgraduate programs.

The Institution coordinates, collaborations with bilateral research and academic programs with dental fraternity overseas.Various exchange programs of Faculty and Students are conducted on regular basis. This International Student Cell enhances collaborative research activities to develop a multi-cultural, multi-ethnic and inter-disciplinary learning environment in the college campus.

Role of International Student Cell:

- The International Student Cell is constituted with a purpose to take utmost care of International Students during their stay, from the timeof their admission to completion of their study.
- To promote cordial student-student and student-teacher relationship
- Seeking and facilitating opportunities for college staff and students to experienceacademic life at international partner universities through exchange programs.

PRINCIPAL

Dr. LODD MAHENDRA

(Principal) (Head of the Department, Orthodontics and Orthopaedics)

MEMBERS

Dr.P.B. YOGESH . (Head of the Department. Prosthodontics)

Dr. M.R. SRINIVASAN (Head of the Department, Conservative and Endodontics)

Dr. D.P. UMA MAGESH(Head of the department, Oral and Maxillofacial Surgery)

Dr.MADHAVAN (Head of the Department, Pedodontics)

Dr. P.E. CHANDRAMOULI (Head of the Department, Oral Medicine and Radiology)

Dr.U. ARUNMOZHI (Head of the Department, Periodontics)

Dr. MANIKANDAN (Head of the Department, Public Health Dentistry)

File Description	Document
Link for international student cell	[View Document](#)

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Any 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: 81.5

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 ..

2021-22	2020-21	2019-20	2018-19	2017-18
23	27	7	6	8

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

2021-22	2020-21	2019-20	2018-19	2017-18
25	30	9	8	11

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: 59.93

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	48	49	67	43

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: 28.75

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: 111

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 .

2021-22	2020-21	2019-20	2018-19	2017-18
21	15	18	23	34

File Description	Document
Institutional data in prescribed format	[View Document](#)
Duly certified e-copies of award letters and certificates	[View Document](#)
Link for Additional Information	[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 student council members of intern batch of every year comprises of **chairman,chairwoman,general secretary,academic secretary, administrative secretary, cultural secretary, sports secretary, student welfare secretary and other committee members such as Grievance, Treasury and Sexual Harassment** who are responsible for our own objectives which includes communication between students, management and staff by conducting workshops to consider their views and thoughts of idea and to develop a good rapport by involving as many students as possible.The student council conducts peer mentoring programmes for the freshers to settle and can help their integration to college community which aids in the development of students' leadership skills,program planning and volunteering.

The purpose of organising events both within the college and involving the wider community is to raise funds for the designated charities and social work education, which is the only way to change the society in a positive direction."We rise by lifting others" is the ultimate goal of the council by lending a hand to poor and needy and to provide free camps and services within the social groups. All unselfish efforts to improve the lot of our fellow beings is social service, and everyone can find plenty of opportunities of serving and helping his less fortunate brother. The committee will incorporate into new programs and camps aimed at the improvement of public education, labour and food safety.

Seeing the immense change that we have made for the public is another reward of social service and this educational setting is a new challenge. "The key to a greener planet is in your hands"is what we strongly believe.On every''**WORLD ENVIRONMENTAL DAY''**, the student council members plant saplings.

The committee commemorates National conference **''MOKSHAA''** which includes Scientific, Cultural and Sports events enhancing the students leadership qualities and skills to an higher level.

"An investment in knowledge pays the best interest" and regular arrangements for**Clinical society meetings,** to explore the recent advances and to bring confidence among students by encouraging them with awards and prizes are done. It helps in improving the general wellbeing of the people and serves as a platform for the clinical staff to tackle loopholes in health care delivery. "It's not about the ideas it's about how to make it happen" so the committee represent the views of the student body to college management by considering their views and concerns and discussing these with the college management on behalf of students. The committee make it happen by producing the student newsletter, providing updates to the management, principle and staff on the student councils activities and plans. A student notice board is placed, where the information on council's activities is posted and announcing the upcoming events. The council also carries out a survey of students view on particular issues, or on the role of the council itself."Work for a cause not for applause" is our students motive.
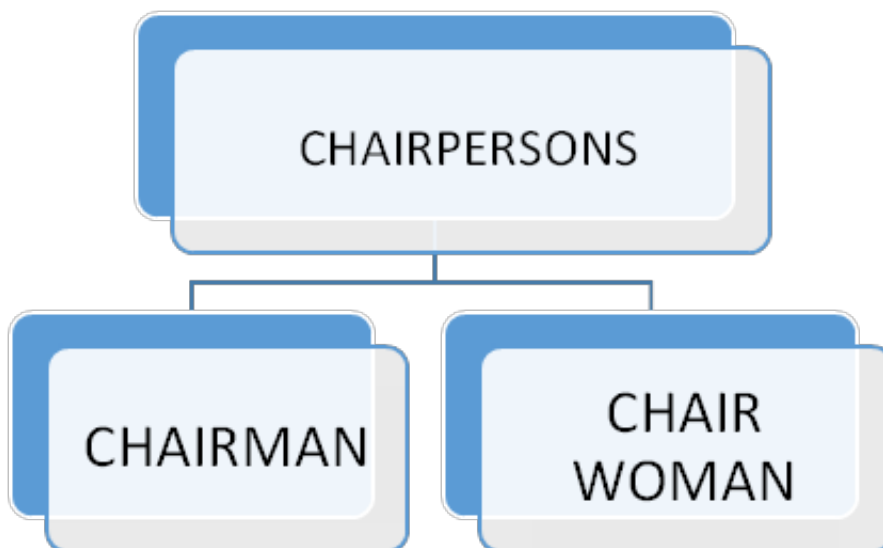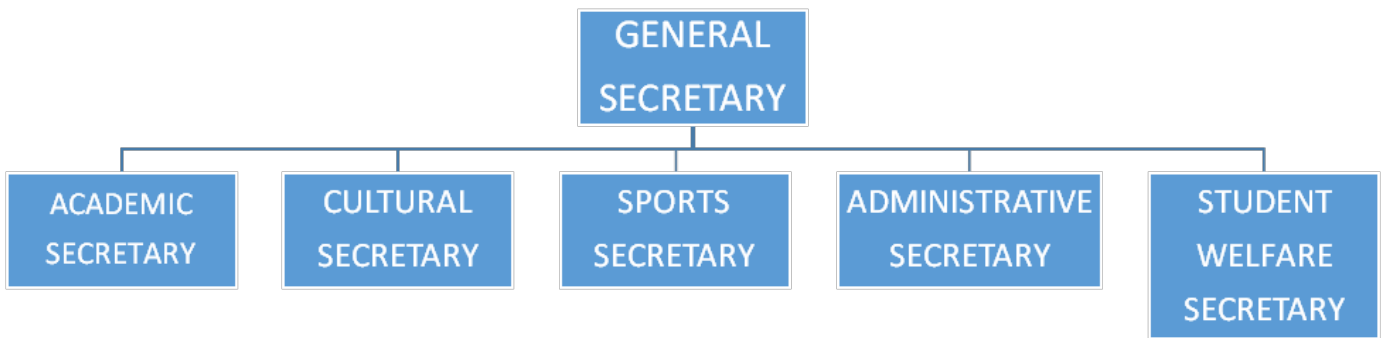
File Description	Document
Any additional information	[View Document](#)
Link for reports on the student council activities	[View Document](#)

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

Response: 33.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	32	30	37	37

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

Other Upload Files	
1	[View Document](#)

5.4 Alumni Engagement

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

Response:

The Alumni Association the college SWAG is an active and diligent group which takes effort to enlist all the graduated students of the institution. Our Alumni Association has been registered under Section 10 of TN Societies Registration Act, 1975 under the name of Sri Venkateswara Welfare Alumni Group (SWAG)- Thalambur. SWAG has a total of 685 dynamic members. All outgoing students become members of the association. The institution has been in liaison with all the Alumni members and former faculties through e-mail and personal contacts, social media groups such as WhatsApp, Facebook and Telegram.

- **EMPLOYMENT OPPORTUNITIES:**

The Alumni members of our institution are pursuing higher education both within the country and overseas. Some of the alumni have been momentous employees enduring to serve in different fields within the institution, ensuring the perpetual bond that subsists between the institution and the alumni members.

- **PROFESSIONAL GUIDANCE:**

Our Alumni Association in conjunction with the Professional Orientation Committee of the institution has been conducting 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. A total of 685 students have been benefited by participating in the career counselling and campus recruitment drives and 70 alumni members have progressed to higher education with the guidance offered by our alumni association. Our alumni have been contributing books to our library, that the students currently pursuing their education could be benefit from them. They also extend invaluable support in organizing lecture programs for career counselling by arranging resource persons for training and lectures, providing entrepreneurial training for our juniors.

Our institution has always disciplined the power of its alumni through various social media platforms like Facebook, Telegram,WhatsApp etc., It influences the public including patients, prospective students and other associated society members.

- **DENTAL CAMPS:**

SWAG plays a decisive role in conducting dental camps, financial support and providing manpower for the dental camps and organizing awareness programs with the college.

Adjuvant role of College to SWAG:

The college has been providing colossal support to the alumni in appreciation of the exemplary work. A few of them to quote:

- Alumni are given concession in the registration fee for all the conferences, workshops that has been organized in the college.
- Free hospital services rendered 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 for conducting the meetings of the Association.

File Description	Document
Any additional information	[View 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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
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 institutional mission strives to elevate our students to meet the emerging global dental challenges and emphasis on equal opportunities. Imparting quality dental education will imbibe confidence, commitment, conviction, courtesy and courage in students which provide them with values, knowledge and skills to treat dental diseases. The institution aims to develop integral quality to our students in terms of their discipline, character and ethics. The Vision and Mission of our college are stated as follows.

VISION:

- To provide a high quality dental education program at undergraduate and postgraduate level.
- To facilitate the students to acquire knowledge in basic behavioral and clinical sciences for general practice of dentistry, dental specialties, research and teaching.
- To provide comprehensive primary and specialized oral health care to people, especially marginalized groups and disseminate knowledge of disease prevention to the public, and continuing dental education to professionals.

MISSION:

The Management aspires

- To build World class infrastructure with quality teachers & to conduct valid academic programs of practical and real world knowledge of dentistry.
- To transfer scientific knowledge to achieve professional skill & personal qualities of Global standard.
- To create infrastructure and hospital facilities to serve the public including free service to the poor and needy.

CORE VALUES:

- Scientific research
- Widen intellectual horizons
- Academic excellence
- Team Work By Committees
- Safety Green campus
- Encourages extra curricular activities

Nature of Governance

The institution has a well-planned organized structure to fulfill the recommendations of DCI and afflitated TN Dr MGR MEDICAL UNIVERSITY,CHENNAI to our stakeholders. The responsibilities are carried out effectively through committees with strategic plans and reforms through periodic meetings. The Review meetings are held once in six months at all levels. The management makes policy decisions by the biannual review meeting with representatives of institution, thus ensuring effective outcome.

File Description	Document
Any additional information	[View Document](#)
Link for Vision and Mission documents approved by the College bodies	[View Document](#)
Link for achievements which led to Institutional excellence	[View Document](#)
Link for additional information	[View Document](#)

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

Response:

INTRODUCTION:

The institute's organizational structure executes the work by delegating responsibilities to the committees headed by Chairman. Several statutory committees exist for the effective functioning of regular academic, patient care & administrative purposes and also several non- statutory committees exist for the overall wellbeing and development of the staff and students. All committees focus on their set Aim & objectives and monitor the work progress frequently.

IQAC:

The IQAC functions vibrantly in the college. The quality working standards of the institution are continuously monitored and held high through the IQAC. The IQAC coordinator convenes a meeting every month with the Principal as the chairperson. The IQAC co-ordinator, takes all academic activities and integrates with the IQAC members. It serves as a common platform where active participation & representations are made from heads of all academic & non- academic departments thus practicing a consensual approach in decision making.

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

1. Structured Feedbacks from various stakeholders, analysis and follow ups
2. Quality initiatives such as FDPs, Training on LMS, Participation in NIRF, Internal audits, offering
3. Value added courses, bench marking in teaching, resource utilization, Field visits, Certificate
4. Students satisfaction survey

ADMINISTRATION:

The Institution has planned system which makes all the employees actively participate to bring up the best outcome for institution and society. The administration policies are planned by the Principal , on conducting regular meetings with the committees head . The outcomes are evaluated each year in terms of objectives framed, and guidelines are reviewed for subsequent academic years.

COMMITTEES

- Academic And Research Committee
- Library Committee
- Pta And Mentor Committee
- Anti Ragging & Sexual Harassment
- Grievance Redressal Committee
- Culturals And Sports Committee
- Transport Committee
- Hostel Committee
- Patient Outreach Committee
- Purchase Committee
- Admission Committee
- Finance Committee
- Information & communication technology Committee

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:
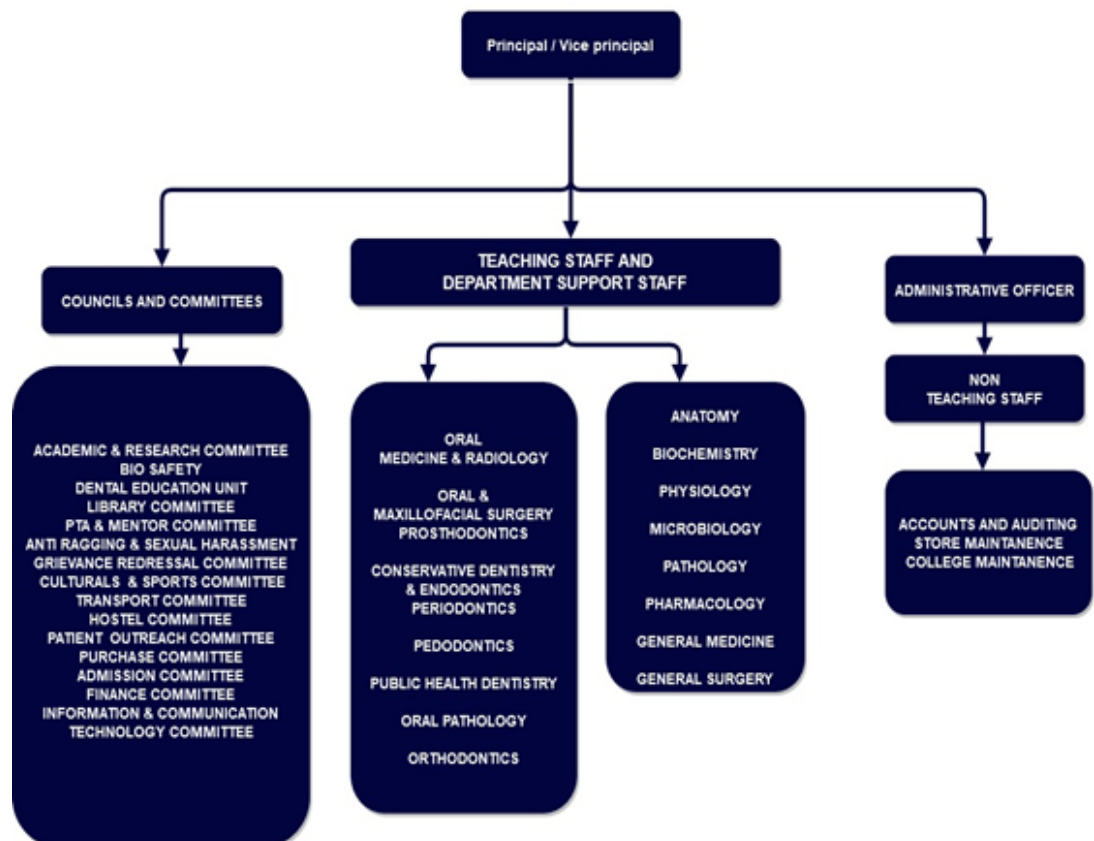
The Organogram of our institution imparts effective participation , decentralized to coordinate administration and helps in assessing direction, strategy and development of the institution. The Institutional Management is ardent to make the college as a GLOBAL center for excellence in Dental Education

The management operates by various levels system which consists of

1. Institutional council
2. Faculty council
3. Student council
4. Committees

The Institution works with the Council heads along with Committee members to frame the policies which follows all the rules and regulations of DCI and affiliations of THE TN Dr MGR MEDICAL UNIVERISITY for the betterment. All the committees have a rules and norms which correlates with the vision and mission of the institution. The Mangement Board headed by Chairman provides the freedom to the Institutional council , to make an active participation. From all the views , the Management board frames the policy and conveyed through the council. The execution of the resolutions passed by the institutional Council is carried out by the respective committees to ensure smooth functioning of the institution. The Institution successfully deployed its strategic plans in all deparments of focus, MOKSHA, the dental convention program has been successfully reached the Global level in year 2022 which aided our students to know about dental curriculum in various parts of the globe and also the students are motivated to attend the international conferences with hands on training and demonstration on speacialised cases. The Post graduation degree was approved in Departments of Orthodontics,Periodontics,Conservative dentistry and Endodontics , Prosthodontics in the year 2019. The Institution has motivates the Faculties to carry out Ph.D and Research activities. The Institution had received grants approval from the National level oraganisation.

The Instituation planned its strategic plan for the period 2022-2027 in following dimensions.

1. Ranking and Accreditation
2. Student participation in International levels
3. Aims for upgradation in Post graduate seats in field of ORTHODONTICS,PERIODONTICS,CONSERVATIVE DENTISTRY AND ENDODONTICS , PROSTHODONTICS
4. Aims for startup postgraduation in Department of PEDODONTICS
5. Implementing fellowship programs
6. Increase Endowment fund
7. Motivate Faculties to carry out PHD & Scientific research activities

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	[View Document](#)
Policy documents	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	[View Document](#)
Any 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:

The bone of the institution is the teaching staff and non teaching staff. The growth and upliftment of the Institution is purely dependent on the commitment and hard work. Considering this the institute offers welfare measures .They are mentioned as follows

- **Welfare measures**

- The Institution provides aprons for teaching staff and uniforms for non teaching staffs at free of cost

- Faculty members provides financial assistance for attending conferences, workshops, seminars, and also for higher education.

- Employment Provident Fund

- Self-development programs and faculty development programs such as interdisciplinary CDE, ISPRP, National level conferences etc. are organized for faculty members.

- The Institution provided full salary in Covid lockdown period and also provided Sick leave with full salary for covid affected employees.

- The Institution provides accommodation with food in hostels for free of cost

- Employees and their families can avail the medical facilities at our hospitals at a subsidized cost as and when required.

- Provided Concession on school / college fees upto 50% for the childrens

- Creche facilities are made available

- Compensatory leaves are provided for working over time.

- Cafeteria: available to all at subsidized cost

- Free Wi-Fi facilities are provided to the staff members.

- Concessional/subsidized medical and dental care for family.

- Free Transportation for faculities by college bus

- The female employees are entitled to 3 months maternity leave

- Vacation leave of 10 days provided yearly.

- There is two casual leave available every month and three hourly permissions granted without loss of pay.

- Interest free, Salary advance can be availed once in a year.

- Clinical Skill development courses are organized for non- teaching staff periodically to enhance their skills in the work environment.

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: 85.88

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

2021-22	2020-21	2019-20	2018-19	2017-18
85	80	86	81	79

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](#)

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: 18.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
22	20	15	19	18

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](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
Link for Additional Information	[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: 73.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
91	88	86	88	00

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](#)
Link to additional information	[View Document](#)

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

Response:

An Effective Self appraisal system has been implemented by the institution to evaluate the efficiency of the faculties with their strength and weakness each academic year to enhance their skill and development and aids in their promotion and salary increments.

Performance Appraisal for teaching Faculty members:

The appraisal system covers all the aspects of academic, administrative and research activities which categorized in aspects of `

1. Teaching
2. Mentorship & student counseling
3. Research activities
4. Conference participation
5. Award / Honors / Recognition
6. Professional Membership
7. Administration Support

8. Active participation in Events
9. Accreditation Activities
10. Participation in Corporate Life
11. Community Service
12. Feedback from students on teaching.

Performance appraisal for Non –Teaching faculty

The Institution apprises non teaching staff so that they show active participation in day today activities. They are awarded in terms of appreciation and incentives

1. Punctuality
2. Job Knowledge
3. Integrity
4. Dependability
5. Adaptability
6. Relating to students and faculty

File Description	Document
Any additional information	[View 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:

The resource mobilization is carried out by the following means:

1. Tuition & other Fees from Students
2. Funding / Grants for research
3. Financial Support from Bankers
4. Interest earned from investment in form of Bank Deposits
5. Conference & workshops
6. Fees collected from patients for specialized services

The Monthly budgets are planned based on the revenue and expenditure are audited by the finance committee and forwarded to our accountant for verification.

Budgetary allocations are made for the requirements of both academic and administrative activities. The Finance Section of the Administrative office keeps records of all financial transactions under the control of the Chief Accountant. Since, our Institution is a teaching dental college, funds are optimally utilized to provide patient services at subsidized cost. The institution has a free histo-pathological analysis facility.

The institution also provides free treatment for patients referred from various camps, satellite centers.A major portion of this budget is utilized for maintenance, improvement of infrastructure and procurement of latest equipments and materials as per the guidelines laid down by the DCI and TN.MGR medical university

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
Link for any other relevant information	View Document

6.4.2 Institution conducts internal and external financial audits regularly

Response:

SVDCH have qualified Chartered Accountants (Internal Auditors) to supervise the Internal Audit Functions and they ensure that all the procedures and guidelines set by the Board of Management are strictly followed while carrying out the transactions. The process of auditing is transparent. The Internal Auditors also ensure that the transactions are carried out in the ERP and participate in the purchases initiated by the respective HODs / Deans / Directors. The annual accounts are prepared, published and audited by our statutory Auditors, M/s Vairavanathan &Co, Chartered Accounts, Chennai Internal auditors were M/s N K Rajendran & Chartered Accounts, Chennai No Major findings/ objections Audit observations are compiled with after detailed scrutiny to the satisfaction of the audit team and precautionary steps taken to avoid recurrence of such errors in future. Based on the merits, any objections are resolved by Principal and Management. After complying with all objections, final reports are submitted to Institution and Management for approval. After approval , the financial accounts , documents, and reports are used for statutory purposes.

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: 91.16

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

2021-22	2020-21	2019-20	2018-19	2017-18
27.73	20.85	18.77	14.11	9.7

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](#)
Annual statements of accounts	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

As per the guidelines of NAAC, IQAC was established in the institute in the year 2016 on 8th June. The IQAC of the college consists of Principal as the Chairperson, IQAC Co-ordinator, faculty members of the college, senior administrative nominee, Student nominee, alumini nominee and external members.

IQAC meetings are conducted biannually with prior intimations. Meetings are addressed by Principal, IQAC co-ordinator, and committee members participated in the meeting.

IQAC is involved in the following activities:

1. The objective of IQAC is to develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.

2. Encourages faculty research work, innovations and extension activities.

3. Extends support for organizing the programs for staff, students for their progress.

4. Various feedbacks about the curriculum, institutional activities are collected from the faculties , students, professionals, parents and the patients.

5. Encourages outreach activities.

6. Documents various programmes , activities leading to quality improvement..

7.Preparation of Annual quality assurance report-AQAR

To enhance quality in the institution in various aspects, the institution has various committees that are functioning under the IQAC. All the committee meetings are conducted biannually with prior announcement. Academic committee monitors the entire academic activities which includes following the syllabus and curriculum laid by the regulatory bodies, completion of assigned academic works.ICT enabled teaching is facilitated and steps are taken to provide support structure

Academic and administrative activities are monitored through clobas application system. Patient case files are documented   through Dentone software system.

IQAC plays an important role in

1.Monitoring results of Academics, Overall grooming of students, Mentoring sessions, remedial classes for slow learners.

2.Signing MOUs with various organizations relating to academics, placement, outreach activities.

3.Documenting structured feedbacks from various stakeholders, analysis and follow ups.

4. Conducting quality initiatives such as faculty development programs, offering Value added courses, bench marking in teaching, resource utilization, Field visits, Certificate courses.

Thus IQAC is actively striving to improve the quality by constantly participating in institution building activities.

File Description	Document
Any additional informaton	View 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: 87.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	87	80	79	81

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

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

Response: A. All of the above

File Description	Document
Report of the 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](#)
Annual report of the College	[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: 20

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	4	3	3	3

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](#)
Any additional information	[View Document](#)

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

Response:

Sri Venkateswara Dental College & Hospital in consultation with IQAC has institutionalized sexual harassment committee for the prevention, prohibition, and redressal of sexual harassment of employees and students. The committee actively strives to prevent gender harassment and emphasizes gender equity in the campus. Students are made aware of the discrimination against women in every sphere of life, the low status of women in the psychological and social sphere, the status of human rights all over the world, legal status, gender differences in perception, strategies to deal with. Student representative from each year are members of the committee and they actively participate in the monthly meetings.

Women upliftment in all aspects is reflected in all the academic (Paper.poster&research, publication) and extra-curricular activities at intra and inter-college at par with their male counterparts. Women safety in the institution is ensured by staff members, and medical counsellors and posters are pasted with committee member contact details and security guards at places of gathering. CCTV surveillance is enabled on all floors. Overall safety and security are ensured and supported by the management. There are security guards

inside the campus throughout the day and night.

International Women's Day is celebrated annually; women teachers and students plan and execute this event. Several experts and women activists are invited to give lectures on various topics. Women Empowerment programs are also conducted both for the students and for the women in the locality.

The true spirit of education is being practiced in the University i.e. no discrimination against caste, creed, religion, and gender including the third gender. The University provides safety, security, and counselling facilities to both male and female students /staff through its well-defined Equity, Diversity & Non-discriminatory policy guidelines. All new faculty members undergo an induction program to understand the needs, concerns, and characteristics of diverse people including women on the campus. The institution ensures the participation of women students in intra and inter-institutional competitions and cultural activities.

Common rooms and separate toilet facilities are present for girls and boys and for teaching and non-teaching staff. There is a medical counsellor on our campus, who gives counselling to the staff and students. The mentors also act as counsellors to counsel the students. Students are encouraged to make use of the KAVALAN APP to ensure security for women.

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

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Installation receipts	[View Document](#)
Installation receipts	[View Document](#)
Geo tagged photos	[View Document](#)
Facilities for alternate sources of energy and energy conservation measures	[View Document](#)
Facilities for alternate sources of energy and energy conservation measures	[View Document](#)
Any 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:

SOLID WASTE MANAGEMENT:

Solid waste management, collecting, treating, and disposing of solid material that is discarded because it has served its purpose or is no longer helpful. Solid waste is treated to reduce the total volume and weight of material that requires final disposal. A Landfill site is created for the removal of waste materials. Waste collected is transported to this landfill and dumped into the pit and burnt and then the pit is closed after the reduction of waste. This waste can be solid, liquid, or gas. This waste management aims to reduce the dangerous effects of such waste on the environment and human health. A large portion of waste management practices deals with solid waste which is the bulk of the waste that is created by household, industrial, and commercial activity. Excess food is being donated to the needy people in and around the college campus and registers are maintained

CATEGORIES OF WASTE:

Organic waste: kitchen waste, waste from food preparation, vegetables, flowers, leaves, and fruits.

Combustibles: paper, wood, dried leaves.

Noncombustible waste: bottles, cans, etc.

Toxic wastes, ashes, and dust.

LIQUID WASTE MANAGEMENT:

STP is the wastewater recycling system available in our institution, with this system the Wastewater that is collected from the campus, is recycled and reused in garden and pond areas.

This system involves the removal of oils, grease, biodegradable waste, and removal of other organic acids, alkalis, and other toxic materials.

BIOMEDICAL WASTE MANAGEMENT:

 Biomedical waste management includes any waste that is generated during diagnosis, treatment, and immunization of human beings or in research activities, it also includes blood, body fluids, discarded sharps, inoculated culture media, tissues, and slides.

Biohazardous waste includes blood and body fluids, laboratory waste, infectious sharps, and isolated waste.

Here, in our institution, we separate the waste into four different color bins such as yellow for cotton, dressings, human anatomical tissues, organ waste, and body parts. Red for Contaminated Waste (Recyclable), Wastes generated from disposable items such as tubing, bottles, intravenous tubes and sets, catheters, urine bags, syringes (without needles and fixed needle syringes), and vacutainers with their needles cut), and gloves. suction tips, glucose bottles, and tubes. Blue bins for Glassware: Broken or discarded and contaminated glass including medicine vials and ampoules except those contaminated with cytotoxic wastes for glasses, white: Waste sharps including Metals: Needles, syringes with fixed needles, needles from needle tip cutter or burner, scalpels, blades, or any other contaminated sharp object that may cause puncture and cuts. This includes both used, discarded and contaminated metal sharps This waste is then collected by the company and discarded.

E-WASTE MANAGEMENT:

Electronics are destined for refurbishment, reuse, resale, and salvage recycling through material recovery. Electrical equipment that is unfit for the intended use or has crossed the expiry date can be replaced with new ones.

RAINWATER HARVESTING:

It is the collection and storage of rain, it is collected from roof-like surfaces and redirected to tanks and deep pits wells so that it seeps down and restores the groundwater.

This is later used in watering the gardens, livestock, and domestic use. This water is sometimes stored for long-term storage. This water is used as a supplemental source of water rather than the main course. Water is also collected in the pond in our institution.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
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](#)
Any additional information	[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

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](#)
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. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[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:

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 a university seat matrix.

Students from underprivileged sections are provided government scholarships from AdiDravidar Welfare

Scheme and first-graduate scholarships.

The college adopts a 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 society.

The students are permitted to celebrate national festivals such as Pongal, Christmas, Ramzan, Onam, etc. which provides them a platform to mingle freely forgetting their caste and creed.

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 among 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 to 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 is 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 a professional touch.

The institution also organizes camps that cater to different strata of society. This enables our students to learn and understand the mindset of people from different backgrounds. Every year, the Department of Prosthodontics and Public Health Dentistry organizes a denture camp in Thalambur, ottiyambakkam, sithalapakkam, which is predominantly a village setting.

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

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

Response: A. All of the above

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

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 for students to participate in various associated activities beyond academics. These activities are carried out by the institute as a part of its annual agenda by the mission of the institution to provide healthcare and service to the global community, thereby contributing to the improvement of general and oral health standards of individuals.

Geriatric Day

- We celebrate Geriatric Day on the 1st of October of every year with the theme that the geriatric population is the most vulnerable to 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 doorstep.

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 the oral cavity.
- The same is explained through skits, anti-tobacco counseling interactions, 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 the World and our country.

International Yoga Day

- Celebrated in June every year on 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 National Tooth Brushing day every year in November
- Includes a variety of events including an awareness camp in an education center wherein free toothbrushes and toothpaste are distributed to the poor.

International Women's day

- We are in the habit of celebrating 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's 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 awareness at traffic signals to cover a large audience

National Prosthodontist Day

- **The 22nd of January is celebrated as national 'Prosthodontist Day'.**
- The event is graced by the presence of Dr. V. Rangarajan (President IPS), and Dr. Yogesh Bhuvaneshwar (Vice principal). A walkathon was organized around the college campus and the adjoining residential area in which, students and Faculty displayed posters and placards highlighting the various treatment and rehabilitation procedures.

File Description	Document
Any additional information	[View 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 I:

Title of the Practice:

Dental Convention – Mokshaa

Objectives :

MOKSHAA is a National Inter-college event held annually at SRI VENKATESWARA DENTAL COLLEGE & HOSPITAL since 10 years. It is conducted to provide a platform for budding dentists to showcase their talents, build and encourage skills and to boost one's confidence. Also prepares the students for real world. These exhilarating college fests play a significant role in shaping career of a student.

The Context:

The existing set up of the dental institutions focuses mainly on academics and curricular activities throughout the life of the dental student. The co-curricular and extra-curricular activities are a major pre-requisite to any students to mould them to a holistic person. There are a few Institutions which provide such platforms to the students. It has rich academic sessions which are recommended by the Internal Quality Assurance Cell.

The Practice:

Mokshaa compromises of academic, sports and cultural events. Every year more than 3000 participants take part in the event and showcase their extracurricular and curricular activities. The 3 day event consists of Pre-conference on Day 1 and Scientific, Sports and Cultural on Day 2 and Day 3. The winners of each event carry exciting prizes and trophies. Based on the winning of several competition one college will be selected and awarded with OVER ALL WINNERS TROPHY. The chief guest of the events will be the top most celebrity in the industry and accompanied by numerous talents of Hollywood.

Evidence of Success:

This Dental Convention has participants all around the country with more than 3000 delegate registrations.

YEAR	DELEGATES	ACADEMIC	SPORTS EVENTS	CULTURALS

	PARTICIPATED	EVENTS		EVENTS	
2017	3000	600	250	350	
2018	4000	750	300	250	
2019	3500	480	260	340	
2022	3000	500	200	300	

ACADEMIC EVENT OUTCOMES

YEAR	SCIENTIFIC PAPER	SCIENTIFIC POSTER	TABLE CLINIC	PRECLINICAL EXERCISE	QUIZ	O IC
2017	191	117	88	76	128	6
2018	164	140	111	178	157	7
2019	115	101	87	74	103	4
2022	186	121	49	73	71	5

Problems encountered and resources required

Usually students face difficulties in

- Travelling
- Accommodation
- Food
- Language Barrier
- Registration

Travelling difficulties are eliminated by providing multiple shuffle buses from MGR Central Railway station, Koyambedu Bus stand and from Navalur.

Accommodation is provided in the college hostel to participate in the events.

Several food stalls are rented out from the vendors to serve the purpose.

Many international and interstate delegates take part in the fest making them difficult to interact, to eliminate this Linguistic Committee is formed and they are always available in the registration desk and provided with helpline numbers.

Registrations are done online to prevent time lag and mishaps on the day of the event. On the spot registrations are done to help the students who didn't register earlier.

Best practice II:

Title of the Practice:

VIVE LA VIVA

Objectives:

The objective is to enable the Undergraduate Dental students to enhance their clinical performance by adopting structured clinical/viva voce examinations to bring about standardization and inter rater reliability.

The context:

Traditional assessment procedures are found to be erratic and incomplete tools to measure higher cognitive levels. It lacks reliability and validity. Assessments must be made more objective and reliable, than subjective to confirm adequate knowledge of students in the concern subject with significant potential of scrutiny, recognition and acquisition of interpretation abilities. Traditional assessment method favours one student over the other and this causes prejudice in terms of not allocating proper time or topic to each student. This bias needs to be eliminated by setting up a uniform platform for assessment with the existing curriculum framework. The Internal Quality Assurance Cell has thoroughly looked into the intricate details of adopting this viva framework and has recommended implementing in all departments.

The practice:

Sri Venkateswara Dental College & Hospital adopts the Objectively Structured Viva Voce Examination (OSVV) for the formative exams for the Ist to Final BDS students. The viva session during cycle tests, terminal 1, terminal 2 and model exams follow OSVV instead of the traditional viva voce.

For the OSVV - The viva questions are collected and /or created separately in eachsubjects to assess different cognitive (knowledge) levels of the students. A total of 10 questions are asked to each student for a fixed time of 10 minutes per student. All the questions are categorised as "Must Know - Easy" (4), "Must Know - Difficult" (2), "Desirable to Know - Easy" (2), "Desirable to Know - Difficult" (1) and "Nice to Know" (1) as per the recommendation in BDS Regulations of The TamilnaduDr. M.G.R. Medical University, Chennai, Tamilnadu. Every student is provided with 10 viva cards in the proportion of 4:2:2:1:1. A rubric is created for marking each answer. Each question carries: 1 Mark. No attempt made to answer: 0.0 Mark. Attempts to answer no confidence: 0.25 Marks. Answers partially with confidence: 0.5 Marks. Answers correctly with confidence: 0.75 Marks. Answers correctly and convincingly: 1.0 Mark. Feedback is obtained from the staff and the students. By observing such a practice, students are able to face the viva exam fearlessly and there is less apprehension. Since, it is structured and no prejudice, students are more confident in answering.

Evidence of success:

Students identify gap in knowledge as they get immediate feedback from the faculty about their performance. Staffs identify the gap in teaching. The topics students failed to do well were intimated and reinforced with additional classes. Students improve in learning and performance during subsequent tests and exams. There is higher acquisition of knowledge and skills by students.

Problems encountered and resources required:

While implementing OSVV, we required a learning curve and organizational training to train the staff

members and sensitize the students to conduct this type of an exam.

| File Description	Document
Link for best practices page in the Institutional web site	[View Document](#)
Link for any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

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

Response:

Augmented Reality (AR) Technology for Teaching and Learning

Dentistry requires a high component of three-dimensional visualization for the understanding of the subject, and it is known to positively influence various aspects of the learning process such as motivation, satisfaction or autonomous learning. Dental students must achieve an acceptable level of competence, since most procedures on teeth are irreversible and therefore learning these skills solely on patients is not acceptable. Simulation allows students to repeat procedures till they demonstrate required levels of skills, without putting actual patients at risk and yet acquiring procedural competence. In line with advances in technology, dental simulations are being developed to support the acquisition of necessary psychomotor skills before actual clinical applications. The use of Augmented Reality (AR) is one of the most sophisticated methods of simulation.

Sri Venkateswara Dental College and Hospital is one of the pioneer Institution in India to incorporate AR technology simulations for practical training of students. AR technology is dental simulations is exuberantly expensive. This has been materialized by introducing EDUZO AR app which uses AR technology available in all mid-range smart-phones. It has been used as a Teaching/Learning tool by the staff and the students. AR creates opportunities for teachers to help students comprehend difficult concepts. AR is used as a new pedagogical tool in teaching; however, it cannot be used as a replacement for traditional classes. The entire student community is benefitted by this facility. Many of them are able to perform better in their formative examinations and score better. The students make exhaustive use of this app and hence save sizeable money of their parents since purchase of books are minimized. The interaction and simulations that AR offers, can help teachers enhance the learning environment. Help students acquire skills, ignite passion, and get them excited about exploring new academic interests.Teaching & Learning in the AR environment showed a high level of interactivity for both the teacher & the students. AR has wide acceptance and were rated as beneficial tool by the students. It involves students in a self-assessment process to identify individual learning needs and aids in self-directed learning.
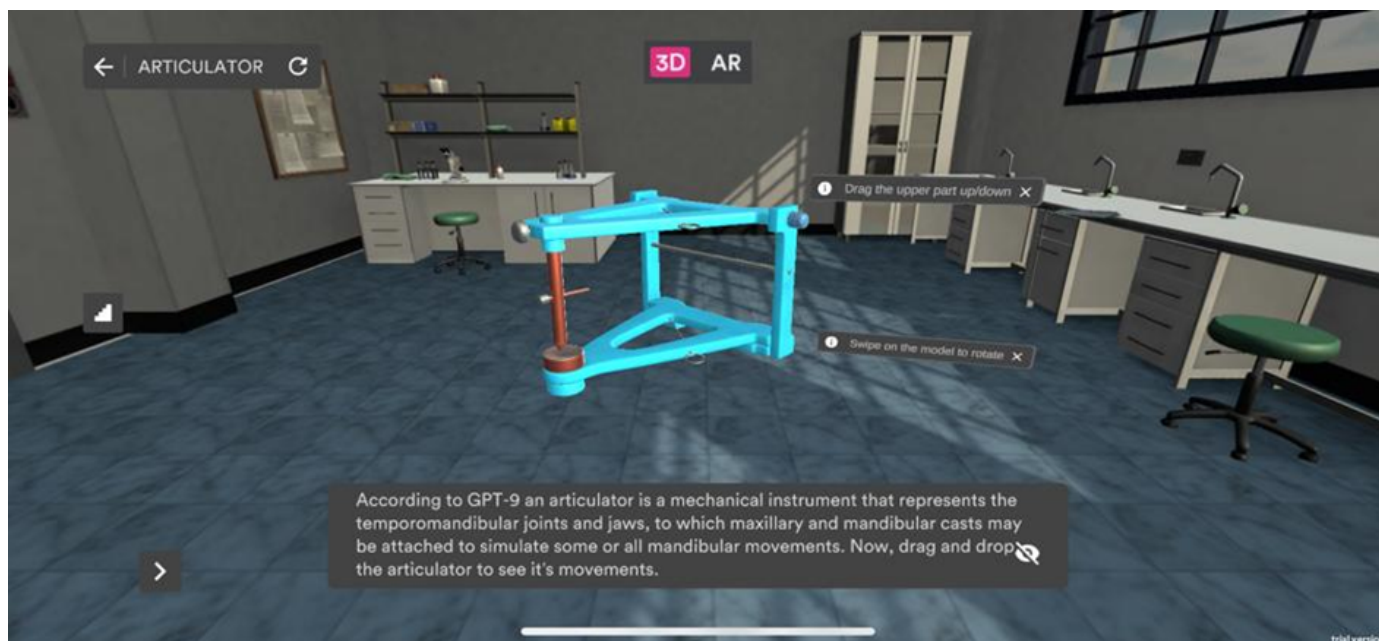
The Learning Management System (LMS) CLOBAS APP is introduced since 2020 and is managed by a team of IT experts. The website access is provided to students, teachers and parents by assigning separate username and password for them. In case of any unavoidable circumstances, if the student fails to attend 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.

During initial stages of LMS and App implementation, students and faculty had difficulty in getting adapted to newer software and procedures. Repeated sensitization sessions were held to overcome the problems. It involves financial investments to get all the topics covered and improved versions of the software.

File Description	Document
Link for appropriate web page in the institutional website	[View Document](#)
Link for any other relevant information	[View Document](#)

8.Dental Part

8.1 Dental Indicator

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

Response: 75

8.1.1.1 Institutional mean NEET percentile score

Response: 75

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](#)

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

Response:

Students are given training in pre-clinical skills right from their first year. Simulation models of the oral and paraoral structures as well as virtual models are used by the faculty to train the students. The curriculum prescribes set of preclinical skill work done by the students to be approved by the faculty. The preclinical skills laboratories include Preclinical conservative lab, Preclinical prosthodontics lab, and Oral Histology and Oral Pathology lab. In these labs the students wear protective personal gear and pursue aseptic procedures wherever applicable.

First year BDS:

The preclinical courses in prosthodontics and conservative dentistry impart skills to the students in the basic exercises needed to confidently perform procedures on patients. They include Plaster cube making, Anatomical landmarks in oral cavity models, and complete denture fabrication.

Complete denture fabrication:

Students simulate construction of complete dentures in a sample model of the oral tissues. The procedures involved include the following:

Impression making: Students make an impression of the oral tissues using dental impression materials. They are accurate representations of the oral anatomical landmarks essential to make prostheses

Special trays: Students prepare special trays or custom trays designed for every patient in order to make the secondary or final impression, which would be more accurate than the first impression.

Secondary model: Based on the final impression, a secondary or final model is prepared. The rest of the procedure is continued in the second year

Tooth morphology

Tooth morphology refers to the study of the natural size, shape and form of human teeth. Students are trained in Carving of natural size teeth in wax blocks. The most important teeth (Incisors, canines, premolars and molars) are carved by the students. This will accustom the students to sculpting the shape of the teeth, which will enable them to make anatomically accurate restorations in the patients.

Second BDS:

In the second year the students continue their preclinical prosthodontic procedures. Complete denture and removable partial denture fabrication, and repair of dentures. They are also trained in the manipulation and use of Dental impression materials and Dental cements. Further, they do specific procedures in Plaster teeth, including cavity preparation, lining/base, and restoration. After this they use Typhodont teeth (simulation model) performing cavity preparation, lining/base placement and restoration

Third BDS:

In Prosthodontics, the students are trained in the tooth preparation in extracted teeth. In Orthodontic wire bending exercises, the students are trained in the basic wire bending exercises required to design orthodontic appliances. In periodontics, Hand scaling in models is part of student training. The Department of Oral Pathology trains students to make Ground sections of teeth.

Final BDS:

In Orthodontic wire bending exercises, the students are trained in the more advanced wire bending exercises required to design orthodontic appliances. Root canal treatment is also in extracted tooth. Suturing techniques are imparted in periodontics postings.

MDS

Postgraduate students have similar preclinical exercises mirroring the BDS program to reacquaint them to the clinical practice and orient them to start specialized procedures on the patients

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	[View Document](#)
Any other relevant information	[View Document](#)

8.1.3 *Institution follows infection control protocols during clinical teaching*

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

Response: A. All of the above

File Description	Document
Relevant records / documents for all 6 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 admitted students and their parents are welcomed formally into the institution in the presence of the Principal, representatives of the Management, senior faculty and administrative staff. They are briefed thoroughly on the various aspects of the institutional experience. The speakers interact with the students and parents, regarding the academic and extracurricular features of the college, infrastructure, the rich faculty system, mentoring initiatives and welfare measures. A tour of the campus is organized where the students explore all areas of the college and aquaint themselves with the campus experience. Faculty members will educate the students regarding the program from first year till the final year and internship.

White coat ceremony:

Similar to the MBBS program where the white coat ceremony is conducted, the first year students are educated on their roles and responsibilities as medical professionals. The students understand that the need for compassionate care for the patients is more essential than merely treatment planning. They are encouraged to inculcate the Hippocratic Oath in every aspect of their career.

Workshop on Patient Care:

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

At pertinent stages of the students program, relevant workshops and education seminars are conducted. These include infection control, biomedical safety and waste management. The emphasis of infection control is even more relevant in the post-pandemic scenario, and students are continuously trained in barrier procedures etc. The importance of safely managing and disposing biomedical waste is inculcated to each student. The students are also given Professional ethics training and they are imparted protocols to adhere to professional and research ethics. Community involvement is a major aspect of the student program and therefore they are trained from the third year to go to community camps and interact with the various strata of the population including school students, orphanage dwellers, senior care facilities, villages, remote areas, tribals etc.

Internship orientation

The newly inducted interns are placed in rotational cycles in every department. The introductory postings are an important time in which senior interns give a practical tour of the department to impress upon the responsibilities of the intern in the facility. Interns are imparted the protocol for patient reception, the treatment planning and allotment of cases to the interns and the students. Interns are given advanced cases and made part of the operating team in advanced treatment procedures. Apart from the academic and co-curricular aspects, interns are an integral component of the student council and other college committees. They are made aware of their multifaceted responsibilities.

File Description	Document
Programme report	[View Document](#)
Orientation circulars	[View Document](#)

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

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

Response: B. Any 4 of the above

File Description	Document
Usage registers	[View Document](#)
Invoice of Purchase	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs	[View Document](#)
Any additional information	[View Document](#)

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

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

Response: A. Any 5 of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geotagged Photographs of facilities	[View Document](#)
Certificate from the principal/competent authority	[View Document](#)

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: 4.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	4	4	4	4

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](#)

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 objective of training the dental students is to acquire clinical competencies in all aspects of Dental Surgery. The IQAC initiatives focused on introducing more objective methods to certify attainment of clinical competencies. We initially 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 methods:

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](#)
Any other relevant information	[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: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	110	110	79	84

8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
98	110	110	79	84

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

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

Response:

The Dental Council of India and the Affiliating University has formulated guidelines for the dental institutions to define and implement dental graduate attributes. These include the minimal qualities and skills that are expected from the student when they graduate from the program. The attributes developed by the institution in consultation with the IQAC include the following:

- Graduate with clinical and technical skills required for general dental practice
- Broad knowledge of normal structure and function; which leads to understanding of disease with medical and dental management, prevention and treatment
- Undertake dental health care of patients of all ages
- To understand the importance of social, behavioral, environmental and economic factors on oral and health care
- Membership of health care teams delivering medical and oral health care particularly among the rural and vulnerable populations
- Scientific advancement of profession by continuous research activity
- Self centric learning for continuous upgrading of dental knowledge
- Knowledge in newer technologies in the dental field, and its implications to be followed in dental practice
- Helps to pursue forensic sciences as a career as well as maintenance of records which could provide useful means in forensic investigations
- Graduate competent to recognize and diagnose dental and oral disease to undertake dental treatment and advise on prevention
- Recognize physical and mental illness
- Dealing with emergencies
- Interaction with patients and professional colleagues.
- Skills developed for general dental practice for extraction of teeth , minor oral surgical procedures
- Competent enough to carry out procedures with upgraded skills in general practice
- Simple appliance therapy for patients in the field of orthodontics
- Awareness in hazards in radiation proper protection measures for patient, operator and staff.
- Dental jurisprudence and legal and ethical obligations for dental practitioners
- Need to refer for specialty related dentists

File Description	Document
Dental graduate attributes as described in the website of the College.	[View Document](#)

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

Response: 0.17

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

2021-22	2020-21	2019-20	2018-19	2017-18
49.5	75.3	87.1	94.6	79.2

File Description	Document
Institutional data in prescribed format	[View Document](#)
Audited statements of accounts.	[View Document](#)
Any 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 Dental Education Unit (DEU) earlier known as the Continuing Dental Education committee has done wonders in the quality of functioning in our institution. The committee was established by recommendations of the IQAC to completely overhaul the mechanisms of activities between administration, teaching faculty, departments and the students. Its focus is on excellence in academic, practical, and clinical performance of the students of the institution. It guides students in terms of academic related queries, guidance at times of difficulty, enabling smooth functioning of the departments.

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. 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:

- Clinical Society Meetings
- Value Added Courses.
- Other specific Faculty Development Programmes including Continuing Dental Education programs

File Description	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](#)
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](#)

5. CONCLUSION

Additional Information :

Our institution has developed by leaps and bounds in comparison with its status during the first cycle of NAAC accreditation. The inauguration of the Postgraduate program, along with the active participation of all the stakeholders, has resulted in tremendous improvement in all spheres. Our priority is to continuously improve the quality of dental education and training in our institution. The next initiative is to expand the postgraduate program to all specialties and to introduce new courses to benefit the students and thereby ultimately benefitting the community and the nation. This enhancement will be in tune with the National Education Policy of 2020.

Concluding Remarks :

Sri Venkateswara Dental College and Hospital, which was established in 2007 with a single undergraduate program, now has progressed into a Postgraduate institution which boasts of national reputation and awareness. The quality initiatives taken by the Institution, apart from the statutory requirements set by the Dental Council of India and the Affiliating University, have catapulted the institution into a select club of institutions offering high quality dental education and community empowerment. The curriculum is planned meticulously and implemented with technological support and highly qualified faculty. Our faculty is one of the best in the country, with illustrious credentials.The infrastructure, augmented by the technological additions, has benefitted all stakeholders. Students are supported from the day they enter the college and are continuously offered support even after they graduate. We have established career cells and international support cells. This support has resulted in higher vertical progress of students. We have acquired a prestigious status in very few years, mainly due to the decentralized governance and support from our Management. We have eco-friendly and sustainable convervation mechanisms which are in tune with the Governmental plans to save and enrich our environment. Our institutional best practices and distinctiveness have been appreciated by all.

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: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3</td><td>2</td><td>3</td><td>2</td><td>3</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2</td><td>2</td><td>3</td><td>2</td><td>3</td></tr></table> Remark : Reference to the HEI data and certificates attached in clarification. One faculty participating in multiple BoS /Academic Council of Universities during a year is counted once in a year.
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 17 Answer after DVV Verification: 17 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 31 Answer after DVV Verification: 31
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 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 Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>481</td><td>465</td><td>455</td><td>444</td><td>465</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr></table>

410	415	402	409	423

Remark : Based on the data and document attached the eligible students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills. 1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 31 Answer after DVV Verification: 23 Remark : Number of value-added courses offered during the last five years that impart transferable and life skills without repeat count.
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 : 390 Answer after DVV Verification: 352
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: {{TABLE1}} Answer After DVV Verification : {{TABLE2}}
2.3.4	Student :Mentor Ratio (preceding academic year) 2.3.4.1. Total number of mentors in the preceding academic year Answer before DVV Verification : 49 Answer after DVV Verification: 49
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

TABLE1:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	11	11

TABLE2:

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	1	11	11

Councils /Affiliating Universities.

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.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
24	23	20	18	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
24	23	20	18	14

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	90	40	40	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
84	40	80	82	87

Remark : Reference to the HEI data and certificates attached in clarification. |
|---|---|

| 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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
31	8	6	8	6
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	Answer After DVV Verification :				
	2021-22	2020-21	2019-20	2018-19	2017-18
	15	7	4	5	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
81	78	80	87	86

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
71	74	78	83	80

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
90	78	84	95	100

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
80	74	82	86	87

Remark : Reference data attached in clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	15	13	15	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

10	18	11	12	06

Remark : Reference to the HEI data and certificates attached in clarification.

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. 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. Answer before DVV Verification : 10 3.3.2.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years. Answer before DVV Verification : 41 Answer after DVV Verification: 10

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. 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. Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	10	122	26	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
22	10	122	26	38

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:

2021-22	2020-21	2019-20	2018-19	2017-18
59	79	79	86	86

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
268	261	256	208	227

	Remark : Reference to the HEI data and certificates attached in clarification.
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.

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.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
451	445	473	435	423

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
451	445	445	435	423

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.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	20	10	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	20	10	0	0

Remark : Reference to the HEI data and certificates attached in clarification. The HEI claim changed as per data.

4.4.3	Available bandwidth of internet connection in the Institution (Lease line) Answer before DVV Verification : 500 MBPS - 1 GBPS Answer After DVV Verification: ?1 GBPS
5.2.2	Average percentage of placement / self-employment in professional services of outgoing students during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
65	70	70	82	80

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
53	48	49	67	43

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:

2021-22	2020-21	2019-20	2018-19	2017-18
52	22	18	73	74

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	15	18	23	34

Remark : Reference to the HEI data and certificates attached in clarification. Only awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International level accepted.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
85	80	86	81	79

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
85	80	86	81	79

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..

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
91	88	86	87	85

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
91	88	86	88	00

Remark : Reference HEI data attached in Excel file of clarification 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.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
27.73	13.80	18.77	14.11	9.7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
27.73	20.85	18.77	14.11	9.7

Remark : Reference HEI data attached in clarification. |

| 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

Answer before DVV Verification : B. Any four of the above
Answer After DVV Verification: A. All of the above |

7.1.7	The Institution has disabled-friendly, barrier-free environment 1. Built environment with ramps/lifts for easy access to classrooms 2. Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above
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 Answer before DVV Verification : B. Any 4 of the above Answer After DVV Verification: B. Any 4 of the above
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 Answer before DVV Verification : A. Any 5 of the above Answer After DVV Verification: A. Any 5 of the above
8.1.11	Average per capita expenditure on Dental materials and other consumables used for student training during the last five years. 8.1.11.1. Expenditure on consumables used for student clinical training in a year Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
169	132	233	223	195

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
49.5	75.3	87.1	94.6	79.2

Remark : Reference HEI Audited balance sheets attached.

2.Extended Profile Deviations

ID	Extended Questions
1.2	Number of outgoing / final year students year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
81	79	79	87	86

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
80	78	84	95	100