SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SARASWATI DENTAL COLLEGE AND HOSPITAL

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Saraswati Dental College & Hospital (SDC&H) **established** in **1998**, is a dream project of **Late Lt. Col. Dr. T S Mathur (Retd)**. The institution is affiliated to **Dr. Ram Manohar Lohia Avadh University, Ayodhya (Uttar Pradesh)** for award of **BDS (100 seats)** and **MDS (33 seats)** degrees, recognized by **Dental Council of India.**

During his illustrious career with **Army Dental Corps** Co. Mathur realized huge unmet demand of dental healthcare services in the country and **deficit of dental professionals**. With this **vision, Saraswati Medical & Dental College Society** was constituted to complement the national healthcare needs. In order to accomplish **challenges** of the **21st century**, the Society identified **key pillars** comprising of **strong moral & ethical values, professional excellence, dynamic** & **visionary leadership, quality infrastructure facilities** as well as **constructive engagement of academia-community-industry** have collectively contributed towards establishing **Saraswati Dental College & Hospital** for **quality dental education** and **healthcare outreach**.

SDC&H has since evolved into a widely acclaimed center of professional excellence in the field of dental education, healthcare and research. Institute has **09 Clinical Departments** and a **Basic Science Department**. **Saraswati Hospital and Research Center** (SHRC) is an **inhouse 100 bedded multispecialty hospital**. The institute provides a **non-discriminatory campus environment that encourages intellectual curiosity, pursuit of new knowledge, academic freedom and professional integrity**. The multi-facility lush green and clean 6.4 acre campus provides a wonderful and healthy atmosphere for all.

Achievements & Awards

- **NIRF 2021 - Ranked 27th** by Ministry of Education, Government of India.
- **Accredited 'A' by NAAC** in **Cycle 1** (2016)
- **ISO 9001:2008 Quality Management System**
- **Accredited** by **IAO**
- **Member** of **QCI (NBQP)**
- **RSO** and all the **Radiological Equipments** approved from **AERB.**
- **Institutional Human Ethics Committee** recognized by **National Ethics Committee Registry for Biomedical and Health Research.**
- **Recognized** as **SIRO** by **DSIR**, MoST, GoI.
- **'Best Private Dental College in North India** at the **GTF Leadership Summit,** New Delhi 2019.
- "**Outstanding Dental College in Academics and Clinical Research**" by **International Education Summit and Awards** 2020**,** Bangkok, Thailand.

Few Important MOUs/ Linkages

- Unnat Bharat Abhiyan, MoE, GoI
- PMJAY, GoI
- CSIR-CDRI, Lucknow
- CSIR-NBRI, Lucknow
- KGMU, Lucknow

- University of Tennessee, USA
- LCI, Lucknow
- SIPS, Lucknow
- Samarpan Old Age Home, Lucknow
- MAHER, Chennai
- Jan Pragati NGO, Lucknow.
- New York Medical University, Curacao, Kingdom of Netherlands

Vision

The vision of SDC&H is "**To develop SDC&H into a center of excellence of international acclaim in the field of dental education, healthcare and research**".

Mission

The multifarious missions of SDC&H are disseminated to all stakeholders and displayed prominently at various places of the institution. These are as follows:

- To transcend boundaries and be **global brand in value education** in the field of dentistry.
- To sculpture and produce **moral, civic and socially responsible professionals** by providing integrated dental education in a diverse learning environment.
- To promote **a campus environment that welcomes and honors everyone irrespective of their religion, caste, creed and culture**.
- To create an **atmosphere that values intellectual curiosity, pursuit of knowledge, academic freedom and integrity**.
- To create **bridges between industry and academics** through collaborative research & interaction.
- To render **affordable, prompt and diverse dental and medical treatment** to the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Excellence in dental education, research and healthcare for 25 years.
- Dynamic & visionary leadership by the management possessing vast experience in dentistry.
- Inculcating moral and ethical values among staff, students and faculty.
- Professionally competent, highly experienced, extremely hardworking, caring as well as dedicated faculty and staff working as a team for organizational goals.
- Clean, airy and lush green eco-friendly campus with in-house medicinal garden.
- Vibrant IQAC committed towards quality assurance and sustenance.
- Excellent infrastructure with ICT facilities for online and blended TLE providing conducive learning environment.
- Well-structured and defined LO aligned with GA along with curriculum mapping.
- Objective structured system of evaluation through CPA and SDC-COATs.
- Well stocked ICT enabled library with e-content/e-resources facility and subscription to numerous International and National scientific journals along with remote access.

- Participating institute under Unnat Bharat Abhiyan, Ministry of Education, Government of India.
- Emphasis on community-based extension and outreach activities leading to awards and recognitions.
- Strong and active alumni association connected globally through alumni network.
- NIRF 2021 - Ranked 27th by Ministry of Education, Government of India.
- Accredited 'A' by NAAC in Cycle 1 (2016), ISO & IAO and member of QCI (NBQP).
- Institutional Human Ethics Committee recognised by National Ethics Committee Registry for Biomedical and Health Research.
- RSO and all the Radiological Equipment's approved by AERB
- Recognised Institute as SIRO (Scientific and Industrial Research Organizations) by the Department of Scientific and Industrial Research (DSIR), Ministry of Science and Technology, GoI.

Institutional Weakness

- Limitation of resources (self-financing Institution) being self-financing institution and the fees being fixed by government.
- Limited freedom in curriculum design and examination reforms including commencement of new programs being an affiliated college of University regulated by statutory bodies.
- Not on priority list of government and non-government agencies for research funding being a private and stand-alone institution.
- Limitations associated with an affiliated college exist such as
- Lack of Research Funding/grants from government and non-government agencies.
- Publications in high impact open access journals being highly expensive, act as a deterrent in citations.
- Institution has no control over the merit of the admitted students as the selection is controlled by central agency.
- Direct admission of International students is not permitted by the governing bodies.

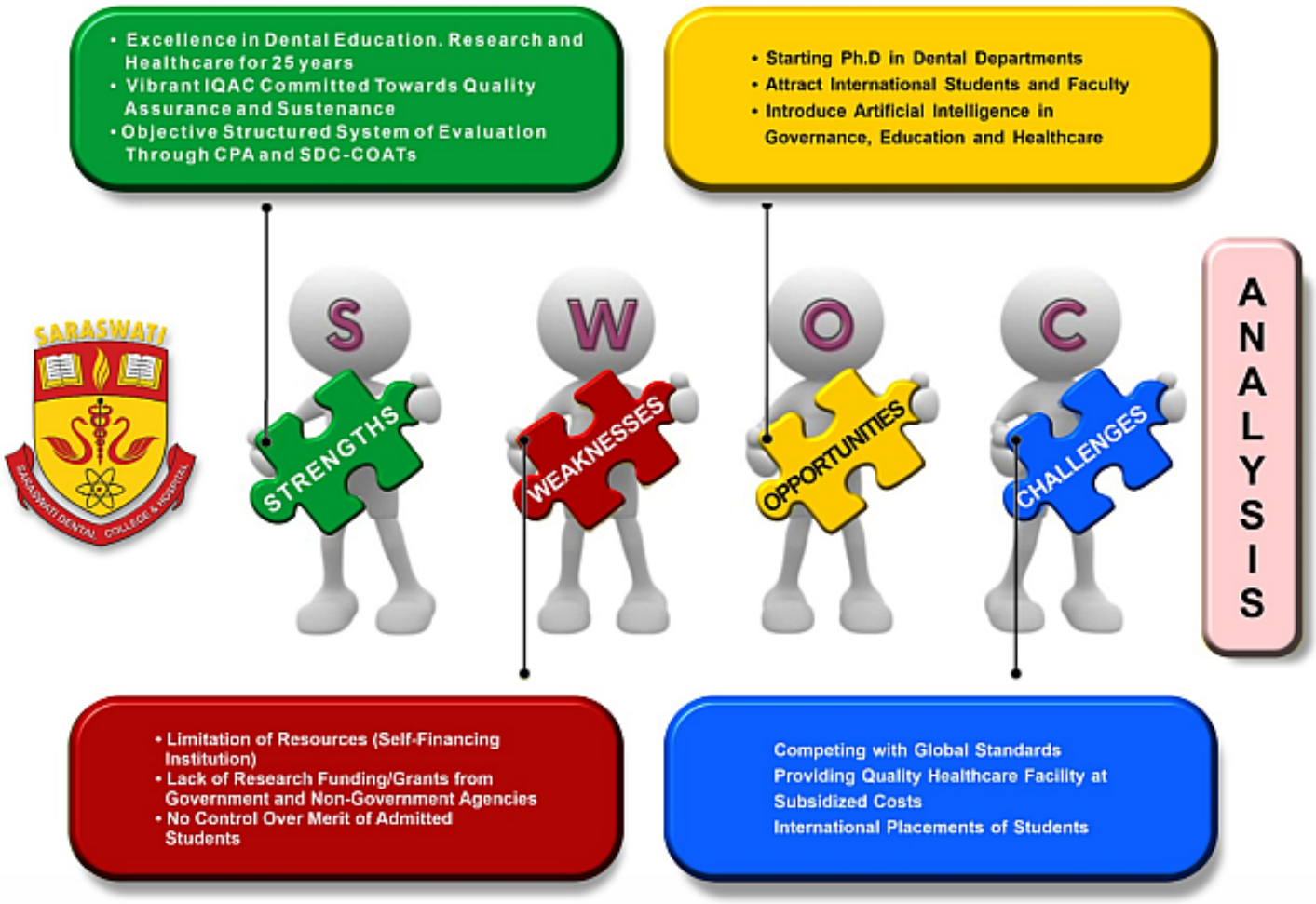
Institutional Opportunity

- Starting Ph.D in all dental discipline.
- To attract international students and faculty.
- Implementation of NEP i.e., Choice Based Credit System and Credit Transfer System.
- To develop SDC&H into a 'centre of excellence' in education, research and healthcare.
- Augment and utilize hospital services and facilities for dental and medical tourism.
- To introduce artificial intelligence in governance, education and healthcare.
- Advanced Simulation Centre for effective Pre-Clinical training.
- Strengthening student and faculty exchange activities.
- Promotion of innovation and entrepreneurship through Incubation Centre "SDC SPARK".

Institutional Challenge

- Competing with global standards.
- To excel and grow competitively as a standalone self-financing dental college amongst the government promoted and university owned institution.
- Providing quality healthcare facility at subsidized costs.
- To meet the growing expectations of stakeholders.

- Fulfilling the increasing demands for upgradation and maintenance of infrastructure and equipment.
- Retention of staff and faculty
- Competing with government institutions having ample resources.
- International placements of students
- Involving all the teachers in research activities
- To emerge and shine as a leading institution during COVID 19 pandemic.



1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SDC&H provides a **dynamic, contemporary, student centric, evidence/problem based, clinically oriented** and **integrated curriculum** based on **SPICES** and **BLOOM's Taxonomy model**.

The **Institutional Examination** and **Academic Committee (IEAC)** and **Institutional Enhancement Committee (IEC)** ensure **systematic** and **well-structured mode** of **curriculum planning, delivery** and **evaluation** whilst catering to **present-day burden of Oro-dental diseases, National Oral Health Policy, regulatory norms of DCI** and **feedback** from stakeholders.

Institute has **well-defined Learning Outcomes (LO) which are aligned with Graduate Attributes (GA) and are mapped with curriculum.** As affiliated college, **curriculum revision** is **restricted and** nominated **members of University BoS (4.42%) contribute effectively**. **Syllabus (subject-**

wise) is **divided amongst faculty** in **accordance allocated didactic, practical** and **clinical hours**. **Postgraduate curriculum** is also planned **speciality-wise which includes seminars, journal clubs** and **case presentations**. **Interdisciplinary clinical case discussions** consistently promote **critical thinking** to devise the **best suitable treatment plan**. Faculty effectively delivers curriculum through **participative, student-centric learning techniques i.e., Tell-Show-Do-Act methodology, role play, experiential learning and self-directed training utilising suitable ICT tools.**

Syllabus is divided into **specific learning objectives, content, multi-media** and **evaluative sections**. Aspects of **critical thinking, capacity building** and **analytical approaches** are blended into learning methodologies with **Evidence Based Dentistry, Case Based & Problem Based Learning exercises** showcasing excellent results**.**

Robust dental education system facilitated **TLE process** through **blended learning** and **online mode** during **COVID-19 pandemic** utilizing **flipped classroom**, **e-resources/content** and other **MOOC Platforms**. Wide range of subsidized preventive, curative and rehabilitative treatment options provide a **comprehensive clinical training** platform to students.

Value-added, add-on, interdisciplinary programs augment and broaden **professional knowledge, enhance clinical skills** and **develop research acumen** of students related to topics **beyond prescribed syllabus**. Almost **100%** of students enrolled in programs**.** On average **91.61%** students undertake **field visits/Clinical/industry internships/research projects/industry visits/community postings.** Innovative **SDC-COATs**, six stage **evaluation** system facilitates filtering **slow learners** and **advanced performers.**

Community outreach to **villages/ schools/ organizations/NGOs** for oral health **awareness/ screening/ treatment** camps sensitize students towards healthcare needs of patients from diverse social backgrounds.

Institutional programs and committees effectively address **cross-cutting issues** relevant to **gender, environment, sustainability, human values, health determinants, right to health, emerging demographic issues** and **professional ethics.** 75% Students, 45% faculty & staff including 60% of Management members are women. A **robust system collects, analyzes** and appropriately **modulates** the **feedback** leading to **curriculum enrichment** based on the **latest trends.**

Teaching-learning and Evaluation

SDC&H accords **highest priority to TLE** and is **acclaimed** for its **robust, student-centric, teaching-learning, technology enabled practices**. **Excellent TL infrastructure, variety** of **clinical cases, ICT enabled tools, well-stocked automated library** and **Wi-Fi campus** provide **excellent learning environment** and **enriching professional experience** to students.

As per **Govt. of UP, reservation of seats** is **not applicable** for **private Institutions**. **Admissions** are through **NEET** and **94.1%** seats get **filled** with average of **38.02%** students from **outside** the **State**.

SDC&H has a pool of **well qualified, experienced, strongly committed** and **dedicated faculty** with an av**erage teaching experience** of **10.98 years.** They are **ICT trained**, **contribute in developing e-contents for effective TLE** and in **generating** and **disseminating quality knowledge**. During last 5 years, **20.87% faculty** have received **awards/recognition** for **academic leadership** and **professional excellence**. **Faculty recharging programs** and **continuous development** are encouraged, they are provided **financial assistance** and **requisite**

leaves to **pursue** their **academic interests**. **Policy** to **identify slow performers** and **advanced learners exists** and **special programs** are organized.

Optimal **Student Teacher Ratio** (Mentor) **Ratio 7:1** facilitates quality education & training. Robust mechanism is in place for PTM. Institute **imparts TLE** through a **well-structured planned process (Academic calendar, SDC Examination Manual, edufruit etc.)** utilizing **ICT-enabled tools** including **e-contents/resources** which are **regularly amended** as per **feedback**. Students are trained in **pre-clinical skills** using **simulators/ models** and **clinical skill labs.**

Value added, Inter-disciplinary, add-on programs, workshops, FDPs, seminars, CDEs are regularly organized **in addition to syllabus**. Institute facilitates building and sustenance of **innate talent/aptitude** and nurtures **creativity, analytical skills** and **innovations** among students by conduction various **extension/outreach beyond classroom activities** involving **Student Council (Clubs), ICECA, IEBC, SDC SPARK, UBA, SDC Rotaract Club, Red Cross Society** etc**.**

Institute has adopted **SPICES** and **BLOOM's Taxonomy Modal** to enhance **student-centric methods**. Students develop **cognitive skills via didactic teaching**. The **tell-show-do-apply** and **repeat technique**, **vertical & horizontal integrated/interdisciplinary teaching**, **out-of-the-box thinking, innovative/analytical approaches, enhanced self-learning, learning by diagnosis & treatment,** are practiced. Periodic **lectures on moral values, social etiquettes and ethics** transform students into **professionally competent** and **socially responsible citizens**.

Well-structured **09 LO (Generic & PSO)** are aligned with **10 GA**, which are also **mapped.** Students are evaluated through **CPA** and **SDC COAT's. TLE** related **grievances** are **timely** and **transparently resolved.** Students are provided with **opportunity** for **mid-course improvement**. Healthy **pass percentage** of **96.04 %** was observed across all programs (final year University examinations).

Research, Innovations and Extension

SDC&H actively **promotes research**, **innovation, entrepreneurship** and **extension/outreach activities** in the field of **dental** and **allied sciences**. **Central Research Wing** and amenities in respective **departments** facilitate **research** and **publications**.

Average **28.98% faculty** recieved national/international fellowship/financial support during last 5 years. **Code of Ethics for research** is monitored by **IRDC** which annually organises **programs** on **Research Methodology, Biostatistics, Clinical Trials, Systematic Reviews, Research Grants**, **Industry-Academia Collaboration. 221 research papers** per faculty were published in **reputed national/international journals** with **good impact factor** in **UGC-CARE/Scopus/Web of Science/PubMed)** and **26 books (ISBN No.)** were published during last 5 years. Institution follows **research publication-based promotion system** and provides **seed money** to students and teachers for their **research endeavors** and **financial incentive** for **attending conference, patent** and **publication.** It also **recognizes & award researchers** for their **exemplary contributions**. Recognized as **SIRO** by **DSIR, MoST GoI. IHEC (recognized by National Ethics Committee Registry for Bio-medical and Health Research)** and **Code of Ethics Committee jointly address all ethical aspects**.

Institute had **created an ecosystem** for **innovation (out-of-box/creative thinking)** and **entrepreneurship** by transfer of **knowledge** through **incubation center** "**SDC SPARK"**. **Talks/lectures** on **start-up, self-**

employment, IPR were organized. Institute publishes its '**Annual Report**' highlighting **academic, research, patient care** and **social outreach activities** along with own journal "**Asian Journal of Oral Health & Allied Sciences" (AJOHAS). The** quarterly **Newsletter** '**SDC Bulletin'** is also published online.

As a part of **social responsibilities** and **CSR**, institution has adopted **24 villages (05** under **Unnat Bharat Abhiyaan, GoI program)** and **06 schools** to organizing **camps** (**awareness, educational, diagnostic, treatment)** and **activities** related to **environmental (Swachh Bharat), hygiene awareness, ill-effects of tobacco etc.** in **collaborations** with **SDC Rotaract Club, Students Council, Red Cross Society, UBA etc.** for providing **health care** and **other facilities**. An average **58.78%** students participated in extension/outreach activities through **305** camps during the last five years. Institute received **80 awards/letters of appreciation** for these activities.

27 MoUs/Linkages with institutions/organisations of repute i.e., **KGMU, IIT(K), CSIR-NBRI, CDRI-CSIR, LCI, University of Tennessee (USA)**, **New York Medical University, Curacao, Kingdom of Netherlands etc.** to gain expertise in **collaborative multi-disciplinary research.**

Infrastructure and Learning Resources

SDC&H is a **6.4 acre lush green-clean-ecofriendly-secure campus** adorned by **seasonal flowering, non-flowering plants** and **fruit bearing trees** with **medicinal garden 'Madhuban'** located on **NH-24** Lucknow. It houses **academic & administrative** block, a **100 bedded multi-specialty hospital**, **500 seating open amphitheater**, **hostels, staff quarters, indoor/outdoor sports complexes, medicinal garden, mess** and **parking**.

Infrastructure, equipment and **material** required for **pre-clinical and clinical learning-training** are **available** in the institute, which are **more than required** as per **guidelines of regulatory bodies**. All **classrooms (04)** and **seminar rooms (09)** are **ICT enabled**. Classrooms (seating 100) having **smart interactive boards 65" (4K Interactive panel model 6550 View Sonic), Laser Projector SONY WUXGA-PHZ10). ICT enabled 02 video-conferencing** rooms, **04 tele-medicine** rooms**, air conditioned** (450+ seating) **"Lt. Col. TS Mathur" Auditorium** (5568 Sq.ft.) with **control** and **green room** along with **state-of-the-art acoustics system.**

09 Dental departments having UG and PG Clinics (**352 Dental Chairs)**, **09 specialty clinics** (**Implant, Geriatric, Hair transplant, Special healthcare Needs, Integrated, Esthetic, Facial Rejuvenation, Tobacco Cessation, Sleep Apnea & Oral Cancer Detection Clinic)** and **01 Basic Sciences** department. **01 Pharmacovigilance center, 23 laboratories, 14 museums** and **10 departmental libraries, simulation models and softwares** (**56 phantom-head workstations)** for **pre-clinical** and **clinical skills**. During **COVID-19, infrastructure** was **augmented** with **tele-triage, triage, non-aerosol and aerosol clinic** with facility for **donning** and **doffing**.

100 bedded in-house **multispecialty hospital** along with **modern facilities, COVID-19 vaccination Center, clinics, laboratories, wards (male & female), 03 OTs, including 24x7 emergency, ICU, NICU, pharmacy, meal** and **ambulance services.** On average, **234043** patients were **treated (OPD & IPD)** during the last five years.

Divyang-friendly environment and **facilities** i.e., **braille signages, washrooms, ramp, lifts, human assistance PWO, e-rickshaw etc. 01 mobile dental van**, **02 rural** & **01 urban satellite centers.** ICT-enabled

SDC SPARK provides **entrepreneurship** and **innovation**.

Facilities for **physical fitness** and **recreational activities** i.e., **Oval Ground** (54190 Sq.ft.) for **Football, Cricket, Volleyball, Athletics and 01 Sports Complex** (14428 Sq.ft.) for **Basketball, Tennis** and **Badminton**. **Indoor games Table-Tennis, Carom, Chess** and **Scrabble, TV, internet** and **magazines** in common rooms. **Wellness Center** 2448 Sq.ft. (**Yoga/meditation/gymnasium**), **Open Amphitheatre** (13132 Sq.ft.) and **hard track** for **Cycling, Skating**, **Jogging** and **Wave Boarding.** College organizes annual **Cultural, Sports & Literary** extravanza event **'IMPRESSIONS'** involving **Student's Council** and **Clubs** (06).

Central Library (8016 sqft.) is **automated** (ILMS- LIS SDC software with bar code technology and OPAC system) **ICT/Wi-Fi-enabled** and is **professionally managed.** It consists of **UG/PG, reprographic & reference sections, reading room, ICT cell and stack room**. It has **7053 books, 710 e-books, 4967 Journals & periodicals, 15 rare books. Remote access** facility by **EBSCO database (e-Shodh Sindhu).**

A **dedicated IT Cell (IT Policy: governance, academic, research, patient care).** Campus has **136 modern computers, high speed internet** (recently upgraded to **1GBPS), 34 Wi-Fi hotspots, robust ICT infrastructure** and **hardware** & **software** which are **regularly updated**.

Other Facilities: 24x7 Food ATM, CCTV surveillance & **security, power generators, drinking water and ETP/STP, Guest House, Faculty resident, staff quarters.** Overall, **18.12%** of annual **average expenditure** was **spent** on i**nfrastructure development** during last five years.

Student Support and Progression

SDC&H believes in **holistic development** of students and lays **great emphasis** on **student support, mentoring & guidance** for their **professional progression whilst catering to diverse needs**.

The **academic routine, capability enhancement** & **development schemes** pertaining to **soft skills, language, communication, wellness, analytics,** and **institutional best practices** of **morals & ethics and patient welfare** encourage students to strive for **academic excellence, professional competence, skills** and **a versatile & vibrant personality** aided by **Mentors** who **are** an important link between **student, parent, teacher and management**.

Scholarship to deserving students has grown from **35** to **100 (Average 10.99%)** in the last 5 years. Institutional mechanisms to **support, facilitate** and **enhance** student **learning experiences** and **enrich campus life** include **committees** for **grievance redressal, career guidance, counseling, placement, extra-curricular, anti-ragging & women cell** and **hostel** for related functions. Student representatives of these bodies **act responsibly** helping in **decision-making**. SDC&H **constantly monitors student progress** during and after the course. Institute provides **NEET coaching** and **career guidance** for **aspirants.** In last **5 years, 79.12%** students have **qualified state/national/ international level examinations**. Many students have become **entrepreneurs** and are **well placed (63.97%).**

International Student Cell has been successfully providing **academic** & **logistic** welfare and support to **international students,** and monitoring their **smooth progression** during course. Institution publishes a "**Code of Conduct and Ethics**" **handbook**, on its website, which contains information on **student behavior, conduct, disciplinary measures** including their **rights** & **responsibilities**.

Robust anti-ragging & grievance redressal system is in place. Response time is **immediate/within 24 hours** for **ragging & sexual harassment complaints**, and **72 hours** for **other grievances**. **Women Cell** conducts **Gender Sensitization Programmes** for the stakeholders.

Institute has a **vibrant, well-established** and **empowered Student Council,** comprising of **College Captain**, **House Captains, Vice Captains**, **Secretaries and Joint Secretaries**, **6 hobby Clubs** who undertake related activities. **Annual College Week 'Impressions'** is **annually celebrated.** Incentives to **promote student participation** in **extra-curricular events** exist.

IAAC works on the **principle** of **5 R's. Alumni Association** (Regn. 216/2011-12) has a **strong** and **illustrious Alumni base** which is now well spread in many **countries** and has **adorned respectable positions**. SDC&H Alumni are the **real brand ambassadors** who have **immensely contributed** to the society at large and helped in creating an **excellent image** and **perception** of the institution**.** They **contribute actively** for the **growth** and **development** of SDC&H.

Governance, Leadership and Management

SDC&H has clearly stated **Vision** and **Mission** which are reflected in its **academic** and **administrative governance** which serve as **road map** for **future endeavors** to become a **Global Brand**. The governance is **inclusive, transparent** and **participative** and has worked **effectively** through its **Strategic Plan**.

The **Management, Governing Bodies, Administrative Officer, Medical Superintendent, IQAC, 23 Committees** and **HoDs along** with other **In-charge** effectively participate in the **decision making processes**. **Decentralized functioning** along with **cooperative system** of **management** further ensures **high accountability** and **efficiency**. **Leadership is provided by Principal** under the **guidance of Management Committee (MC). All the faculty** are **integral** part of **statutory/non-statutory/Institutional Committees**.

Institutional excellence is evident from **academic performances, research outputs, large patient base, stakeholder's feedback, expanding MoU's/linkages, awards** and **recognitions.**

SDC&H has successfully implemented **e-governance** comprising of **resources-technology-processes-people** for its **administrative, academic, finance** and **healthcare** functions. **Well formulated policies** for **IT, HR, recruitment** & **promotion, training, performance appraisal, financial management, purchase** & **maintenance** and **research** exist.

Faculty development & **welfare** of its **Staff** are **central** to **SDC&H progress**. As part of **empowerment strategy**, **MC** provides **financial autonomy** to HoD, MS, AO and the Principal ranging from **INR 5000 to INR 50000** based on day-to-day needs. **Financial support** to faculty for **national/international conferences**, **workshops, seminars** including **membership fee of professional bodies (Average 33.88%, last 5 years) encourages constant learning** and enhance **professional knowledge** & **skills** through **FDP's** and **enrichment programs**. For **non-teaching and technical staff, professional development programs, soft skills training, welfare measures (sabbatical leave, PF, gratuity, maternity leave, healthcare, creche etc.**) are also provided.

Institution has **well-defined policy** and **strategy** for **resource mobilization**, has **strict financial discipline**, **prioritizes resources allocation** and conducts **periodic internal** and **external audits**, results of which are shared with the leadership.

Since inception, **IQAC** has trained **all the faculty** in **Quality Initiatives** like **Effective TLE Strategies**, **utilizing ICT tools**, **Policy Formulation. IQAC efficiently** undertakes the **report** and **documentation preparation** for **accreditations, recognitions, memberships and awards i.e., SSR, AQAR, NIRF, AISHE, NABH ISO, SIRO by DSIR, QCI NBQP, DST etc.** is

IQAC has **evolved** into an extremely **vibrant committee/cell**, meets **quarterly** and also **plays a pivotal role** in **policy development** & **deployment**. It **actively reviews outcomes** of **schemes and strategies** and has been **instrumental in strengthening** the **quality enhancement and sustenance** aspects of SDC&H which have contributed **favorably** in all **academic and administrative** functions.

Institutional Values and Best Practices

SDC&H **inculcates** and **nurtures core values, social responsibility** and **best practices** among students through its **excellent academic, enhancement programs**, numerous **co-curricular/extra-curricular** & **extension/outreach activities.**

Institute promotes a **campus environment** that **welcomes** and **honors women**. **IGDC, Women Cell** and **IQAC** actively encourage **gender equity** and has **organized 20 gender sensitization programs** during last five years. Women occupie **key positions** in academic & administrative levels, and are continiously **empowered.** Promising **Gender Ratio (F:M) 1:1.1** for **faculty** and **1:3 (M:F)** for **students exists**. **Specific facilities** for **women i.e., 24x7 surveillance with CCTV, women security guards, 24x7 helpline numbers, rest rooms, common rooms, creche & baby feeding area, professional counsellor, sanitary pad dispensing machine, robust grievance redressal mechanism** are available.

Institute promotes **environment consciousness, water conservation** and **green campus initiative** through **go green** drive & **energy conservation** and practices '**Reduce-Reuse-Recycle'. Solar powered street lights, energy efficient LED, sensor-based equipment, water harvesting system, medicinal garden 'MADHUBAN', water bodies, battery-powered vehicle, pedestrian-friendly pathway, ban on single-use plastic etc. Campus** is **lush green-clean** with **fruit bearing** trees and **seasonal/non-seasonal flowering plants**.

Institute ensures **management** of **degradable/non-degradable waste** through **In-house ETP/STP**, **waste water recycling system**, **e-waste management** and **biomedical-waste management** through **SMS Watergrace Mediwaste Pvt. Ltd.** The **UP Pollution Control Board** has permitted **solid & liquid waste management vide letter no.2796/BMW-978/20. Radiological waste** is **disposed-off** following the **AERB guidelines.**

Divyangjan friendly facilities i.e., **braille signages/printer** for **visually impaired patients, disabled-friendly washrooms, ramp, lifts, signages 'One-Department-One-Color signage', wheel chairs, human assistance at reception, PWO, e-rickshaw etc.**

The Institution is a **harmonious hub** of students **transgressing different socio-economic, ethnic, gender, culture** and **religion barriers** thus creating an **inclusive environment. ICCEC monitors** the adherence of **morals** and **ethics, and** has **organized 25 awareness programs** during the last five years. Institute celebrates **Days of National/International/Institutional Importance, events and festivals** as per **annual calendar** regularly published by **IQAC.**

Institutional Best Practices of **inculcating moral & ethical values** and **quality patient care & welfare** have greatly helped faculty, staff and students **personality transformation** into **balanced, responsible citizens** apart from making them **knowledgeable** about intricacies of **social healthcare** and **effective patient treatment**.

Celebration of Daan-Utsav has provided immence benefit to the **underprivileged** sections of the society. **24x7 food ATM** has fed thousands of **deprived people** and **built social goodwill** of the **institute.**

General clinics & **specialty clinics (09)** provide exclusive patient care & treatment, including patients with special needs. '**Ayushman Bharat – Pradhan Mantri Jan Arogya Yojna' (AB-PMJAY)** has provides free patient care, treatment and pharmacy services to the patients. Hospital was designated as **COVID-19 Vaccination Center** by the **GoI.** Institute has **adopted 5 villages** under **'Unnat Bharat Abhiyan'**, **19 other villages** and **06 schools** for spreading awareness and treatment through camps **(305 camps during last 5 years).** Effective **feedback** & **e-feedback** system at the institutional and departmental level help in **betterment of services** and in achieving **high patient satisfaction rate**.

Institutional distinctiveness in **implementation** of **New Work Schedule (NWS)** for **augmenting administrative, academic and healthcare efficiency** through **innovative governance** and **management strategies** have yielded **excellent results**.

Dental Part

SDC&H is recognized by **DCI, MoHFW GoI** and **affiliated** to **RMLAU Ayodhya,** and offers **B.D.S** and **M.D.S Programs**. Student admissions are through **NEET examination.** Institution provides a **dynamic, contemporary, student centric, problem based, clinically oriented** and **integrated curriculum** based on **SPICES model** and **supplemented with feedback** from stakeholders. **Dental Education** as per **DCI regulations** is meticulously undertaken by **IEAC, IQAC, IEC and DCDE**. Institute's **academic schedule, ICT tools, instruments, laboratories & simulation models** are used to adequately train students in pre-clinical skills.

The Institution ensures **adequate training facilities** (infrastructure, equipment's, material, software's, models) for **students** in **pre-clinical and clinical skills.** These training were augmented with **ICT-enabled tools** and **technologies** specially during **COVID-19 pandemic. 09 multi-disciplinary specialty clinics (Implant, Geriatric, Facial rejuvenation, Special Healthcare Needs, Integrated, Esthetic, Tobacco Cessation, Sleep Apnea & Oral Cancer Detection Clinic)** also provide **additional training support**.

Apart from **CSSD**, all clinical departments also have separate **sterilization facility. Emphasis** is given to **sterilization** and **disinfection** protocols including **fumigation**. **Patient Safety Manual** provides guidelines to ensure safety. **Needle stick injury, CSSD** and **fumigation** records are maintained. As per SDC&H **Immunization Policy**, students, staff and faculty are immunized against **Hepatitis B**. SHRC was designated as **COVID-19 vaccination center** during **COVID-19 pandemic.**

Institute undertakes **structured orientation program** i.e., Vision, Mission and Organizational structure, best practices, committees, curriculum, **library (e-content/e-resources)**, **departments/facilities, edufruit, policies, enrichment programs, gender equity, code of conduct, mentor mentee program etc**. **White coat ceremony** is organized for students entering their **clinical phase.**

Students are **trained** for using **high end equipment (CBCT, CAD/CAM, Imaging and morphometric softwares, Endodontic microscope, Dental LASER Unit, light based microscopy/phase contrast microscopy/polarized microscopy/fluorescent microscopy, Immunohistochemistry). RSO** and all **radiological equipment** are approved by **AERB**.

Institute has well-defined **LO & PSO** which are aligned to **GA** and has implemented a **robust process** to **measure** and **certify attainment of specific clinical competencies** through **Continuous Performance Assessment (CPA)** and **SDC COATs.** Institute has also introduced **Viva cards** (**Must know & Need to Know)** in academic curriculum.

Department of Continuing Dental Education (DCDE) was **established** in **September, 2018** which conducts **programs/trainings (34 FDPs, 16 CDEs, 23 Webinars)** on **emerging trends in education, healthcare, technologies** and **research.**

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SARASWATI DENTAL COLLEGE AND HOSPITAL
Address	SARASWATI DENTAL COLLEGE AND HOSPITAL 233 Tiwariganj, Ayodhya Road
City	Lucknow
State	Uttar pradesh
Pin	226028
Website	https://www.sdcindia.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	K. N. Dubey	0091-8189063699	9896444017	-	kndubey@saraswaticolleges.com
IQAC / CIQA coordinator	Kunal Sah	-	9758970400	-	kunalsah@saraswaticolleges.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	01-01-1998

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

State	University name	Document
Uttar pradesh	Dr Ram Manohar Lohia Awadh 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	19-08-2009	300	Recognized by DCI for BDS and MDS programs Validity permanent

Recognitions

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	SARASWATI DENTAL COLLEGE AND HOSPITAL 233 Tiwariganj, Ayodhya Road	Urban	6.4	278570

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,Department Of Dental Sciences	60	Higher Secondary	English	100	100
PG	MDS,Department Of Conservative Dentistry And Endodontics	36	BDS	English	6	6
PG	MDS,Department Of Orthodontics And Dentofacial Orthopedics	36	BDS	English	6	6
PG	MDS,Department Of Pediatric Dentistry	36	BDS	English	3	3
PG	MDS,Department Of Prosthodontics And Crown And Bridge	36	BDS	English	6	6
PG	MDS,Department Of Oral	36	BDS	English	3	1

	Medicine And Radiology					
PG	MDS,Department Of Oral And Maxillofacial Surgery	36	BDS	English	5	5
PG	MDS,Department Of Oral And Maxillofacial Pathology And Oral Microbiology	36	BDS	English	2	0
PG	MDS,Department Of Periodontology	36	BDS	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				27				25				23
Recruited	21	6	0	27	16	9	0	25	4	19	0	23
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				27				25				23
Recruited	21	6	0	27	16	9	0	25	4	19	0	23
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				6				2				0
Recruited	4	2	0	6	1	1	0	2	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				6				2				0
Recruited	4	2	0	6	1	1	0	2	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				124
Recruited	106	18	0	124
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				124
Recruited	106	18	0	124
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				44
Recruited	32	12	0	44
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				44
Recruited	32	12	0	44
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/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	3	1	0	0	0	0	0	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	18	5	0	16	9	0	4	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/MCH	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	5	3	0	1	1	0	0	0	0	10

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/MCH	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/MCH	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/MCH	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/MCH	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**
	4	1	0	5
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	4

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	22	9	0	0	31
	Female	78	21	0	0	99
	Others	0	0	0	0	0
PG	Male	10	7	0	0	17
	Female	19	11	0	0	30
	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	1	0	4	3
	Female	1	3	6	2
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	7	8	8	5
	Female	30	13	18	20
	Others	0	0	6	0
General	Male	14	18	58	20
	Female	47	40	0	50
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		100	82	100	100

General Facilities	
Campus Type: SARASWATI DENTAL COLLEGE AND HOSPITAL 233 Tiwariganj, Ayodhya Road	
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)	**12**
* Qualified Doctor (Part time)	**22**
* Qualified Nurse (Full time)	**36**
* 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	**Oval Cricket Ground, Amphitheatre, Wellness Center, Tuck Shop, Madhuban - Medicinal Garden, Jogging Plaza, ATM, STP & ETP, Rain Water Harvesting, Food ATM, Creche with Baby Feeding Area, Parking (covered & open), CCTV surveillance and security, Signages, Lift & Ramps, Generators, track (skating & cycling)**

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	49
* Girls's hostel	1	163
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	5

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute is conducting various multidiciplinary/interdisciplinary programs since 2016. Details of the same are mentioned in Criterion 1 (1.2.1)
2. Academic bank of credits (ABC):	Till date, the Institute has not received any guidelines from its regulatory authority/bodies (DCI and University) for inclusion in curriculum of dental institutes.
3. Skill development:	SDC&H is organizing various programs, CDE, workshops, webinars, conferences etc. since its inception for enhancing and developing skills of its staff, students and faculty. Details of the same are

	regularly updated on the Institutional website (https://www.sdcindia.ac.in/) and on Facebook page (https://www.facebook.com/saraswatidentalcollege)
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Institute conducts regular classes on Hindi language for newly inducted students to address issues related to language barrier especially for students enrolled from different states of India and abroad. All faculty of the institute conduct lectures and discussions in bilingual language (English and Hindi) The institute takes extra efforts to inculcate good moral and ethical values (integrity, honesty, communal harmony, tolerance and other personality developmental traits including social values) among students through value added programs, special talks, webinars, lectures and by regularly organizing days of Institutional/National/International Importance. https: //sdcindia.ac.in/document/docsafe/202212291210005 519.pdf Institute celebrates festivals like Lohri, Basant Panchami, Holi, Eid, Deepawali, Christmas etc. spreading cultural harmony, joy and developing strong bonding. Institute organizes various programs on cross-cutting issues i.e., anti-ragging, gender equity sensitization, human values, ethics that have created an awareness towards inclusive gender diverse work place environment, ethical and transparent practices.
5. Focus on Outcome based education (OBE):	The institute has a well-structured and defined 09 Learning Outcomes LO (06 Generic & 03 Program Specific Outcomes [PSO]) which are aligned with 10 Graduate Attributes (GA). Stated Learning Outcomes (Generic LO & PSO) for both the programs are as follows: • LO-01: General Skills • LO-02: Practice Management • LO-03: Communication and Community resources • LO-04: Patient Care – Diagnosis • LO-05: Patient Care – Treatment Planning • LO-06: Knowledge about infection and cross infection in dentistry • PSO-01: Knowledge • PSO-02: Attitude • PSO-03: Skills LO & PSO and GA are also mapped (curriculum mapping) for both the programs and evaluated through CPA and SDC-COATs “Continuous Objective Assessment Tools" COATs comprising of 6 sequential stages: a. Stage 1: Evaluation on admission b. Stage 2: Pre-clinical skills CPA c. Stage 3: Department level CPA d. Stage 4: Formative Assessment e. Stage 5: Continuous Performance & Evaluation Report (CPER) f. Stage 6: Summative Assessment

6. Distance education/online education:	The institute imparts online education and training by utilizing ICT enabled tools, software and web-based platforms by organizing various professional and capability enhancement programs. During COVID 19 pandemic lockdown, academic activities and these programs were organized through online and hybrid modes. In this period, IT infrastructure was enhanced for effective TLE process. Details of the same are regularly updated on the Institutional website (https://www.sdcindia.ac.in/) and on Facebook page (https://www.facebook.com/saraswatidentalcollege)

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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?	Electoral Literacy Club is functional and comprises of Patron & Chief Advisor, Chairman, Members, Faculty Coordinators and Student Coordinators.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral 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.	Electoral Literacy Club will assist ICECA to organize awareness programs related to electoral process and rights of voters.
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.	Electoral Literacy Club has been recently constituted and shall undertake research projects, surveys, studies and awareness drives in the future.
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.	Students enrolled in the institute are usually above 18 years, and largely eligible voters. Electoral Literacy Club will educate students to enroll as voters though defined process and take part in the electoral process of the nation.

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
572	524	538	538	544

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
127	81	130	133	133

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
129	113	130	127	127

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

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	81	143	111	109

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
83	81	143	111	109

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
760.81	570.13	803.58	539.73	552.43

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

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

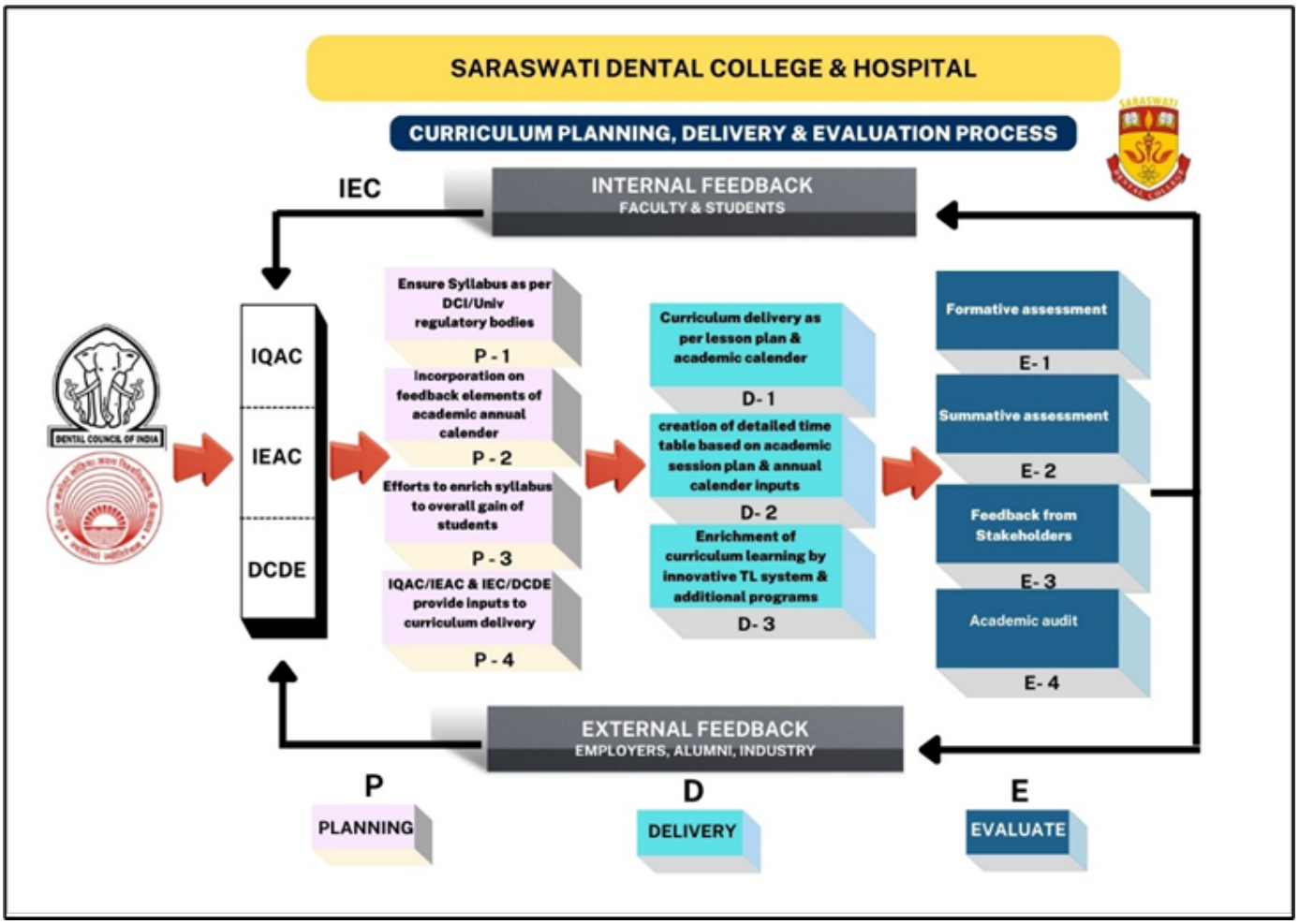
1.1 Curricular Planning and Implementation

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:

Response

The institution **ensures effective curriculum planning, delivery** and **evaluation** through a **well-structured process** as per guidelines of its statutory authorities, feedback from stakeholders (students, faculty, alumni, employers, external professionals) and industry experts.



Planning

- The IEAC in its biannual meetings, works with all dental and medical departments and other stakeholders through a well-defined feedback process to amend and plan the Undergraduate (UG) and Postgraduate (PG) curriculum in consultation with IQAC ensuring effective delivery and holistic evaluation.

- SDC&H has well **defined Graduate Attributes (GA) and Learning Outcomes (LO)** integrated into the **curriculum**. The LO are defined as **generic and program specific** which are aligned with GA, and based on them curriculum is mapped. https://sdcindia.ac.in/document/docsafe/202212290137526887.pdf, https://sdcindia.ac.in/document/docsafe/202212290137526887.pdf
- **Academic Calendar** is promulgated to all the stakeholders. https://www.sdcindia.ac.in/page/calender
- Faculty & students are encouraged to enroll themselves in **MOOC platforms** and to develop/utilize e-content and e-resources. https://www.sdcindia.ac.in/page/mooc-platform
- Curriculum is further subdivided into **syllabus, teaching plan, faculty incharge** which is reflected in the **New Work Schedule (NWS).**
- Curriculum is categorized into **Must know & Desirable to know.**
- Overall, the course curriculum for all programs is dynamic, catering to local, national and global needs.

Delivery

- SDC&H actively promotes the cyclic mode of student-centered learning through **SPICES and BLOOM's Taxonomy model** for holistic delivery of curriculum. This has significantly enhanced the teaching-learning experience, and also assist in **nurturing creativity, analytical skills** and **innovation** among students.
- **Tell-Show-Do-Act methodology** is adopted for effective delivery of curriculum.
- To optimize effective delivery of the curriculum, **NWS** has been implemented w.e.f. 2018.
- The curriculum is delivered through:
    - **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**
- Based on the **feedback** from all stakeholders, several **interdisciplinary, value added and add-on programs/courses** are organized. In addition, programs on **cross cutting issues, days of national/international importance** including **yoga and meditation** were observed to promote a healthy & sustainable lifestyle.
- **"Train the trainer**" programs are conducted for professional enhancement of faculty.

Evaluation

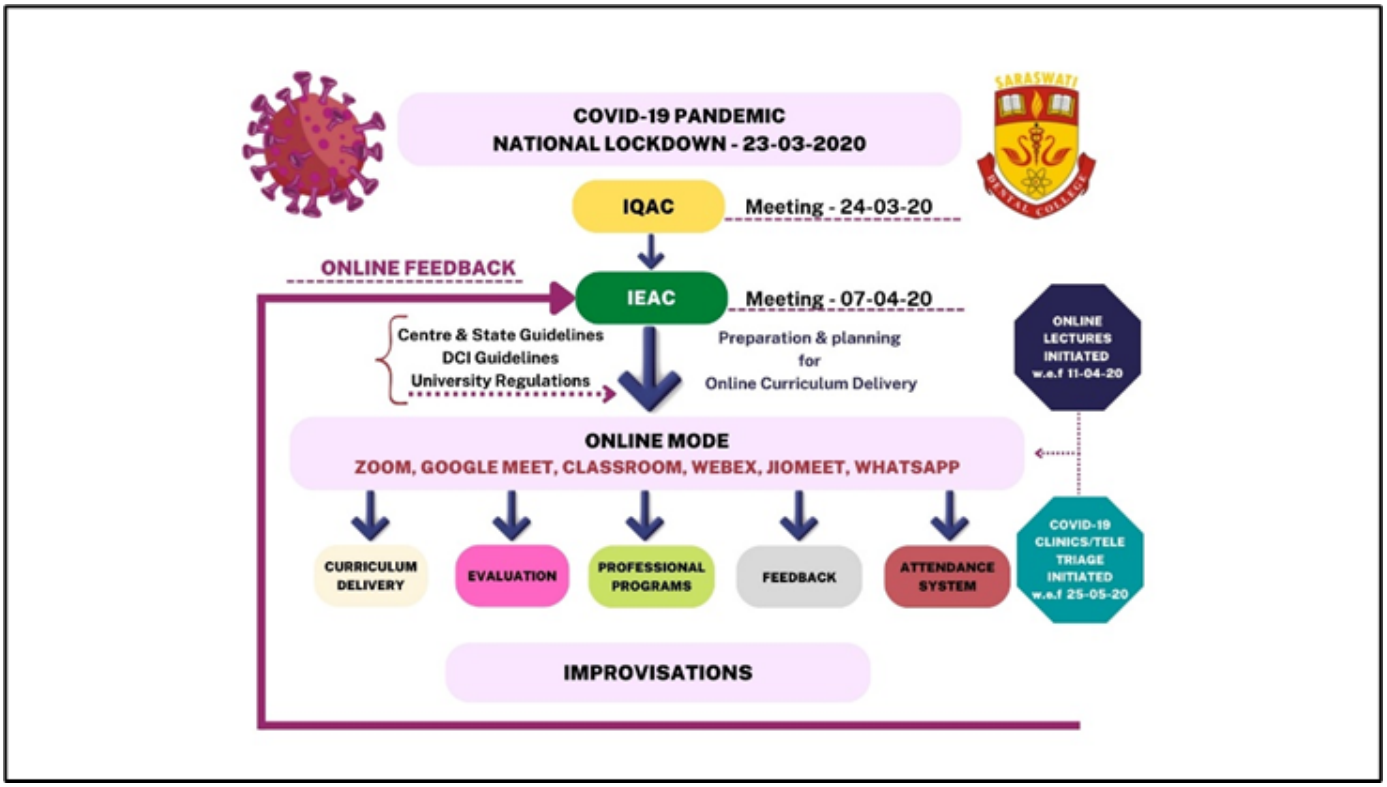
- **Continuous Objective Evaluation Tools (SDC COATs)** encompassing **6 stages**, identifying **slow and fast learners** at **every stage**.
- **Mentor mentee program, formative assessment, summative assessment, feedback** from stakeholders and **academic audit.**
- **Saraswati Examination Manual (SEM)** consists of guidelines for examination and evaluation process which is amended time-to-time as per directives of Regulatory Bodies and University.
- Three **formative assessments** are held annually including theory and practical exams, pre-clinical

exercise work on simulated models, daily discussions, **viva cards**, small group discussions, checklists, proformas, manuals for students.

- **Summative assessment** through a final University examination at the end of each academic year. Departments follow **OSCE** (assesses skills like Clinical practical, technical and diagnostic skills, treatment planning, and communication skills) / **OSPE** system of evaluation.
- **Outcome indicators** Program outcomes are designed to finally develop an individual's:
    - **Necessary clinical skills**
    - **Thorough knowledge of dentistry**
    - **Strong moral and ethical values**
    - **Professional attitude and social conduct**
- **Academic audit by IEAC**

COVID-19 Pandemic

After the national lockdown w.e.f. 23rd March 2020, SDC&H started its online academic and administrative activities w.e.f. 07.04.2020.



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

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

Response: 4.42

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
6	7	5	1	2

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: 100

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

Response: 284

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

Response: 284

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
Any additional information	View Document

1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 100

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
572	524	538	538	544

File Description	Document
Institutional data in prescribed format	View Document
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	View Document

1.3 Curriculum Enrichment

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

Response:

Yes, SDC&H through its **vision and mission** is built on strong foundation of various cross-cutting issues since its inception. This is reflected in the curriculum and syllabus across all programs.

Gender Issues

- The management promotes **equal opportunities and participation of females as; 75% of students, 45% of teaching and non-teaching staff and 60% of the management are females.**
- All students are acquainted with **gender related issues** through **lectures/ talks/ workshops/ seminars by faculty/ guest speakers.** The risk, violation, vulnerabilities, economic factors etc. are highlighted.
- **Programs** on **Women's Equality** and **Zero Discrimination** are conducted regularly. Staff, faculty and students are also sensitized on **PCPNDT & POSCO act.**
- **SDC Women's Cell** works towards **educating, promoting women rights & responsibilities, job opportunities, self-employment avenues and handles cases of sexual/mental harassment.**

Environment and Sustainability

The institution lays extreme importance on **clean, green, sustainable campus** and **reducing carbon footprint**.

It takes care of:

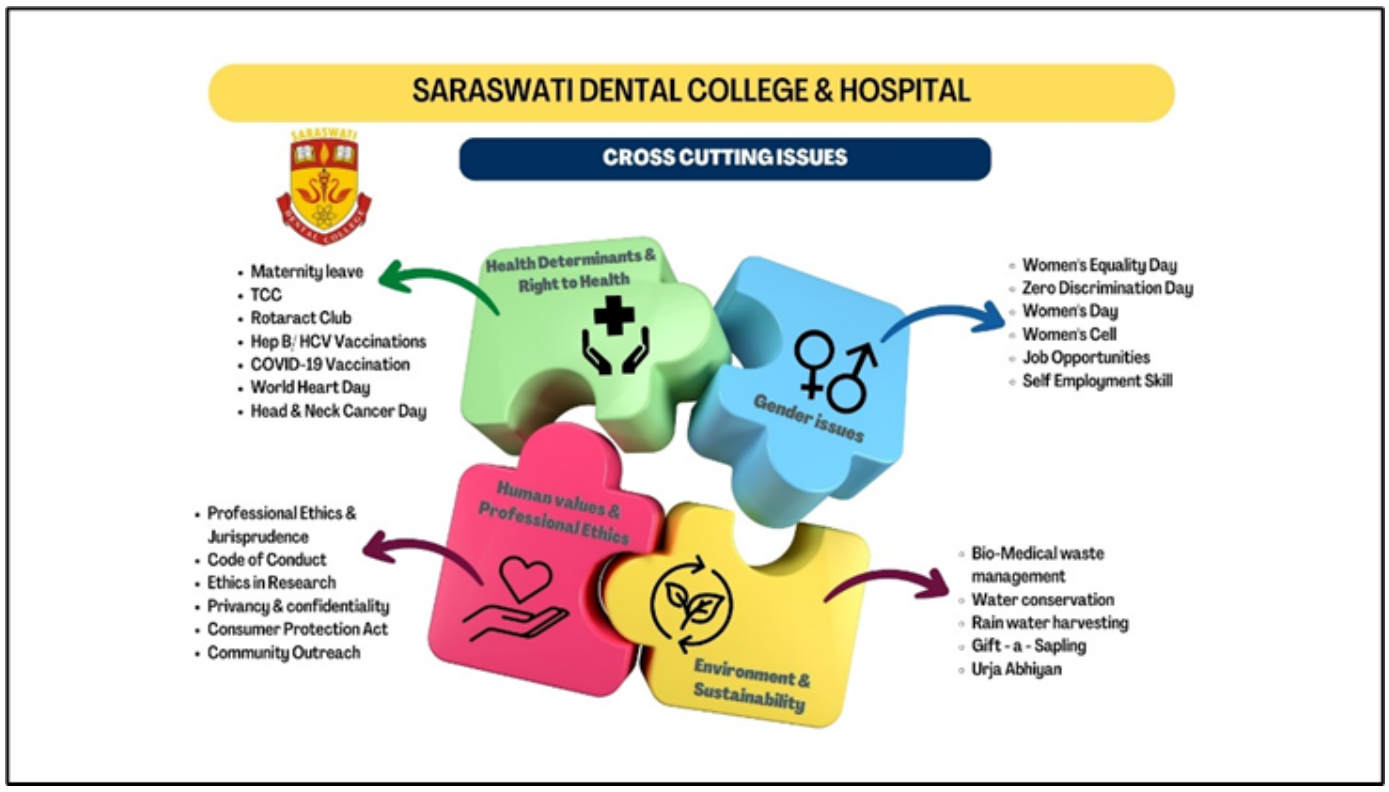
- **Water conservation** by avoiding wastage of water, rain water harvesting, efficient water distribution system & waste water management.
- **Bio-medical, general waste, pollution control** by restricted entry of vehicles and installation of **STP/ETP.**
- **Energy conservation** by good building design for **natural lighting and ventilation.**
- **Green campus** by **landscaping with trees and plants, flower** and **medicinal garden (Madhuban)** ensuring **plastic free campus**. Our **gift-a-sapling initiative** promotes environment consciousness among stakeholders.
- **Minimizing carbon foot print** by minimum paper communication, digital patient records and radiograph, reusable equipment & devices. Extensive utilization of LAN, telephones/ mobiles, apps, e-platforms for administrative and academic functions.

Human Values & Professional Ethics

- **SDC Code of conduct handbook** exists for student, teachers and support staff. Code of Ethics committee is in place to supervise such issues.
- **Inculcate core moral values** like **modesty, empathy, honesty, integrity, compassion, patriotism, humbleness, communal harmony and sincerity** in our students and staff.
- Sensitize, inculcate and teach our stakeholders to practice professional ethics & jurisprudence, negligence of duty, privacy & confidentiality, ethics in research, clinical trials, humans & animal trials, consumer protection act, duties of doctor towards patients & community.
- Develop values to **give back to the community** by **outreach activities** in villages adopted under **Unnat Bharat Abhiyan**, in schools and NGO's.

Health Determinants and Right to Health

- SDC&H provides **free & subsidised dental and speciality healthcare treatment** for all stakeholders. It ensures an insurance cover and maternity/paternity leave for staff.
- SDC's **Tobacco Cessation Centre** conducts regular seminars/ workshops/talks as anti-tobacco drive and runs a deaddiction program.
- **SDC Rotaract Club** works to develop leadership and provides dental service to the community. It organizes many outreach activities and blood donation camps.
- The institution organizes **vaccination** for its students for **Hepatitis B**, and played a key role as a Private Covid Vaccination Centre to facilitate COVID-19 vaccination during pandemic.
- The institution regularly conducts programs on **Road Safety, World Breastfeeding Week etc. & celebrates important days such as World Oral Cancer Day, Oral Hygiene Day, No Tobacco Day, AIDS Day etc**. to create awareness.



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: 19

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

Response: 19

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

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

Response: 100

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
572	524	538	538	544

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: 91.61

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

Response: 524

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
Any additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document

1.4 Feedback System

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: 100

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
46	27	45	37	40

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
46	27	45	37	40

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: 94.14

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
129	113	130	127	127

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
133	133	133	133	133

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: 38.02

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
48	44	55	45	46

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
Any other information	View Document

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

Response: 7:1

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:

Yes, the institute nurtures & facilitates innate talent in students through activities of :

- **Institutional Extra Curricular Activity Committee (IECAC) & Institutional Student & Patient Welfare Committee (ISPWC)**
- **Student Council (SC)**: 01 College Captain, 04 House Captains & 08 Vice-Captains, 06 Clubs (Secretary and Joint Secretary each), 04 Class Representatives
- **06 Clubs** (Cultural, Sports, Literary, Photography, Adventure and Yoga & Meditation Clubs)
- Student participation in **Saraswati Rotaract Club, Indian Dental Association (IDA) Student Wing, UBA, Red Cross Society**
- **Incubation Centre "SDC SPARK"**
- **Days of National/ International/ Institutional Importance**
- **27 Linkages/MoUs**
- **Students participation** in **Field Visits, Clinical Internship** (03 Satellite Health Centers), **Research Projects, Industry Visits**, **305 Community Postings/Camps**, **353 extension/outreach activitiess.**
- Women Cell
- **Institutional Environment & Biosafety Committee (IEBC)** – MADHUBAN (Medicinal Garden), Tree Plantation Drive , SDC Swachh Bharat Abhiyaan
- **Institutional Disaster Management Committee (IDMC) -** Firefighting mock drills

All the **06 Clubs (Cultural, Sports, Literary, Photography, Adventure and Yoga & Meditation Club)** are very vibrant and proactively organize extension activities.

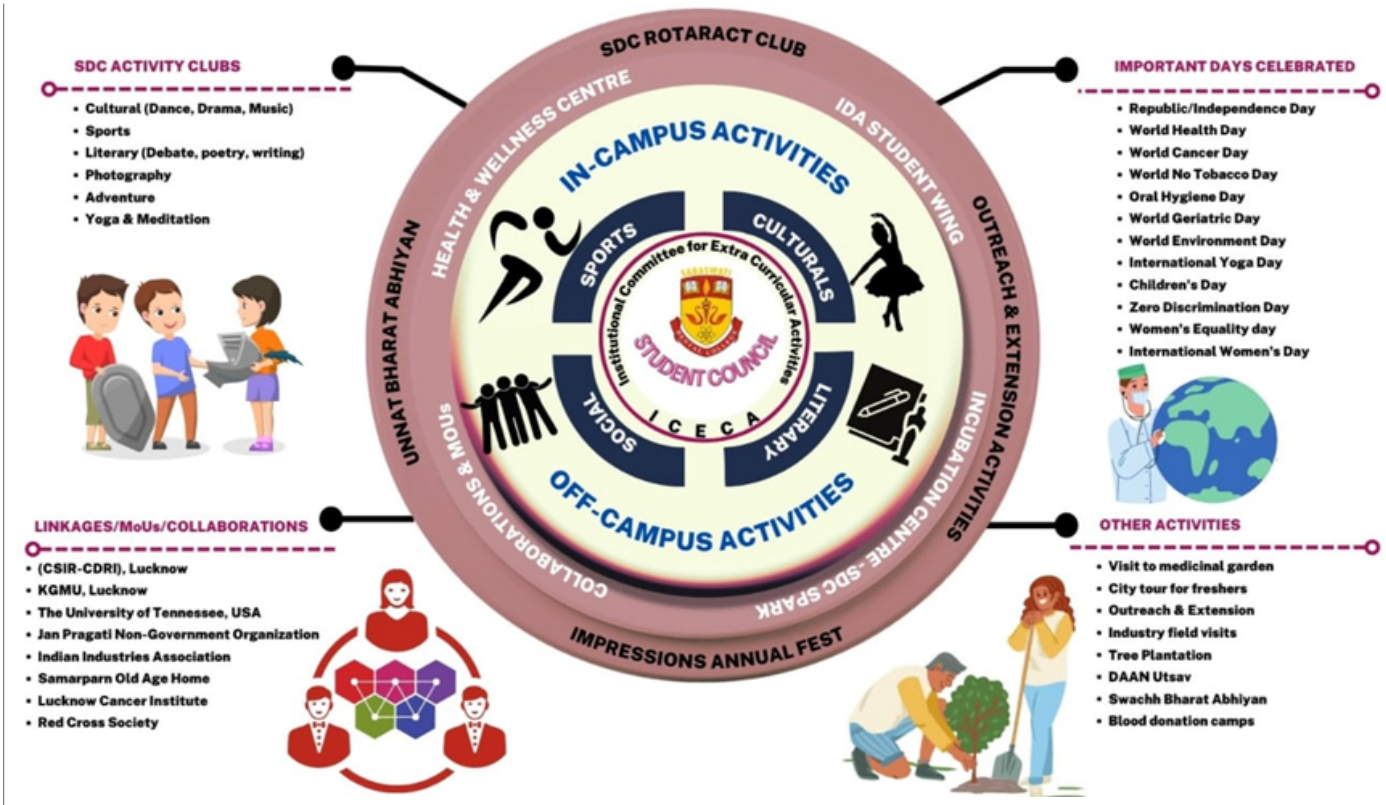
- **Sports Club** organizes indoor/outdoor sports events (cricket, basketball, table tennis, carom and athletics).
- **Literary Club** organizes debates, creative writing, poetry recitation, quiz competition, face painting, UG/PG seminar presentations, soap carving and book cover designing.
- **Photography & Adventure Club** nurtures artistic thinking, leadership and team work. qualities through photography competitions/field trips.
- **Yoga and Meditation Club** organizes sessions at SDC Wellness Centre for physical and mental well-being of participants. It encourages students to participate in International Yoga Day. Fully equipped Gymnasium in SDC wellness center facilitates physical exercises.

Annual College Week (Impressions) is organized by IECAC & SC (group/solo song & dance competitions, fashion shows, flash mobs and skits on social themes).

Students also participate in activities like:

- SDC&H is the **only dental college in Uttar Pradesh** to have "**Saraswati Rotaract Club"** part of **"Rotary International"** and **"Indian Dental Association Student Branch".**
- Institution has **adopted 5 villages** under **UBA** for promoting healthcare in rural areas (only dental institute to undertake such initiative in Lucknow) in which students participate in screening, educational and treatment camps.
- **Visit to collaborating research institutes of national/ international repute** (CDRI, IIT- K, LCI, KGMU and Sarkar diagnostic centre).
- **MADHUBAN medicinal garden** creates awareness among students on the use and application of medicinal plants & herbs and plants in health and disease.
- **Tree plantation drives** *under **SDC*** **Swachh Bharat Abhiyaan** to boost environment protection.
- **Health camps** in rural, semi urban areas, corporate and government organizations/ institutions to promote oral hygiene. **In the past five years, a total of 33510 patients: 31391 screened and 2119 were treated in collaboration with Saraswati Rotaract Club, Indian Dental Association (IDA) Student Wing, UBA and Red Cross Society.**
- Innovative entrepreneurial endeavors through **"SDC SPARK"**
- **Celebrating special days** as per calendar. https://sdcindia.ac.in/document/docsafe/202204070721223893.pdf
- **Zero Discrimination Day, International Women's Day and Women Equality Day** by **Women Cell** sensitizing students about equality at workplace **(20 programs conducted in last 5 years).**
- During COVID-19 pandemic, online cultural & literary events and awareness programs were conducted by SC.

These instill qualities like **good moral and ethical values, leadership, patriotism, dedication and self-confidence to become responsible citizens.**



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:

SDC&H has adopted **SPICES model**, and following **student-centric methods** are extensively used for **enhancing** the **learning experiences**:

Experiential Learning

- **Learning through Pre-clinical Exercises** and hands-on Practical Approach on mannequins, phantom heads, plaster models, cephalometric tracings
- **Learning clinical skills by doing treatments** on patients under clinical shadowing by the faculties through **Tell-show-do-replicate methodology**
- **Simulation training** through models
- **Special learning sessions** on advanced diagnostic imaging facilities
- **Exposure through Industry academia collaboration & field trips**
- **Community outreach and extension activities**

Integrated/Interdisciplinary Learning

- **Vertical** and **Horizontal Integrated** teaching
- **Evidence based interdisciplinary courses** and research projects
- **Interdepartmental discussions**
- **One of its kind and unique "Sleep Apnoea Unit" in the entire South East Asia**.
- Additional clinics viz. **Comprehensive/Integrated Clinic, Implantology Clinic, Geriatric Clinic, Tobacco Cessation Centre, Facial Rejuvenation & Aesthetic Clinic, Oral Cancer Detection Centre and Special Healthcare Needs Clinic**.

Participative Learning

Students participate in :

- Activities and **camps organized by "SDC Rotract Club"**
- Health camps for adopted villages under **Unnat Bharat Abhiyaan** (the only dental college to undertake **UBA- GOI initiative** and featured on their website)
- **IDA-Student Wing** events (**only private dental college in Lucknow to have this wing**)
- **"Inner Wheel club"** activities
- **Remedial classes** for slow learners
- **Library sessions for advanced & slow learners**
- **Tell-Show-Do-Replicate** methodology
- **Flipped classroom** sessions
- **Treatment of patients under supervision**

Problem Solving Methodologies

- **Evidence Based Problem Solving**
- **Out-of-the-box thinking** through **discussions and brain storming sessions**
- **Developing innovative ideas, analytical approaches and problem solving abilities** through chair side discussions, group discussions, case presentation/analysis and viva cards.
- **Witnessing live surgeries**
- **Blended teaching** methodology
- **Hindi and English classes** (for those with language problems)
- **Mentor-mentee interactions**

Self-Directed Learning

Students enhance self-learning by

- **Self-prepared Assignments/projects**
- **Attending seminars, webinars, conferences, workshops, CDEs** on contemporary professional subjects
- **Undertaking analysis and planning** for patient treatment
- **Using e-content/resources** developed by the faculty or purchased by the institute such as **SDC e-portal (Edufruit), MOOC platforms, EBSCO (e-books & e-journals), e-presentations, e-library/main dissertation, digital notes by Google classrooms and ZOOM**.

Patient Centric and Evidence-Based Learning:

Students gain knowledge through:

- **One-to-one close interaction** with the patient
- **Research** and **case studies** based on **evidence based data** and presented in conferences, workshops etc
- **Reading** and **referring published research articles and case reports** for diagnosis and management
- **Attending enrichment sessions** on **bio-statistics, research methodology** and **conducting systematic reviews** for learning **evidence based data analysis**.

Learning in the Humanities:

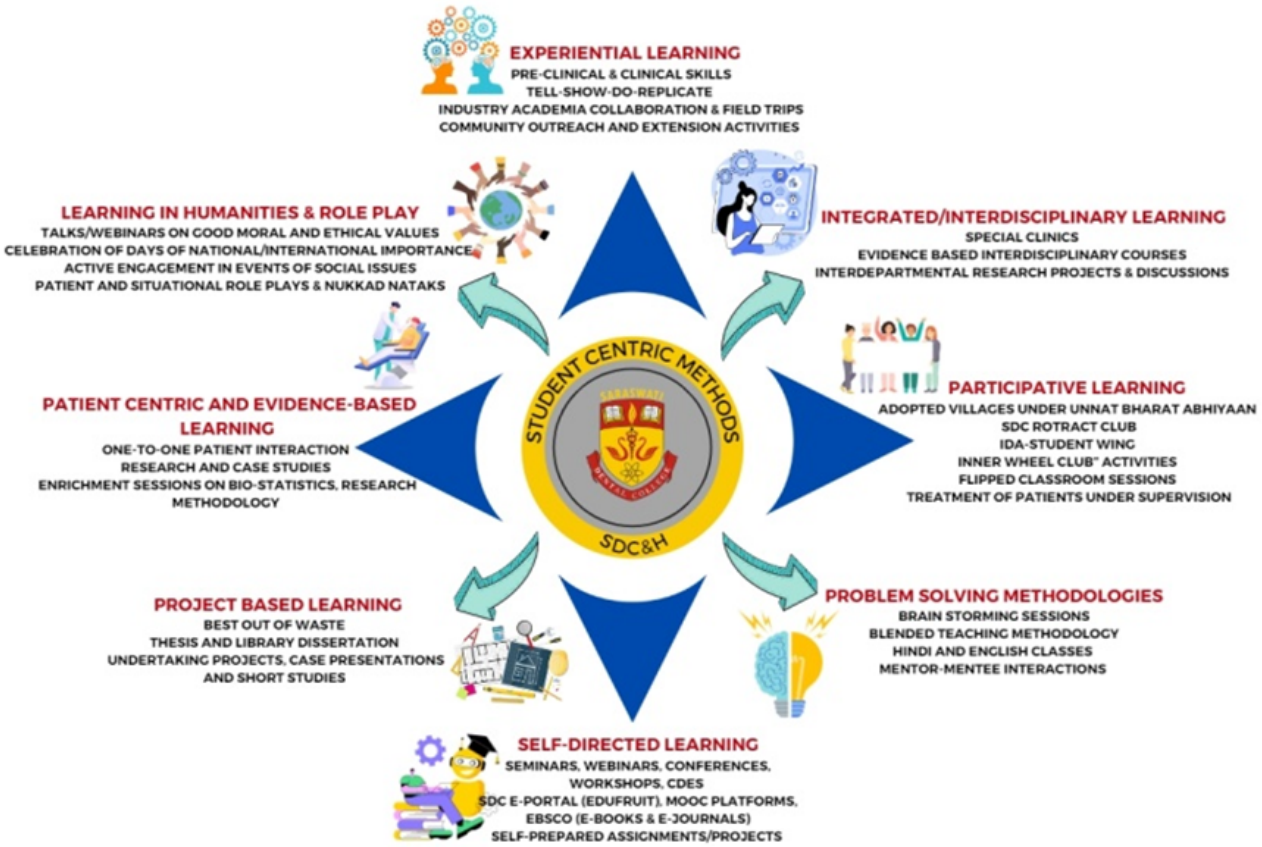
- **Student attend talks/webinars on inculcating good moral and ethical values** by eminent speakers
- **Active participation in social outreach** activities (health mela/diagnostic and treatment camps)
- **Participation in celebration of days** of **National/International/Institutional importance**
- **Active engagement in events concerning social issues** like **gender equality, gender sensitization, women empowerment** etc.

Project Based Learning:

- **Best-out-of-waste**
- **Thesis and library dissertation** work on contemporary topics of interest.
- **Undertaking projects, case presentations and short studies** which are **published** in reputed **National/International Journals.**

Role play

- **Patient** and **situational role plays** (for history taking & diagnostics, medically compromised patients , child psychology and ethical practices).
- **Depicting social messages** in **events** through n**ukkad nataks, short videos/documentaries, posters** and **rangoli.**



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

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

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

Response: A. All of the above

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

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

Response:

SDC&H utilizes l**atest ICT tools** for **high quality teaching** and **learning** across all programs. **National lockdown** due to **COVID-19 pandemic** was imposed on **23rd March 2020,** and the Institute **commenced online academic** and a**dministrative activities** w.e.f. **07.04.2020 assisted** by **ICT enabled tools** and **technology.** Additional innovative TL tools & technology have been **enhanced** during COVID-19 pandemic.

The institute has an integrated **IT policy** at all the levels of organization (governance, academics, research & patient care).

The **institutional website** is highly versatile & dynamic, also incorporates blogging and AI features which is accessible to anyone, anywhere, anytime (https://www.sdcindia.ac.in/).

Interactive Smart Board (ISB) & LCDs - SDC&H is suitably equipped with ISB in all the classrooms (ViewSonic Model 6550, 65", USA). The main features of the ISB includes HD resolution, touch screen, myViewBoardTM Annotation Software, ViewBoard Cast Content Sharing Software, Lecture Capturing Software, SmartPort USBTM, ViewBoard Cast Streaming Software and content creation. https://www.viewsonicglobal.com/public/products_download/user_guide/IFP/IFP50-3/IFP50-3_UG_ENG.pdf?pass

Other ICT Tools - Classrooms & seminar rooms also have LASER Projectors, LCD/LED display screens, camera, multimedia, fixed & cordless microphones, speakers and high speed internet. Facility of live streaming from operation theatres also exists. These facilities allow teachers to effectively and smoothly impart ICT enabled teaching learning practices.

MOOC Platforms and e-content Resources – Optimal use of ZOOM (500 capacity), Google-Meet,

Google Classroom, SDC YouTube, WhatsApp for imparting blended learning especially during COVID-19. Faculty and students utilizes various MOOC platforms for effective e – teaching and learning (SWAYAM, Coursera, edX, FutureLearn, Udemy, WHO etc.) https://www.sdcindia.ac.in/page/sdcecorner

e-library - Library is automated (LIS-SDC) and provides e-content/resources through

EBSCOhost online research platform. Remote access is also provided to users through designated username & password. It has modern computers, LAN, high speed internet, Wi-Fi, reprographic machines, scanners, barcode reader and laser printers.

Departmental ICT Equipments - Intel CORE i3/i5 enabled system with printer, high speed internet connection and LAN for real time data sharing, ICT enabled seminar halls,

ICT Cell is equipped with latest computer systems with softwares, printers, scanners and high speed internet. During COVID-19, when the institution was closed, this cell was instrumental in smooth and effective delivery of the TLE process.

Patient Management Software - Institute follows **minimal paperless policy** for the management of patient records through **HIS-SHRC** and **e-SDC 1.0.1 software** which gives students a real time learning experience.

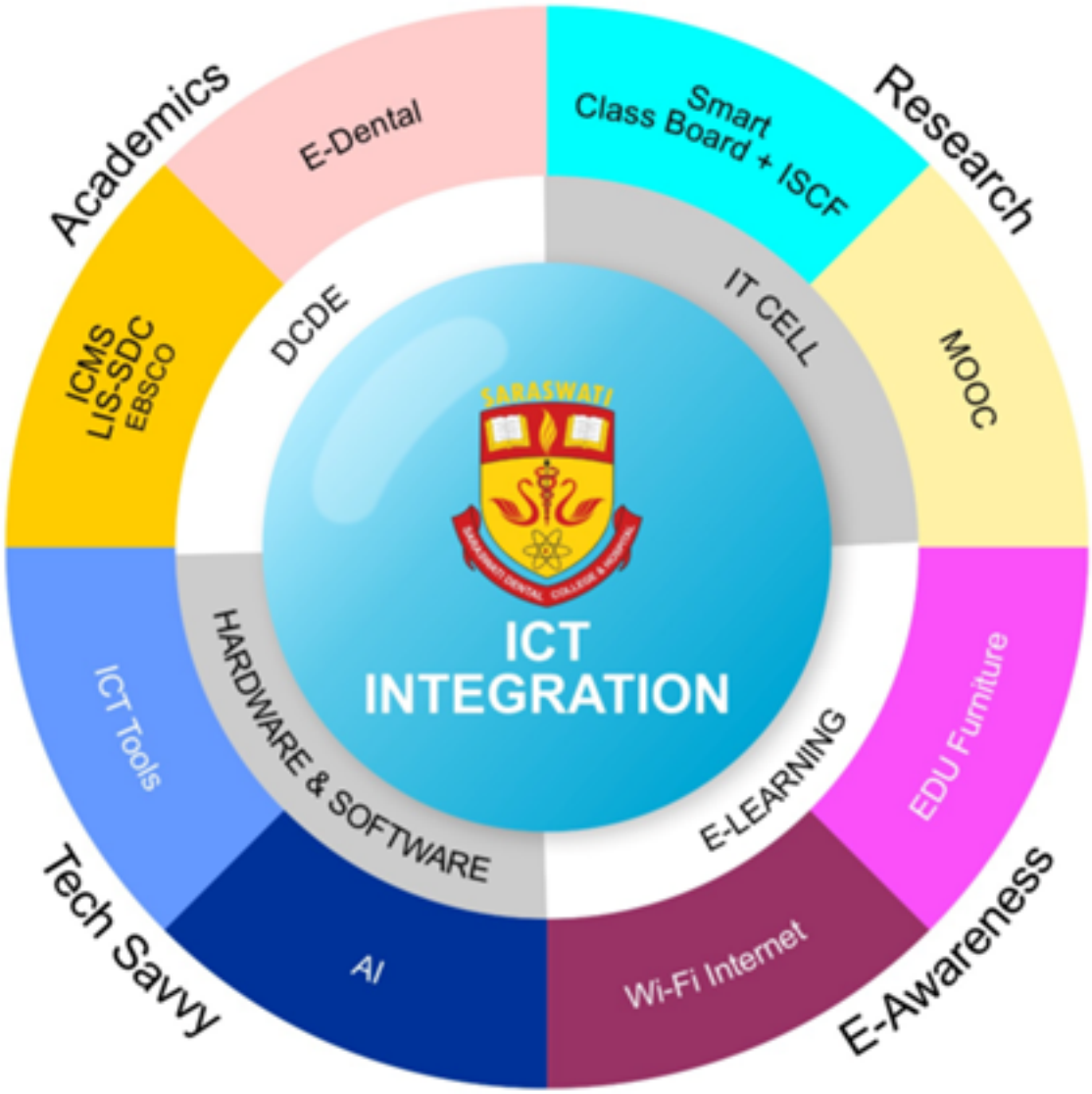
e-Dental Education Devices & Software – Dental chairs with LCD screen & sensor, operating, pentahead and stereo-microscopes with HD camera & morphometric software, RVG, digital extra oral X-ray, Dolphin software and QR code assisted museum.

e-Portal (Edufruit) - Software developed by SDC&H for **TLE process** which keeps the students and faculty updated and informed 24x7 regarding various academic information.

High Speed Wi-Fi & Internet - The institute has **1GBPS** lease line with **36 Wi-Fi hotspots** making the entire institute Wi-Fi enabled.

Other Facilities

- IT Department
- ICT enabled video conference room
- Tele-conferencing/Tele-dentistry Studio
- ICT enabled Auditorium
- SDC e-feedback
- 100% of the faculty are utilizing ICT enabled tools and technology for effective teaching and learning.



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: 7:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 81

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
Any other relevant information	View Document

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

Response:

The institution lays extreme emphasis to foster creativity, analytical skills and innovations among the students through academic, research and beyond classroom activities.

CREATIVITY

- **Model, poster making and table clinics** - Students are encouraged to participate in such activities especially on important national/international/institutional days (https://sdcindia.ac.in/document/docsafe/202204070721223893.pdf) assist in enhancement of museums and competitions (Best-out-of-waste, face painting, soap carving, rangoli, photography).
- **Preclinical exercises** nurture creativity through 3D wax carving, teeth setting and acrylic buildup, appliances through wire bending and tracings.
- **Research Projects, library dissertation, thesis, short studies, presentations** in national/international conferences & conventions, publication in peer reviewed institutional (AJOHAS) and national/ international journals including SDC bulletin.
- **Student participation in student council, college week, 06 hobby clubs** in cultural & extra-curricular, sports activities which provide platform for self-learning, creativity and innovation.
- **Participation in Outreach/extension activities** during camps and in collaboration with **Unnat Bharat Abhiyaan, Red Cross Society, SDC Rotaract Club and Student IDA wing.** Students perform in role plays, nukkad nataks on burning social issues.

ANALYTICAL

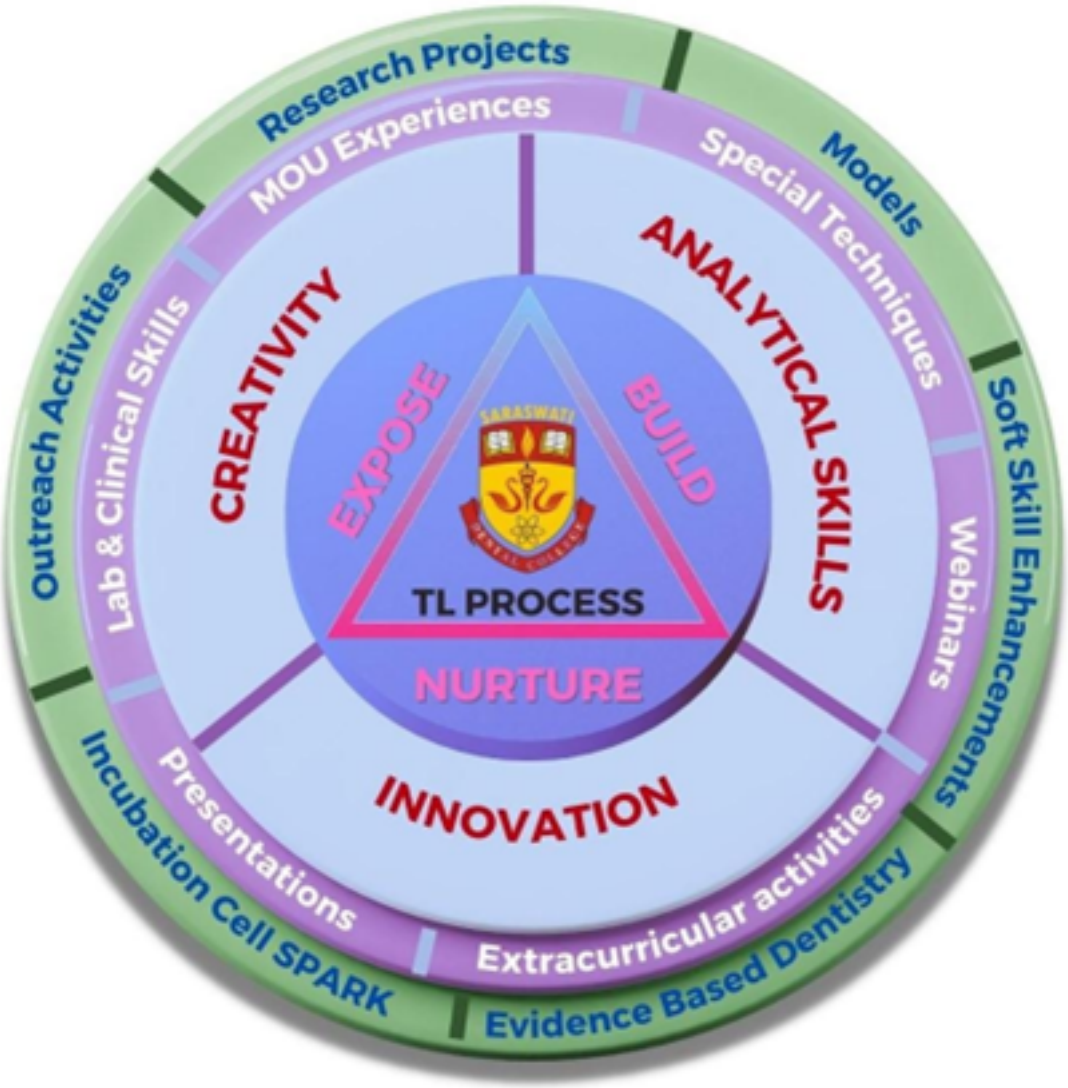
- Students are exposed to and practice **"Tell-Show-Do-Replicate"** methodology, flipped classroom, blended learning, **problem based learning, experiential learning, integrated/ interdisciplinary learning, problem & evidence based learning.**
- Student participation in **general clinics** and **09 specialized clinics** (implants clinic, geriatric clinic, tobacco cessation clinic, facial rejuvenation clinic, esthetic clinic, oral cancer detection clinic, sleep apnoea clinic, special health care needs clinic and comprehensive clinic).

- Participation in **student exchange programs** and **MoUs/ linkages** (institutes of national repute-CSIR-CDRI, CSIR-NBRI, KGMU, cancer hospital, specialized and diagnostic laboratories).
- Exposure to professional **interdisciplinary, value added and add-on programs, workshops, CDEs, certificate courses, e-learning resources, software and simulation based learning.**

INNOVATION

SDC&H promotes the culture of a robust eco-system for **innovation and entrepreneurship** among students.

- Annually IRDC accepts applications from PG students for innovative ideas for research on contemporary topics with maximum scientific value. The most interesting ideas are encouraged through research and published in reputed national & international journals.
- Students are regularly guided by research guides and co-guides in their **innovative endeavors** in collaborative/independent research empowered with research and ICT facilities, laboratories and seed money (departmental/institutional level).
- Students utilize institutional **MoUs/collaborations/linkages** with reputed national/international institutions like IIT(K), KGMU, CSIR-CDRI, Sanford & Tennessee Universities as well as NGOs to get innovative exposure during their independent/joint entrepreneurship/research. Active liaisoning with NBRI-CSIR, Birbal Sahni Institute of Paleo-sciences, LCI, SIPS etc., for research and multiple short-term skill enhancement modules helps innovative endeavors of students.
- Students attend innovative programs on **college to career, practice enhancement,** financial management and hands-on experience on **Patient Management Software,** repair and maintenance of dental chair through **SDC SPARK** (estd. 2019**) which introduces** novice dentists to professional ecosystem for creative thinking and innovation.
- **SDC SPARK** also supports transforming creative ideas into **IPR.**
- Students also actively **interact with dental company** representatives learning about new devices, innovative products and emerging trends.
- Students are exposed to **emerging domains of dentistry** like dental implants, LASERs, rotary and micro-dentistry, aesthetic dentistry, sleep apnea, geriatric dentistry.
- Students interact with **national/international experts and distinguished alumni** to enhance their outlook & experience.



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
Any additional information	View Document

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

Response: 24.35

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
25	26	24	23	24

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
Any additional information	View Document

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

Response: 10.83

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

Response: 899

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

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
83	81	143	111	109

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
Any additional information	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: 3.5

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
01	01	06	10	02

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:

Yes, the institution prepares its **Academic Calendar** following the guidelines of the **DCI** and **Dr. Ram Manohar Lohia Avadh University**.

- It is essentially a comprehensive compilation of the **complete teaching learning schedule** for the **upcoming academic session** with schedule of **internal assessment/examinations**. It also includes details of **college week, institutional holidays/ summer and winter break etc,** hence acting as a reference diary of activities for the benefit of stake holders.
- It is prepared at the **beginning of each academic year** by taking consent from **IQAC, Institutional Examination and Academic Committee (IEAC), Dean PG and Dean UG**.
- The Principal, HODs and respective in-charges of various offices collectively play a crucial role in **implementing** the **Academic Calendar**.
- The **academic calendar** is **circulated** among all stake holders, **uploaded** on **Edufruit (SDC e-portal)** and is also displayed on the **institutional website**. (https://www.sdcindia.ac.in/page/calender)
- The **progress** of the academic activities is **closely monitored by IEAC** and changes (if any) are incorporated only after due diligence, consideration and under exceptional circumstances after taking opinion of all concerned.
- **SDC&H Examination Manual** was prepared by IEAC in 2014 which was further revised in the year 2018 and 2020.
- The institute utilizes **CCTV cameras** in examination halls, **multiple examiners, flying squad & invigilators** and a **time bound robust grievance redressal system** ensures that Continuous Internal Evaluation (CIE) is **transparent and impartial.**
- The HODs discuss with their department faculty, in various meetings any suggestion or advice regarding the status of the syllabus and other academic activities so as to ensure completion within the stipulated time.
- A **detailed teaching schedule** is made for the entire year at the start of the session.
- The **academic and clinical programs/sessions** are **planned well in advanced**.
- Number and topics of lectures are allotted to all the faculties as per **New Work Schedule (NWS).**

- **Evaluation** of students is done through **Continuous Objective Assessment Tools (SDC COATs)** and **Continuous Performance Assessment (CPA)** at **institutional and departmental levels**. The institute also ensures that the **Learning Outcomes (generic and program specific)** are in consonance with the **Graduate Attributes (GA).**
- SDC&H further ensures **transparency** by evaluating the students during **summative and formative assessment**. **Formative Assessment** is done in **three internal assessments** along with **class tests, MCQ based examination, open book tests, viva cards, OSCE/OSPE etc.** Evaluation of students in **interdisciplinary**, **value-added courses/ add on courses** are also taken into consideration while making the results.
- This ensures students gets **multiple opportunities** to **improve their performances**.
- **Summative assessment** is done by the university at the end of each year which also takes into consideration the results of formative assessment.
- **Feedback** on the **conduct of the examination** is taken and which forms the basis for further amendments by IEAC.
- During the **COVID-19 lockdown**, SDC&H **modified** its teaching, **learning and evaluation (examination) methods** to **blended and online modes** utilizing **ZOOM, Goggle Classroom, Goggle Meet, Webex etc.**

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

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

Response:

The institution has a **SDC&H Examination Manual (SEM)** comprising of **rules, regulations and procedures** related to all **examination processes** and which ensures **transparent, time-bound & efficient** way to deal with **grievances** related to examinations as per the guidelines of the regulatory authorities (DCI and University).

Mechanism ensuring unbiased/impartial conduct of examinations with effective grievance redressal is enumerated below:

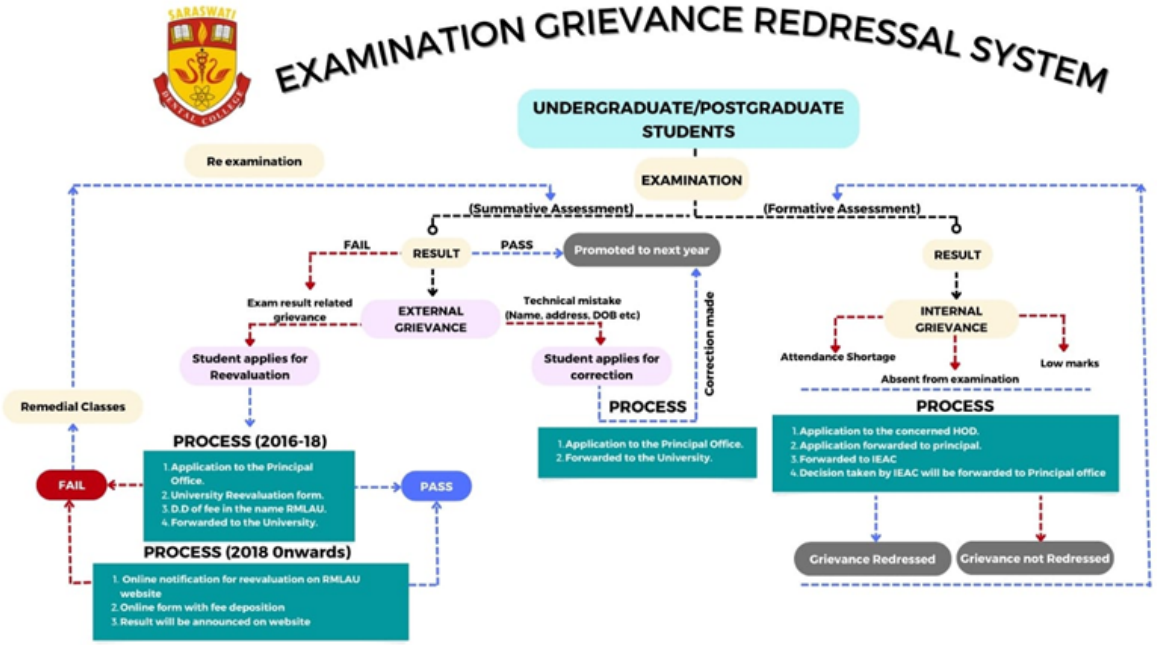
Formative Examination (CIE)

- **Internal examinations** are conducted under the aegis of **IEAC**. The Principal appoints a **Superintendent-in-Chief, Examination Superintendent, Chief Examination Coordinator, Examination Coordinators, invigilators, flying squad** consisting of senior professors and supporting staff to monitor the examination process. These examinations are held under **strict CCTV surveillance**.

- **Question papers** are prepared by the **subject in-charge** in **consensus with Head of the department** who ensures that the **question paper** is **relevant, clear, concise, purposeful, stimulates thinking and is time bound**. **Sealed & tamper proof** envelopes containing question papers are handed over to IEAC.
- The **evaluation** of **Internal Examinations** is done by **multiple methodology** to **eliminate evaluator bias**.
- **Grievances** of students regarding shortage of attendance, absence on the day of examination, discrepancies (if any) in the marks (overall totaling) etc., are intimated to the concerned HoD through an application by the student. If found genuine, the HoD forwards it to the Principal, who in turn forwards it to the IEAC for recommendations. Based on the authenticity of the case, IEAC may suggest **appropriate action and redressal** of the grievance after due discussions with concerned HoD and Principal to the best satisfaction of the student i.e., **access** to the **answer script, provision of retotaling and re-assessment** within a **strict time frame of six working days.**

Summative Examination

- **Question papers** for the University examinations are prepared by **two senior faculty** of the concerned specialty. **Random selection of the questions** from the **two question papers** is done at the University level, and final printed question papers are sent to the concerned institute by the University in a confidential & sealed leak proof envelope having multi-level protection. The University examination answer scripts are also **CODED** to **eliminate bias**.
- Examinations are also conducted under **strict CCTV surveillance** and the **recordings are sent to the University** whenever sought. These examinations are also conducted under the aegis of IEAC wherein, Principal appoints a **Superintendent in-Chief, Examination Superintendent, Chief Examination Coordinator, Examination Coordinators, invigilators and supporting staff. Flying squad and Observer are deputed by University**. The observer oversees the entire examination process.
- University examinations **results** are **uploaded on their website** and the students are also **notified through the Principal office**.
- **Examination related grievances** are addressed at the **University level**. Students are assisted by the institute for **re-evaluation/re-totaling** of answer papers by submitting a DD of INR 300/subject through the institute to the University. After 2018, students are required to fill and submit an **online re-evaluation form**. University appoints senior subject faculty for re-evaluation/re-totaling which is **kept confidential** and the **results are declared within a time frame of one to two months**. **University re-examinations** are held every **six monthly**.



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:

Institution has a **dynamic, transparent, secure and technology driven examination system** in **accordance** with its **academic calendar**. **SEM** is **periodically amended** as per directives of the governing bodies.

Examination Procedures

- All **examination related activities** are held under **CCTV surveillance.**
- **Strict compliance to SEM** is followed by the IEAC and all the departments.
- Evaluation of students is done through **SDC COATs** and **CPA.**
- **Question bank** facility is available in all the departments and in central library.
- **Dates of examinations** are **promulgated** through **academic calendar** and **notifications**.

- **University examination dates** are **promulgated** to all students through **University website** and **notifications (notices and WhatsApp).** Students register themselves **online** to pay **examination fees**. After processing, the **admit card** can be **downloaded** from the **University website**.
- **Question papers** are set in accordance with the governing bodies and IEAC guidelines.
- **CIE - sealed & tamper proof envelopes** containing question papers are handed over to IEAC.
- **University examination question papers** are sent to the examination center in a **confidential & sealed leak proof envelope** having multi-level protection**.**
- Examination papers are **opened** in the **presence of Superintendent-in-Chief, Examination Superintendent, Chief Examination Coordinator, Examination Coordinators and Invigilators** who also monitor the smooth conduct of examinations.
- **Flying squads** are deputed and examinations are held under **strict CCTV surveillance**. **Recordings** are sent to the University whenever sought.
- **Bar-coded answer sheets** are also provided to the students.
- Practical examination and viva voice is conducted by **two examiners**.
- **OSCE/OSPE, open book, open questions, MCQs, structured viva cards, mock exams** and **assignments** are introduced for evaluation.
- **Robust malpractice prevention, grievances redressal & appeal mechanisms** are in place.

Processes integrating IT

- **Dissipation of examination dates** through **website, e-notices and WhatsApp group.**
- **Online filling of examination form**.
- **Online generation** and downloading of **admit card** from the university website.
- **Secure delivery of question papers.**
- Utilization of **OMR** and **Barcode technology** in **answer sheets**.
- **Online evaluation of answer scripts.**
- Marks are displayed on **Edufruit.**
- **Online application** for **re-evaluation/totaling** of **answer scripts**.
- **COVID19 Pandemic**: Effective utilisation of **institutional website, Edufruit, WhatsApp groups, Google classroom, ZOOM, Google meet etc.** and **blended mode.**
- **Video conferencing, telemedicine** and **teledentistry.**

Competency-based Assessment

- Institute has adopted **innovative assessment system** to build and enhance skills, **knowledge, clarity** and **abilities of students** which are defined as **GA**.
- These assessments are done through **assignments (self-learning), problem-based learning, evidence-based learning, case presentations, seminars, journal clubs** and **pedagogy, pre-clinical exercises** and **simulation labs.**
- Assessments are also done during **value added, add-on, interdisciplinary programs/courses.**

Workplace-based Assessment

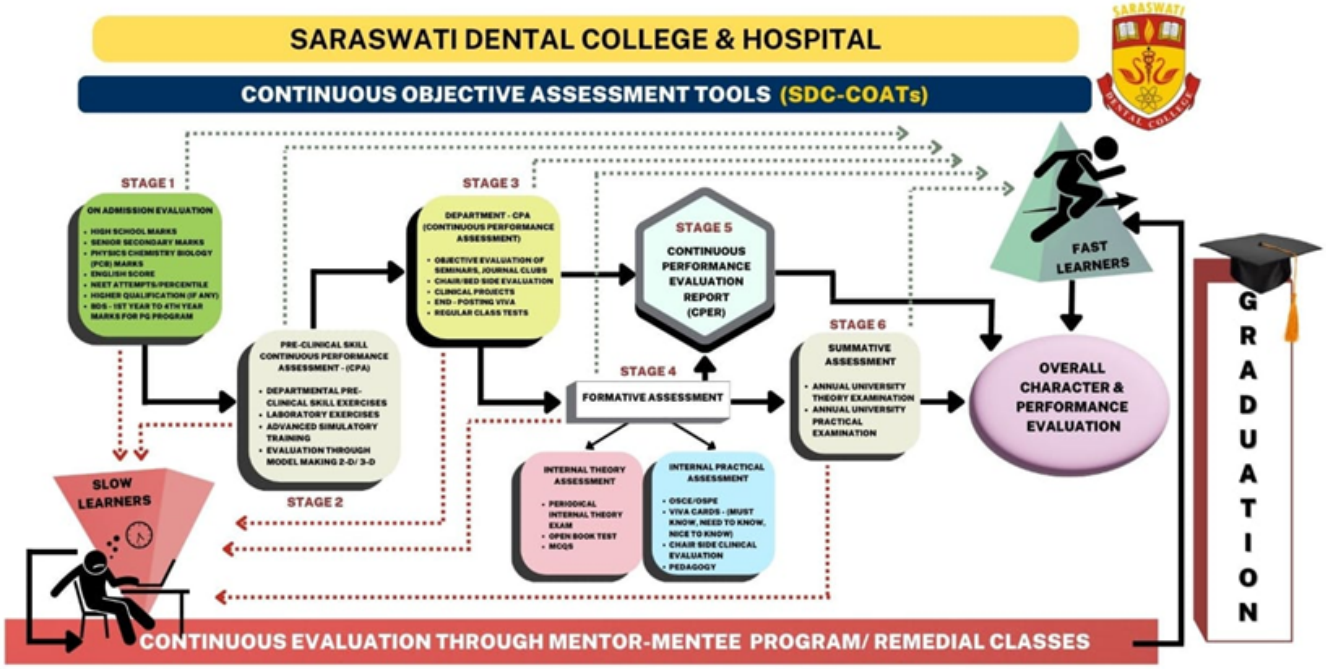
- **Chair side & bed side clinical assessments** of students are done in clinical departments during patient care and services.
- **Tell-Show-Do-Replicate** methodology is used in clinical setting.
- **Holistic assessment of competency** through **chair side viva, case discussions, end postings** and **feedback.**

Self-assessment

- Self-assessment by students **boosts their confidence** and **enhances their professional skills**. This is achieved through **question bank(s)** and by **conducting open book tests, open question test, self-checking of answer scripts, assignments** and **presentations.**

OSCE/OSPE

- Institute has adopted and is extensively utilizing **OSCE/OSPE** during **summative** and **formative assessments.**
- **Well-structured checklist** is documented in all departments.



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:

Yes, the institute has a well-structured **09 Learning Outcomes LO (06 Generic & 03 Program Specific Outcomes [PSO])** which are **aligned** with **10 Graduate Attributes (GA)** based on the guidelines of the Governing bodies for both the programs (Undergraduate & Postgraduate). **LO & PSO** and **GA** are also **mapped** (**curriculum mapping**) for both the programs and evaluated through **CPA and SDC-COATs**.

The LO & PSO are derived based on:

- Stated Vision & Mission
- Defined Graduate Attributes (GA)
- Undergraduate and postgraduate programs
- Current & future local, national & global needs and emerging issues
- The LO, PSO and GA are an integral component of curriculum/ syllabus designing, development and delivery. Under the guidance of the Principal, their implementation and close monitoring is executed by Vice Principal, Dean Postgraduate studies, Dean Undergraduate studies, Heads of the Department and IEAC.

Newer methods of **student centric teaching & learning** have been **introduced** (**SPICES** and **BLOOMs Taxonomy Model**) to achieve **LO & PSO** for both the programs **i.e. blended learning, flipped classroom, simulation based learning, experiential learning, interdisciplinary learning, participatory learning, problem & evidence based learning, self-directed learning, patient-centric learning, morals & ethics, project-based learning, role play etc.**

Effective communication of LO & GA to all the stakeholders is done through the following:

- Institutional Website https://sdcindia.ac.in/document/docsafe/202212290137526887.pdf
- Notice boards-various locations in college, library, girls and boys hostels.
- Signage at strategic locations
- LMS (Edufruit)
- Students e-Handbook
- Undergraduate orientation programs (institutional and departmental level)
- Clinical interactions.
- Mentor-mentee interactions
- Evaluation of students is done through SDC COATs and CPA at institutional and departmental levels. The institute also ensures that the LO (generic and program specific) are in consonance with the GA.
- Value added, add-on, interdisciplinary programs/training/workshops.
- Field visits, outreach & extension activities (community postings) and industry-academia interactions.
- Need based one-to-one counseling sessions.

Stated Learning Outcomes (Generic LO & PSO) for both the programs are as follows:

- LO-01: General Skills
- LO-02: Practice Management
- LO-03: Communication and Community resources
- LO-04: Patient Care – Diagnosis
- LO-05: Patient Care – Treatment Planning
- LO-06: Knowledge about infection and cross infection in dentistry
- PSO-01: Knowledge
- PSO-02: Attitude
- PSO-03: Skills

Assessment/evaluation is done under 06 stages (on admission, pre-clinical, departmental, formative assessment, summative assessment and continuous performance evaluation)of Continuous Objective Assessment Tools (SDC-COATs) which are stated as follows:

- Continuous Performance Assessment (CPA) at each stage
- Summative assessment
- Formative assessment- Blended learning, MOOC platforms, group activities, end posting viva, class tests, MCQs, open book tests, open question test, chair side discussions, self-checking of answer scripts, make-up assignments, remedial classes and presentations.
- Continuous Performance Evaluation Report (CPER)
- Mentor-Mentee Program

The **curriculum is mapped** to modules of BDS/MDS program for **attainment** of **learning outcomes**. The faculty uses **best teaching modalities** such as **didactic learning, problem-based learning, and evidence-based learning, blended and Flipped classroom learning, role play.**

This has **enhanced** the **professional knowledge, practical/clinical acumen, cognitive skills, employability quotient, global competitiveness, compassionate attitude, overall capability and high moral & ethical values**.

File Description	Document
Link for relevant documents pertaining to learning outcomes and graduate attributes	View Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	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: 96.04

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
118	116	105	127	120

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

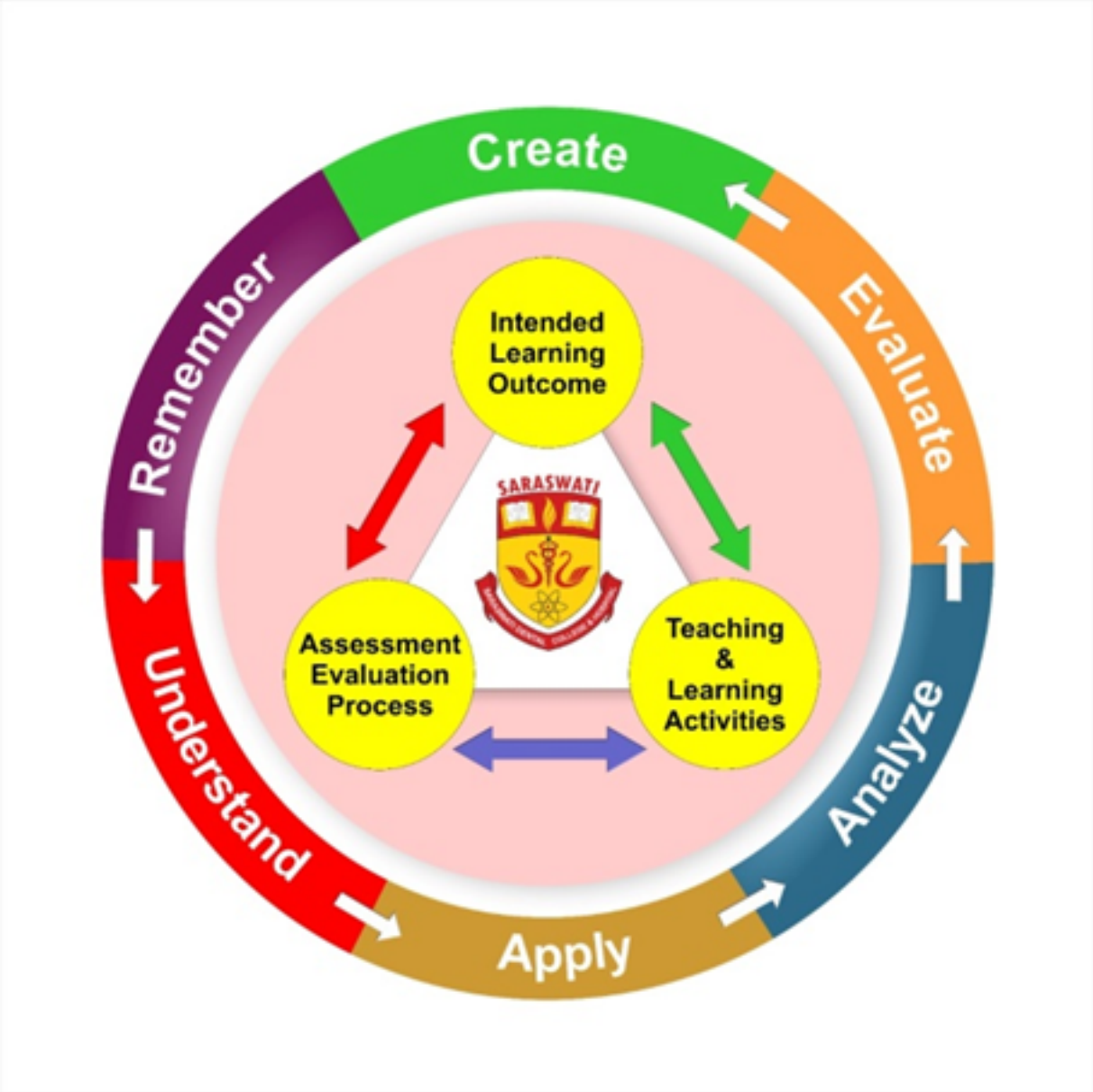
2021-22	2020-21	2019-20	2018-19	2017-18
122	120	112	132	124

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	View Document
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years	View Document
Institutional data in prescribed format	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	View Document

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

Response:

SDC&H has adopted the revised **Bloom's Taxonomy Model (remember, understand, apply, analyze, evaluate and create)** which had assisted the institute in **establishing a link between teaching, learning and assessment processes** with the **stated Learning Outcomes (LO).**



Alignment of Teaching & Learning with Stated Learning Outcomes

- The institute has **adopted** the **curriculum** prescribed by its **governing bodies (DCI & University)** which is further **disseminated to the students** through the **syllabus** and **teaching plans.**
- The institute has a **well-structured 09 LO (06 Generic & 03 PSO)** which are aligned with **10 GA** for both the programs (Undergraduate & Postgraduate).
- The institute has adopted **SPICES model** (**student centered; problem-based learning; integrated teaching; community-based; electives and systematic)** for **innovative curriculum designing, development and delivery.**
- A **novel innovative student centric teaching & learning methodology** has been introduced (classrooms/pre-clinical/clinical settings) to achieve LOs & PSOs for both the programs i.e., **blended learning, flipped classroom, simulation-based learning, experiential learning, interdisciplinary learning, participatory learning, problem & evidence-based learning, self-directed learning, patient-centric learning, morals & ethics, project-based learning, role play etc.**
- Students are encouraged to participate in various **outreach/extension programs (field visits, industry visits, community postings)** conducted in association with various **Government & non-**

Government organization/bodies and **linkages/MoUs** with reputed regional/state/national institutions which assist students in achieving the desired and defined LOs and PSOs.
- Based on the **student feedback**, **interdisciplinary, value added and add-on programs** have been **introduced** in the UG and PG curriculum to achieve the stated LOs.
- **LO & PSO** and **GA** are also **mapped (curriculum mapping)** for both the BDS & MDS programs.
- **Curriculum Mapping** is also done to align teaching strategies with LOs, and to check for **unnecessary redundancies, inconsistencies, misalignments, weaknesses and gaps in the LOs.**

Alignment of Assessment Processes with Stated Learning Outcomes

Assessments/evaluations are aligned with the stated LOs, which are performed over a total of **06 stages i.e., on admission, pre-clinical stage, departmental level, formative assessment, summative assessment and continuous performance evaluation** under the gambit of **"Continuous Objective Assessment Tools (SDC-COATs)".**

These different methods of assessments/evaluations are enumerated below:

- **Continuous Performance Assessment (CPA)** at each stage
- **Summative assessment** – University theory & practical examinations
- **Formative assessment**- Blended learning, MOOC platforms, group activities, end posting viva, class tests, MCQs, open book tests, open question test, chair side discussions, self-checking of answer scripts, make-up assignments, remedial classes and presentations
- **Continuous Performance Evaluation Report (CPER)**
- **Mentor-Mentee Program**
- Students undergoing **clinical internship** are evaluated through continuous performance evaluation attached in their manuals.

Based upon the **feedback** received from the students, the **assessment/evaluation process** is **innovatively upgraded** from time-to-time. These are effectively communicated to all the stakeholders through the Institutional **website, notice boards, signage, LMS (Edufruit), students e-handbook, orientation programs, one-to- one, clinical interactions and mentor-mentee interactions.**

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:

Response

Yes, SDC&H has a **robust mechanism** for **Parent Teacher Interaction** through **PTM, follow-up action,**

remedial measures and for **overall outcome analysis** which are conducted annually for both BDS and MDS programs across all years. This **annual Parent Teacher interaction** is held under the umbrella of **ICECA and ISPWC**.

Planning & Conduct of PTMs

- The SDC&H has carefully devised '**two levels of interactions**' with parents of students. At the **teacher level**, the mentor interacts with parents as and when required based on experiences of interactions with mentees during the mentor-mentee program. At the **institutional level**, PTM is organized for close interaction of authorities with parents/guardians. The parents are informed with sufficient time in hand to allow them to prepare a visit accordingly.
- The mentors keep a **record of progress of their mentees**, their attendance, marks of the internal assessments, etc. for updating the parents about their wards. Complete information of the student's attendance, performance etc. is **communicated to his/her parents** so they can keep a watch on the **academic** and **extracurricular activities** of their ward.
- The parents are also updated about the **slow learners** who would need **home support** and **guidance**. The parents of slow learners are **counseled** for providing **positive atmosphere at home for learning**. The institute believes that to make a child successful proper coordination between the faculty and parents is essential. Keeping this in view, **SDC&H promotes parents contribution in the making the career of their child.**
- The **annual PTM** helps to **build strong relationships** among **parents, teachers** and **students** apart from **instilling confidence** and **faith** among visitors.

During the **COVID-19 lockdown**, such interaction was held on **ZOOM platform (500 participants)** and was well attended by large number of parents/guardians. The program schedule of the online PTM along with agenda points was communicated to all the parents well in advance.

Outcome Analysis

- Over the years, the Institute has **witnessed whole hearted participation** and **positive contribution** from **parents/guardians** in the PTMs resulting in **positive impact** and **encouraging outcomes**.
- **One-to-one interaction** between the **parents/guardians** with **faculty** of various departments has helped them to understand regarding the **progress of their wards** and **any concerning issues**. Continued interactions with parents have resulted in building up of **mutual trust** and **admiration** between parents/guardians and the authorities of the institution.
- PTMs have greatly helped in establishing **cordial relationships** among concerning stakeholders.
- Concerns of parents/guardians had included, support for NEET preparation, hostel security, transport facility and extra-curricular activities.
- During PTM interactions, **suggestions made by parents** are recorded in the form of **feedback** and are **prioritized** on **need basis** by the ICECA, and forwarded to the principal for necessary action.
- As part of the **remedial action**, all points needing attention are discussed in detail with concerned HODs, Institutional Committees and the MC. Necessary directives on all decisions are received from MC and disseminated to concerned personnel. They are **implemented** based on priority and plan of the institution keeping the interest of the student in mind.

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: 3.45

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: 19.17

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
22	20	21	20	18

File Description	Document
Institutional data in prescribed format	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: 28.98

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
30	24	43	30	24

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
Any additional information	View Document

3.1.3 Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 5

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
3	1	1	0	0

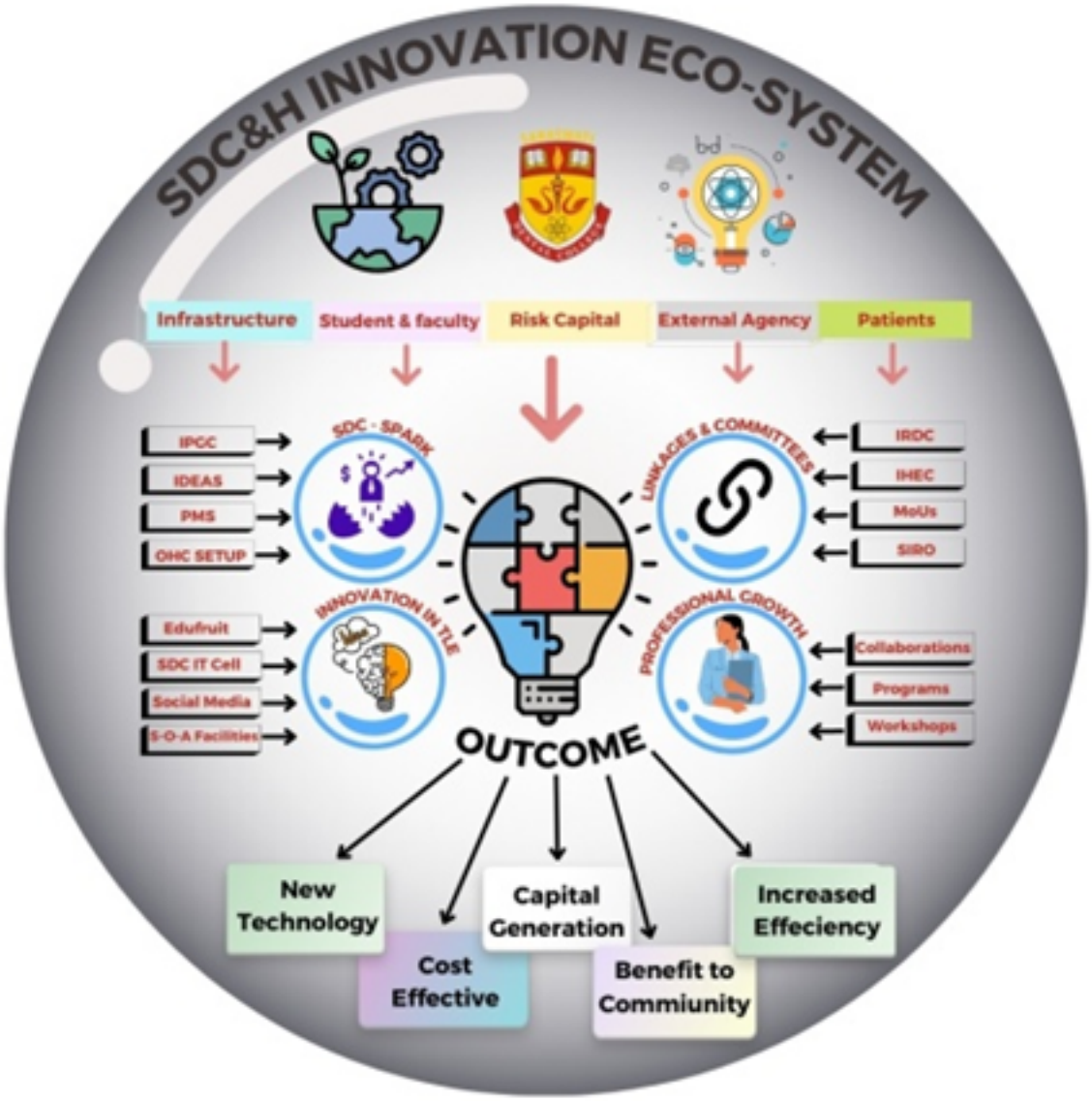
File Description	Document
Institutional data in prescribed format	View Document
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	View Document

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:

Yes, the Institute has created an **ecosystem for innovations** including **Incubation Centre (SDC SPARK)** and has taken various initiatives for **creation** and **transfer of knowledge.**



Ecosystem for Innovations

SDC&H has taken various initiatives to **foster the culture** of a **robust eco-system** for **innovation, incubation** and **entrepreneurship** in **pursuance to its Vision and Mission.**

- **Atmosphere for Out of the Box Thinking**: SDC&H has created an **environment** for **creation** and **nurturing of new ideas** at all levels. Undergraduate students are **oriented** towards the **research** and they are **assisted** to **undertateke studies** and **present** it in various **National and Internal conferences.**
- Students and faculty are well exposed to case discussions/presentations, short studies, seminars & JCs, webinars and CDEs including research projects to stimulate lateral thinking, out of box solutions and creative decision-making.
- **Supporting Innovative Endeavors**: Institute motivates & promotes students and faculties to pursue their innovative endeavors in collaborative/independent research by facilitating them sufficient autonomy and empowering them with existing research and IT infrastructure including laboratories and seed money granted at Departmental & Institutional Level. Additionally, external organizations also financially support such endeavors.
- **Developing Linkages**: MoUs/Collaborations with reputed National/International Institutions like

IIT(K), KGMU, CSIR-CDRI, Sanford & Tennessee Universities and NGOs provide exposure to budding entrepreneurs/researchers.
- **Beliefs and Ideologies:** Institute promotes self-motivation and makes student believe in themselves and instill positive ideologies- Take a Leap, Failure Builds Creativity, Focus on Goal and Work Hard Dream Big.

These components are robustly enmeshed into the curriculum through our GA positively impacting the LO.

Incubation Center (SDC SPARK)

SDC SPARK (estd. 2019) is ICT-Enabled which promotes all the **three facets** discussed above including **entrepreneurship, innovation** and **research**. It introduces novice dentists to a professional ecosystem for **creative thinking**. Institutional Placement and Guidance Committee (IPGC) coordinates activities of "SDC SPARK".

Efforts taken by SDC SPARK & outcome:

- Supports transforming creative ideas into **IPR** (**7 patents** published) and publications (**221 papers published/ faculty** in **Web of Science/PubMed/ Scopus/UGC-CARE list**)
- Felicitate ISJPC for publishing **SDC Bulletin, AJOHAS** and **Annual Report.**
- Scientific and Industrial Research Organization (SIRO) by DSIR, GOI.
- Felicitate IRDC in liaisoning with **NBRI-CSIR, Birbal Sahni Institute of Paleo-sciences, LCI, SIPS etc.** for research and multiple short-term skill enhancement modules **(27 MoUs/Linkages)**
- Initiating **seed money concept** at **Institutional & departmental level** for enhancement of infrastructure, promotion of innovation and research.
- Guides students for **start-up/self-employment** (opening & set-up of dental clinic).
- Student's interaction with **dental suppliers for quotations** at **subsidized rates.**
- Conducts various programs on college to career, Practice Enhancement, financial management etc.
- Facilitate hands-on experience on **Patient Management Software** and **repair & maintenance of dental chair**
- **Guide entrepreneurs** in **emerging domains of dentistry** (dental implants, LASERs, rotary and micro-dentistry, aesthetic dentistry, sleep apnea, geriatric dentistry).
- Interaction with national/international experts and distinguished alumni for enhancing student's outlook & experience.

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: 43

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
09	15	12	03	04

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

3.3 Research Publications and Awards

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

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

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

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: 5.71

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: 177

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

last five years.

Response: 31

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

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

Response: 2.1

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

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

Response: 0

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

3.4 Extension Activities

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

Response: 353

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
79	17	93	90	74

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document

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

Response: 58.74

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
390	139	342	342	391

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
Link for additional information	View Document

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

Response:

SDC&H has been **actively involved** in organizing various **extension and outreach activities** in **rural/semi-urban/urban areas in and around Lucknow district.** These activities have **gainfully impacted** all strata of our society and have largely included **free medical & dental check-up awareness, educative and treatment camps including campaigns, programs and distribution of oral hygiene kits** as mentioned below:

- **Free dental camps** in villages, old age homes, schools, industries, Government & non-Government organizations including private sector.
- **Dental health awareness programs** promoting oral health during celebration of days of national/international importance such as World Health Day, No Tobacco Day, Oral Hygiene Day, World AIDS Day.
- **Dental care of geriatric population in old age homes & villages**.
- Conducting **cancer** awareness & screening programs.
- Organizing **anti-tobacco** rallies and tobacco cessation programs to promote awareness about the ill effects of tobacco consumption with emphasis on oral cancer.
- Exclusive dental camps for **children with special needs**.
- Early detection of childhood caries and caries prevention at school level.
- Promoting **Nutrition Day Awareness** programs.
- **Blood donations** by dental students and staff at camps organized by Red Cross society and Rotaract club.
- Dental & Health awareness and preventive care during **COVID-19 Pandemic** was disseminated through special camps and events in nearby villages / slums.
- Outreach & extension activities in all rural or urban organizations are well planned, coordinated and flawlessly executed by SDC&H team comprising of experienced dental staff and students. Institution actively reaches out to village **Pradhans, school Principals, Secretaries/Presidents of Clubs/NGOs, Directors of various Government/Non-Government organisations** and **CEOs/GMs** of private sector units for smooth conduct of dental camps, programs and campaigns.
- SDC&H is also an **active & recognized member** of **Red Cross society of India**, a designated Institution to **adopt five villages** under **Unnat Bharath Abhiyaan** of GoI, **SDC Rotaract Club** (Rotary 3120) and **SDC-IDA Student Branch**. These prestigious affiliations of SDC also help in promoting & organizing various outreach & extension activities.
- Students have immensely contributed in **sensitizing** the people against the **adverse effects of tobacco on health, maintaining oral health through appropriate health education** and **promotion programs** and have gained valuable experience of working with society outside their professional & academic environment.
- Regular outreach activities have **positively contributed** towards **better oral hygiene** of the population and have created a general **goodwill** and **appreciation for SDC**.
- In **recognition** of tireless efforts and professional competence of the team which has conducted these camps/programs, various institutions/bodies have awarded/presented SDC with awards/appreciation/recognition letters. The Institution **since 2017** has successfully conducted

353 numbers of **extention/outreach activities** and **screened 31391** numbers of people. A total of **2119** numbers of patients have been successfully **treated.**

- SDC&H takes pride for being **unbiased in serving all sections of the society** by utilizing available resources and has received more than **80 appreciation letters/ recognitions/ awards/certificates.** The institution's efforts to undertake extension activities while observing all **COVID-19** safety protocols which has helped the society **during the pandemic lockdown** has been h**ighly appreciated.**

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

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

Response:

SDC&H believes in **nurturing** and **promoting social responsibility among students** which is an integral component of Institution **Vision & Mission.**

Education, Health and Hygiene

- The Institute has adopted **24 neighboring villages** (**5 villages under UBA, GoI)** and **06 schools** as a part of its social responsibility.
- **Subsidized healthcare treatment** is provided to the patients under **Ayushman Bharat Yojana (ABJ).**
- The institute also provides oral health care services through **03 Satellite Health Centers.**
- Such activities are fulfilled through conducting various **outreach/ extension activities** i.e., **educative/awareness/treatment camps** in **neighboring villages** and **underprivileged communities** (slum areas, old age homes, orphanages, blood donation camps etc.) **health & hygiene awareness, environment consciousness, distribution of free oral hygiene kits, medicines, clothes etc.**
- A total number of 435 such activities were conducted during the last five years involving various **government and non-government organizations/bodies/clubs**.
- **Tobacco Cessation Center (TCC)** under aegis of Department of Oral Medicine and Radiology has benefitted **10881 patients** about the harmful effects of tobacco consumption.
- During **COVID-19 pandemic**, the institute got recognition as a COVID-19 vaccination center and a **total number of 3397** individuals were benefitted. The institute also managed to conduct 16 such activities i.e., prevention of COVID-19, distribution of free masks and sanitizer and camps.
- Well-equipped **Mobile Dental Van** caters to extension/outreach activities for providing oral healthcare services.
- Installation of **Sanitary Pad Dispensing Machine** at Girls' Hostel.

Linkages

- Collaboration with UBA, Indian Red-Cross Society, SDC Rotaract Club, Inner Wheel Club, Jan Pragati (NGO), Samarpan Old Age Home, local industries/PSUs/private organizations (Nissan, Tata Motors, Coco-Cola factory, Times of India etc.)

Environmental Activities

- **Tree plantation drive, water harvesting, energy conservation (URJA ABHIYAN), MADHUBAN medicinal garden, carpooling, gift a sapling, plantation of seasonal flowering plants, maintenance of water bodies, e-vehicle.**
- Celebrating World Environment Day (**Swatch Bharat-Swatch SDC&H**) to raise consciousness
- **Robust waste management system** for biomedical and e-waste products i.e., banning single use plastic in premises, installation of **STP/ETP.**

Socio-economic Development

- Collection and free distribution of clothing to underprivileged through **Daan Utsav.**
- Free distribution of food through **24x7 FOOD ATM** at SDC&H.
- Organizing **'Vishal Bhandaras'** for public on important religious days.
- Conducting programs on **moral and ethical practices/values.**
- Organizing **nukkad-nataks, role-play** in health camps and **student club activities**.
- Celebration of various days of **National/ International/ Institutional Importance** which is circulated through the calendar (An initiative of IQAC) https://www.sdcindia.ac.in/page/naac-iqac
- Regular **awareness drives** are conducted on the occasion of World, Environment Day, World Health Day, Oral Hygiene Day, No Tobacco Day, World Heart Day, Women's Day, World AIDS day, International Yoga Day, Breast-feeding week, Cancer Awareness Week, Women Equality Day, Hindi Diwas, Road Safety Week, Armed Force Flag Day, Human Rights Day, Daan Utsav etc.

Impact of Extension Activities

Institutional social responsibility initiatives have helped students to:

- Develop qualities like **ethical & moral values, leadership, team building, community interaction & belongingness, compassion, empathy, public dealing** and gain knowledge about the **advances of healthcare delivery**.
- Understand **responsibilities** towards **general population, specially the under-privileged, EWS, Diviyangjan, women & children** and **their health needs.**

File Description	Document
Link for any other relevant information	View 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: 8.2

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
5	12	19	3	2

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: 15

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: 15

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
Any additional information	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:

Yes, adequate facilities exist for teaching-learning like classrooms, seminar halls, laboratories, and computing equipment in accordance with the regulatory norms. The Institute has **two main buildings** in the campus for teaching learning activities.

- **Main Block:** It has **05 floors** comprising **09 departments** (08 dental and 01 basic sciences), **09 specialty clinics, 05 administrative offices** including **Principal office, 01 central library, 23 laboratories, 01 auditorium, 01 alumni office, 01 incubation center (SDC SPARK), 01 research wing, management offices** and **conference & video/ Tele-conference rooms.**
- **Hospital Block: 100 bedded multi-specialty hospital**, **24x7** (emergency, pharmacy, radiology, and ambulance services), **ICU, NICU** and **3 operation theaters.**

LECTURE HALL & SEMINAR FACILITIES

Smart Classrooms: **04 smart classrooms**, each having 100-seater facility with **Smart Boards** (65'' 4K Interactive Panel Model 6550 ViewSonic), **Laser projectors** (Sony WUXGA-PHZ10), audio systems, white board and high-speed broadband (Wi-Fi).

PG Seminar Halls: **ICT Enabled 09 seminar halls** (30-seater) with LCD, computer, printer, Broadband and Wi-Fi Connection.

Lt. Col. T. S. Mathur Auditorium (5th floor): Air-conditioned ICT enabled auditorium having seating capacity of 450 persons, having stereo surround sound (AUDAC speakers) facility, laser projector, broadband, Wi-Fi, AV control station, 40x12 feet display.

FACILITIES FOR CLINICAL & PRE-CLINICAL LEARNING

The Institution has **23 pre-clinical** and **clinical laboratories** which are fully equipped with modern equipment/devices/instruments as per the DCI regulations/recommendations.

There are **23 laboratories, 15 clinics, 09 specialty clinics, 01 mobile dental van, 03 satellite clinics, 14 museums** and **simulation lab** which caters for clinical and pre-clinical learning.

Miscellaneous Facilities

- The institute has 01 in-house **Central Library** with **ICT cell** which consist of reading room, reprographic section, stack room, book bank, newspaper, magazine aera and UG, PG & faculty aera. ICT cell comprises of 25 computers with broadband facility.
- The institute has **02 teleconferencing** & **video-conferencing rooms** having seating of 30 persons with AV facility, projector, computer system, printer, Wi-Fi, telephone & camera. (The e-learning

and teleconferencing facilities of the institution were optimally utilized for online teaching/examinations using Zoom and Google Platforms, internal examinations, and University practical examinations. These rooms were effectively utilized for academic, administrative activities and patient care during the lockdown)

- **COVID-19 Pandemic protocol**: **Triage** & **tele-triage** areas were created and treatment was provided in specially created **aerosol** & **non-aerosol clinics** equipped with **high-pressure exhausts**, **HEPA filters**, **high-volume suctions** and **PPEs** following regulatory guidelines of COVID-19.
- **Learning in the Community**: Department of PHD & hospital regularly undertake extension and outreach activities in nearby rural (villages under UBA, slum aeras, schools) and urban aeras. There are **02 rural** and **01 urban satellite centers** along with **01** well equipped **mobile dental van.**
- **Skill Development & Training:** Are conducted virtually and physically using **virtual models** and **interactive e-resources**.
- During Pandemic, the institution continued its interaction with external experts and eminent speakers through webinars, FDP, training/development programs utilizing the **dedicated ZOOM platform** (capacity 500).

Incubation Center: SDC SPARK is an ICT enabled center which provides facilities for entrepreneurship and innovation.

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

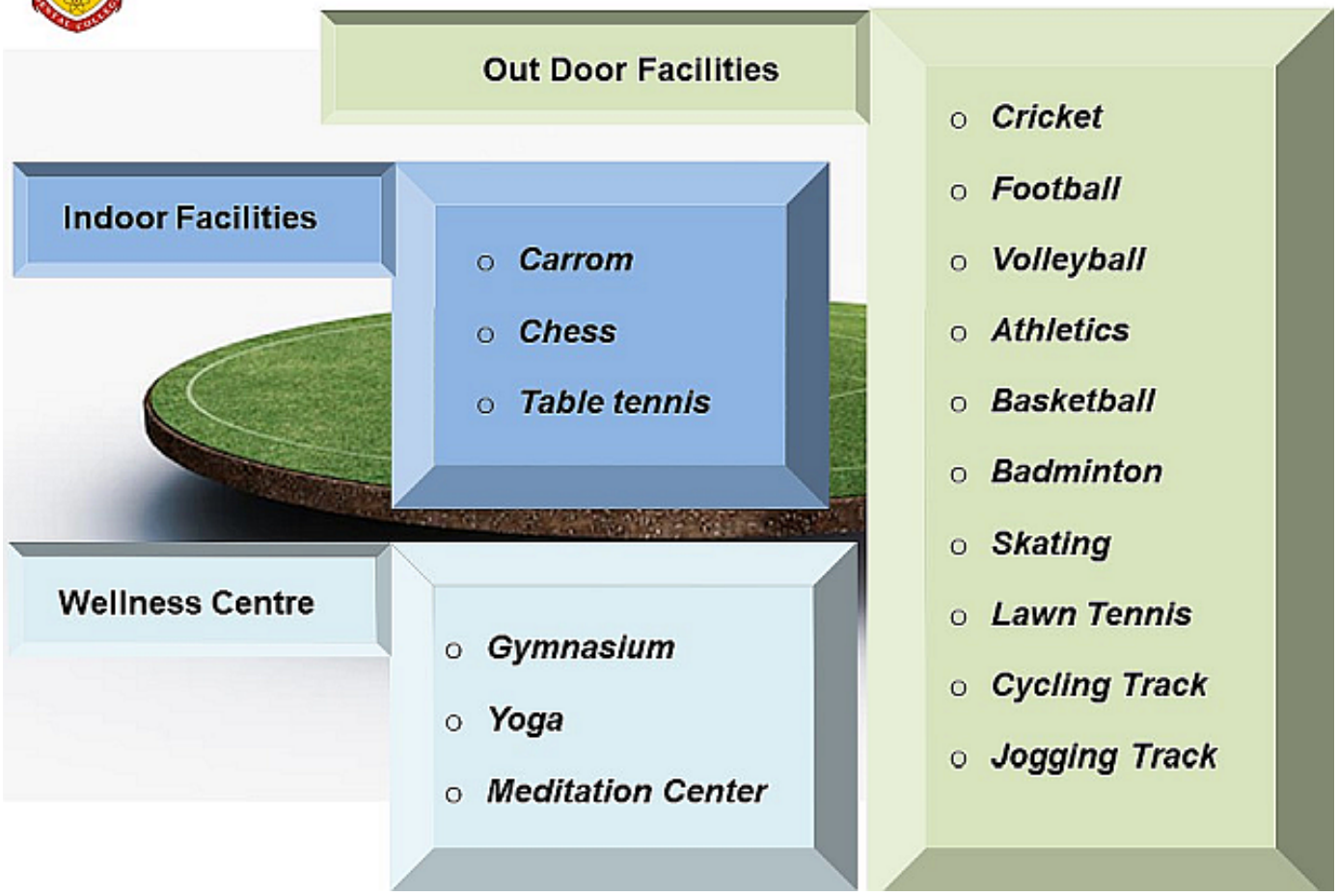
4.1.2 The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities

Response:

Yes, SDC&H provides **adequate facilities** for **physical fitness** and **recreation** of students and staff. The SDC&H has **6.4 acre** of **lush green campus** showcases which is always abuzz with extra-curricular and recreational activities. Adjacent to the **Central Park Cafe** and **hostels** the **oval ground, sports complex, wellness center** and **amphitheater** exist for **sporting, recreation** and **extra-curricular activities.**

4.1.2 Facilities To Support Physical & Recreational Requirements

SPORTS FACILITIES



Sports Facilities

- **Oval Ground** (54190 Sq.ft.) is used for various **outdoor games** such as football, cricket, hockey, throwball, volleyball, shot-put, tug of war, discus throw and athletics (track & field events) etc.
- A 260 mts (858 Sq.ft.) **track** provides facility for **cycling, jogging, skating** and **wave boarding** etc.
- 01 **Sports Complex** (14428 Sq.ft.) caters for basket-ball, badminton, and lawn tennis activities.
- **Indoor games** i.e., carrom, chess and table tennis are also available within the campus.

Over **95% of students** are usually involved in outdoor & indoor sporting facilities.

Recreation Facilities

- **Central Park Cafe** (3075 Sq.ft.): Air-conditioned hygienic cafeteria provides healthy and hygienic eateries and has separate indoor and outdoor seating areas for faculty, students, patients, and parents (seating for 100).
- **Wellness Centre** (2448 Sq.ft.): Air-conditioned and well-equipped with modern equipment caters for gymnasium, yoga & meditation.
- **Common Room**: Computer with internet facility, newspapers, magazines, and television with DTH connection.

These recreation facilities witness **100% usage.**

Facilities for Extracurricular Activities

- An **open-air Amphitheatre** (13132 Sq.ft.) having **500+ seating capacity** for various literary, musical and other cultural activities and programs.
- An air-conditioned ICT enabled in-house **"Lt. Col. T.S Mathur Auditorium"** (5568 Sq. ft.) having seating capacity of **450** is well equipped with AV aids and modern light & sound system (such as spotlight, fogger, amplifier, graphic equalizer speakers), green rooms (male/female), instrument area and a control station for various extra-curricular and academic programs.
- **Student Clubs**: All students are encouraged to join minimum 02 out of **06 clubs (literary, cultural, photography, adventure, sports, and yoga & meditation)**
- Since inception, institution organizes **College Week** "Impressions" annually comprising of **Inter-House (Chawla, Raman, Tagore & Krishnan) competitions**. This college week helps in nurturing talent, encouraging participation and rejuvenation of staff and students.
- The **"Fresher's" party** and various **festivals** are also celebrated round the year in the auditorium, lecture theatres and departmental halls/spaces for developing team spirit, brotherhood and for positive interactions. Annual academic calendar incorporates sports, literary, recreational activities and cultural events.
- The **upkeep** of the sporting, recreational and extracurricular facilities is constantly monitored and kept well maintained by the concerned authorities. **ICECA** takes care regarding all the physical and recreational requirements of students and staff for various activities.
- **Student Council** provides the necessary **inputs** and **feedback**.

COVID 19 Pandemic

- In **2020-21** during pandemic, the annual cultural fest **'Impressions'** was organized online on 14.11.2020. Many extracurricular events were also conducted online. However, during **2021-22** the annual cultural fest **'Impressions'** was conducted in physical mode from **18th to 23rd October, 2021**.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

SDC&H is a **6.4 acre green-clean-ecofriendly-secure** & **scenic campus**, adorned by **seasonal flowering** and **non-flowering plants/trees** (lush lawns & tall trees) which bloom throughout the year.

Hostels

- 04 multi-story hostels (2 boys & 2 girls)
- Total capacity of accommodation for 295 students
- 24x7 CCTV surveillance & strict vigilance under warden
- 24x7 power backup and water supply
- Filtered drinking water with water coolers
- Well-ventilated & well-lit
- Wi-Fi facility
- Dispensing machine & disposal area for sanitary pads at girls hostel
- Hygienic washrooms
- Separate dining hall and mess (veg and non-vegetarian food)
- Laundry facility
- Common room (recreational activities)

Medical Facilities

- In-house **100 bedded multi-specialty hospital** (SHRC) with 24x7 emergency, pharmacy, and ambulance services
- Well-ventilated & well-lit
- Phramaco-vigilance center
- COVID-19 vaccination center
- Free/ highly subsidized medical facility for all students, staff & faculty
- Free Hepatitis B vaccination for all students and clinical staff

Divyang Friendly facilities: Barrier free access and facilities for differently-abled persons (ramps, wheel chair, lifts, special toilets, tactile walking pathway, e-vehicles, braille signages etc.

Toilets: Adequate number of well-ventilated and hygienic washrooms exist in all buildings per floors separate for male and female. Divyang Friendly washrooms are also available at ground floor.

“Central Park” Cafeteria: Serves fresh, hygienic, and well-balanced meals 24x7 for all the stakeholders having open and covered sitting facilities (100 seating). The open sitting facility is created from the waste products “best out of waste”

Postal Services: Centrally office caters to the postal services.

ATM: An in-house ATM (Union Bank of India)

Medicinal Garden “MADHUBAN” consists of rare medicinal plants and herbs.

Roads, Signage & Map: Roads within the campus are metaled with bilingual sign boards, citizen charter, Helpline numbers and maps.

Alternate Sources of Energy: The college utilizes alternate sources of energy (LED bulbs & tube lights, sensor-based lights, solar lights etc.).

Sewage & Effluent Treatment Plant (STP/ETP): A fully functional STP/ETP for treatment of water.

Water Purifiers are installed at all drinking water points in the main building, hospital, canteen, guest

house and hostels.

Water Conservation Plant: sensor-based taps, water bodies, well and rain water harvesting system

Other Facilities:

- **24x7 power backup**: 3 generators (180 kVA, 125 kVA and 125 kVA)
- **24x7 surveillance** with guards & CCTV
- **24x7 water supply**
- **Well-ventilated & well-lit**
- **24x7 food ATM:** Free, hygienic, and fresh food for the underprivileged
- **Parking**: open and covered dedicated parking for visitors, patients' students, staff, and faculty.
- **Tuck Shop**: Caters day-to-day general needs of all the stakeholders.
- **Sports, Cultural and Recreational facility:** Sports complex, oval ground, amphitheater, wellness center, cycling & jogging track, common rooms and auditorium
- **Creche:** Available with demarcated area to feed babies
- **Battery-powered vehicles:** for children's, pregnant women, geriatric and differently-abled patients
- **Degradable** and **non-degradable waste management system**
- **Faculty residence, Staff Quarters** and **Guest House facilities**
- **Patient management system** and **e-feedback system**

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: 23.6

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
125.36	97.12	342.09	156.21	71.64

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

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:

SDC&H is a **6.4 acre** campus having **Main Block & Hospital Block (ISO 9001:2015 Certified)** which provide comprehensive care with modern diagnostic and therapeutic facilities at affordable/free-of-cost. The institute also provide **barrier free environment** & **facilities** for **differently-abled persons**. These facilities for training, teaching, and learning for UG & PG students are in **accordance** and **beyond** the **recommendations** stipulated by **Regulatory Bodies**. In 2022, **SHRC** have **applied** for **NABH 5th edition accrediatation.**

Main Block (Dental College)

- Comprising of **05 floors, 09 dental & 01 basic science departments, 09 specialty clinics, 01 major & 05 minor OT, 15 clinic**s (UG & PG), **23 laboratories, 01 central research wing, 09 ICT enabled seminar halls, 13 museums, 04 ICT enabled smart classrooms, ICT cell, 01 auditorium (450 seating), 01 central library & 09 departmental libraries, in-house medicinal garden, 27 MoUs & linkages, 01 mobile dental van, 03 satellite clinics, 04 Tele Medicine/Conferencing Room, 01 research wing, 01 Incubation Centre "SDC SPARK"** etc**.**
- Students are trained through various **student-centric methods** for enhancing their learning experience utilizing **pre-clinical labs, clinical skill laboratories/simulation-based learning (phantom head/softwares)**.
- There are **352 dental chairs** and **03 implant kits** with physio-dispenser, **01 soft tissue laser, 02 endodontic microscopes, 01 penta-head microscope having phase contrast & dark field attachments, 03 IOPA machines, 04 RVGs, 01 OPG machine**.
- In addition, students are also posted in **09 special multidisciplinary clinics** (**TCC, implants clinic, geriatric clinic, special needs clinic, aesthetic clinic, facial rejuvenation clinic, sleep apnea clinic, oral cancer detection clinic and comprehensive integrated clinic**).
- **Central compressor line** is in place in addition to stand-alone compressors in high dependency areas.
- Clinical department follows strict sterilization protocols and monitoring.

Hospital Block (SHRC)

- Comprising of **04 floors**, is a **100 bedded** multi-specialty hospital, **24x7** (emergency, pharmacy, radiology, and ambulance services), **ICU, NICU** and **03 OT, separate male** & **female wards, 01 CSSD, Hi-tech** & **well-equipped radiology** and **laboratory** (pathology, biochemistry & microbiology) & **investigation center, 06 consultation rooms 01 COVID-19 vaccination center** etc. The hospital adheres to various guidelines/ SOPs specified by GoI and Regulatory Bodies.
- The students have participate in 305 **health camps/melas** (rural/semi-urban) on rotation basis as a part of extension and outreach activities during last 5 years under **UBI, SDC Rotract Club, IDA, Red Cross Society**. A well-equipped modern **Mobile Dental Van** (dental chair with suction, compressor, necessary dental material, instruments, equipment, portable generator and other accessories) is utilized for such activities with all the necessary amenities for diagnosis and treatment.

COVID-19

- GOI (MoHFW) & DCI SoPs/guidelines were strictly followed (donning & doffing, PPE kits, BMW management etc.)
- Infrastructure was upgraded and equipment/instruments were purchased i.e., **tele-triage, tele/video conferencing, screening area, clinical triage, non-aerosol clinic, aerosol clinic, donning** & **doffing areas, HEPA Filters with ionizer, high volume suction devices, UV sterilization etc.**
- Effective teaching & learning was undertaken utilizing various online platforms.

Students follow code of conduct & ethics, SOPs and BMW guidelines during patient interaction and treatment. **Systematic & periodic upgradation, repair and maintenance** of these facilities are undertaken as required and based on **feedback** through **IPMC, IEAC** and **IQAC.**

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

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

Response: 234043.4

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
264545	175920	233198	229643	227305

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
4743	8657	8853	8696	8657

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

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: 543.2

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
482	436	454	454	454

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
90	88	84	84	90

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House and Herbal Garden (in house OR hired) per year based on time-table and attendance	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House and Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

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

4.3 Library as a Learning Resource

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

Response:

SDC&H believes that knowledge should be shared to all without any boundaries. Library is **automated** and caters to all the professional and general information for all stakeholders. Library is equipped with an **Integrated Library Management Software (ILMS, - LIS SDC and bar-coding)** which provides a **user-friendly interface**. ILMS assists in locating, retrieval, issuance and return of books, periodicals, journals and documents by using the **OPAC system**. This system uses the **“vertex” software** which has many functions (enumerated below).

Key modules of LIS SDC software (version 1.12)

- Uses **bar code** technology.
- Uses **client server methodology** of operation.
- **Master management system** for members, vendors, publishers and departments etc.
- **Generates** data **analysis report** and provides useful information.
- **Master Module**: To import student name and other details, update reader data, publisher master, material type master etc.
- **Cataloguing:** To generate accession, cancellation of accession, sub-allotment of accession.
- **Circulation:** To update accession issue, return of accession, generation of late fee, accession re-issue etc.
- **Serial control:** Details of journals and their back volumes.
- **Utility:** Facility to change password.
- **Query:** Searching by title, by author and by the type of document etc.
- **Report Generation Module:** Provides report of accession register, accession cancellation, accession issue register, accession return, fine/ late fee recovery details and accession transaction register.
- Query section has details of book reservation, issue status and non-active member report information including member issue details. The various aspects of item management (last book entry with approval) and staff menu are also important features of this system.
- **User management module** and **journal management modules** also provide work flexibility and ease of retrieval of information for the LMS users.

The system provides for easy **stock verification** through barcode system.

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

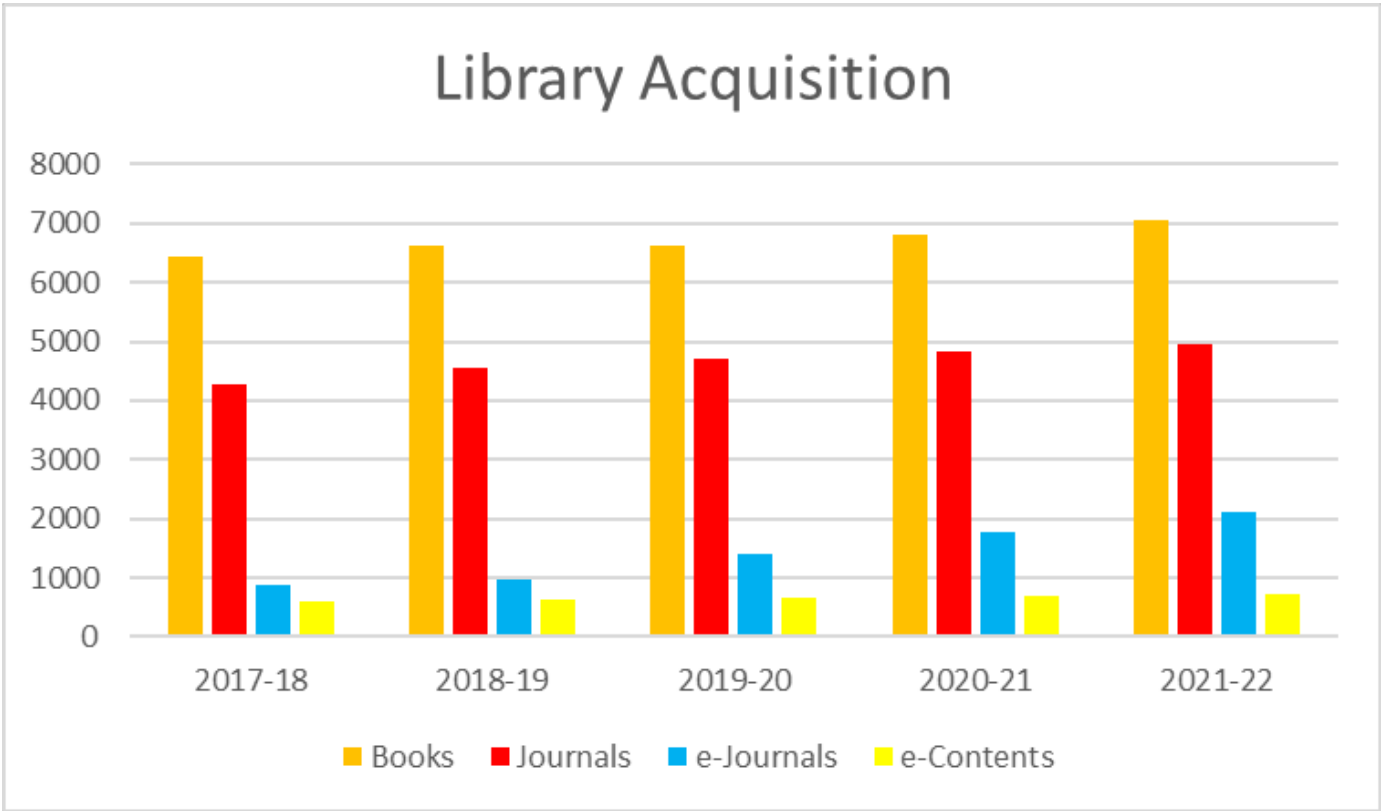
4.3.2 Total number of textbooks, reference volumes, journals, collection of rare books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment

Response:

- The **SDC central library** is located on the **3rd floor** of the main building and has an **overall area of 745 sqm**. It acts as a **top knowledge resource center** for all dental and medical departments. Each **department** also has its own **independent specialized library**. The library along with **IT infrastructure** and **e-resources** serves as a foundation for quality academic learning.
- The library has collection of **Text & reference Books** (7053), **e-books** (710), **Journals/periodicals** (4967), other **Databases** (608) and **Rare Books** (15).
- It consists of a **UG/PG section, faculty section, a reprographic facility area, reference section, reception area, computer section, stack room, reading section** and **newspaper/magazine**

section. The **well-lit** and **spacious library** can house more than **150 persons** at a time. It is effectively **managed** and **monitored** by **ILLRC** comprising of **well trained, professionally competent, qualified, experienced staff and faculty.**

- Purchase of books and periodicals is under taken through a streamlined process. Initially a list is obtained from HoDs with valuable inputs by the departmental faculty, later it is scrutinized and recommended by the ILLRC through proper channel to the IPMC for final procurement procedures.
- All kinds of textbooks for BDS and MDS are available in sufficient quantity including some **rare books**.
- The library reference section is very **rich, vast** and **well stocked**, it consists of all kinds of **professional textbooks, reference volumes, journals/e-journals, collection of rare books, manuscripts, digitalized documents, discipline-specific learning resources, dissertations, question banks** and **other records.**
- **EBSCO database** is also an annual subscription for dental and medical e-books and e-journals. It can be accessed through the **institutional login** and **remote access.**
- SDC actively promotes professional growth and development of the individual in his or her field. To achieve this and to encourage research works, the journal section is provided with adequate journals, e-journals, reference volumes etc. These are frequently updated and upgraded with newer editions.



ILLRC monitors, improves and **maintains** a system for the **quality enhancement** and **smooth functioning** of the central library as well as departmental libraries.

Services: In addition to the traditional services, SDC&H library provides the following service**s**

- Act as the **digital Repository** (institutional documents**,** college annuals reports, academic reports, major events, publication of various departments, photos and videos of major events, etc. since the inception of the college), which are available on LAN.

- Books with focused & detailed content are housed in the library containing extensive material on **medical and dental clinical aspects, healthcare atlases and handbooks, data on evidence-based dentistry, encyclopedias, bibliographies** which have been designated as **reference books** and maintained in the Reference Book Section.
- Conduct **orientation programs** for **users** from time to time and provide information on **book exhibitions**, new arrivals etc.

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

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

Response: B. Any four of the above

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

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

Response: 7.77

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
12.72	7.18	9.87	5.72	3.38

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

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

Response:

SDC&H Central Library is located on the **third floor in 8000 Sq. Ft. area** of the main building. Seating capacity of the library is **150+ Persons**. The library houses the books and general reading material, reprographic section, librarian station, computer section, storage racks, along with reference books, journals with back volumes, library dissertations, thesis, audiovisual, digital data and toilets. The entire library premises is **Wi-Fi Enabled** with **LAN & internet enabled computers**, and **well-lit** and **aerated** for proper **reading ambience**. **Library Manual** is in place which clearly defined all the **facilities** including **rules and regulations** pertaining to the library. **Signages** are placed which clearly **displayed rules & regulations**, **working hours** etc. Students and faculty can access the **online database** from anywhere within or outside the campus **(remote access).**

In-Person and Remote Access Usage of Library

The college library can be accessed by students and faculty as per their promulgated timing. All incoming and outgoing **entries** are **monitored** through the attendance register. The students and faculty have **in person access** to the hard copies of books, current and back volumes of journals, audio-visual resources, virtual library, newspapers and magazines, thesis and library dissertations. The library collection of books and documents is **automated** and accessible through the **Integrated Library Management System (ILMS).**

The **EBSCO database** gives **on-campus** as well as **remote access** to various e-books, scholarly e-journals, dissertations and thesis works related to dentistry as well as health sciences. In addition, **interesting reading material** and **rare books** i.e., newspapers and magazines, dental conference papers, proceedings etc. can be easily accessed.

Library Orientation Program

The HoDs, ILLRC and Mentors **encourage students** to access library Resources for professional growth

and knowledge.

Students: Library orientation Program is organized **annually** for the **newly inducted students** (BDS & MDS). This helps them to **orient** themselves to the **library manual**, various **sections** of the **central library, facilities, services, rules & regulations** concerning the library including **access and utilization** to library **digital databases** (**e-resources** and **e-content)**.

The ILLRC issues **regular updates** for various courses on **MOOC platforms** and **Swayam Portal,** which is also regularly updated on the **institutional website.** https://www.sdcindia.ac.in/page/mooc-platform

Faculty: A library **learner program/workshop** is **annually organized** for the faculty and students on the **development and utilization** of **EBSCO e-content/resource** to excel in academic and research activities. This exercise enables the faculty to **utilize** maximum available resources optimally to enhance their teaching, learning and research activities. The **e-guide** on using these resources for e-books and e-journals of dental and related medical specialties is also explained. The usage of **Library Management System (LMS)** assists in **maintaining** and **utilization** of the data for further usages.

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 Four of the above

File Description	Document
Institutional data in prescribed format	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: 15

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

Response: 15

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

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

Response:

The SDC&H has integrated **IT policy** at all the **levels of the organization** including **governance, academic, research** and **patient care** by preserving data **storage, retrial, analysis, safety and security** of the information. The institute provides state-of-the-art **IT** and **Wi-Fi** facilities to its stakeholders in all sectors of governance namely academic (TLE, Library, Apps etc.), administrative (HR, finance, purchase & maintenance etc.), healthcare (OPD, IPD and diagnostics) and other operational functions.

- A dedicated **IT Cell** ensures that all **hardware** and **software** are **up-to-date** and **functioning optimally**.
- **IT upgradation** and **digitalization** are also prioritized in various sectors as part of SDC&H larger strategic plan.
- The institute also strictly follows **guidelines** of its comprehensive **IT policy** and **protocols** for **network security**.
- Facilities such as **LCD** desktop computers, **Wi-Fi, LAN, printers, scanners**, etc. are provided in various departments and offices.
- All the classrooms are **ICT enabled and smart** which are equipped with **smart board, LCD projector, white board, computer, speaker and internet** facility.
- All **departmental seminar rooms** are **ICT enabled** which are equipped with **LCD screens, white board** and **internet facility (Wi-Fi)**.
- Institute also provides **laptops** for the faculty which are used for official purpose.
- The institute follows **“paper-less” policy** for **management patient records** through **HIS-SHRC** and **e-SDC 1.0.1 software. Sar Sanjivani** software is used for **management** of **drug distribution** and **accounting**.
- **Payment messages** are promptly sent to the **patient** on their **mobile/WhatsApp**
- The **Edufruit** (https://erpnow.edufruit.com/?&gytoken=a994bd5af307abd0277b2f9871e556817542d2f6) is an **e-teaching** & **e-learning** resource which is regularly used by the students and faculty.

- **Teleconferencing** and **telemedicine/dentistry** services are upgraded during **COVID-19**.
- Attendance of the students, Staff and faculty is registered through **biometric device (finger print)** which is upgraded to **face impression** device.
- **QR Codes** are utilized in the **museum of Oral Pathology** to enhance learning experience to the students.
- The institute vigorously uses **internet-based communication** apps **(ZOOM, Google meet, WhatsApp, google classroom etc.)** for various professional activities.
- **Dolphin imaging software 10.2** in the Department of Orthodontics.
- **LIS- SDC (version 1.12)** and **bar code system** for library management. This system also generates a detailed report for data analysis & providing useful information for necessary action. **EBSCOhost** online research platform is extensively used by the students.
- **WhatsApp groups** are created for dissemination of information and smooth functioning at institutional, departmental, committee, Mentor-Mentee level etc.
- A fully air conditioned indoor **"Lt. Col. T.S Mathur Auditorium"** having 450 seats is **ICT enabled with internet facility (Wi-Fi)** equipped with audio visual aids, modern light & sound system **(spotlight, fogger, amplifier, graphic equalisers speakers), highly equipped & modern control station** which facilitate all the extra-curricular events and academic programs.
- **Day-to-day maintenance** and **upgradation** of **ICT tools/equipments**, **hardware, network** is done on regular basis by **dedicated IT department**.

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: 57.69

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
550.52	330.08	409.42	290.75	294.96

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

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:

SDC&H has a **well-established system** and **mechanism** for **maintenance** and **utilization** of the entire **infrastructure, academic, administrative** and **support facilities.**

The institute **ensures maintenance** and **optimum utilization** of its facilities through:

- **Well-structured SOP** (Institutional & Departmental Level)
- **Institutional Purchase and Maintenance Committee** (IPMC)
- **Heads of the Departments** and **Faculty in-charge**
- **Administrative Officer** (AO) and **Assistant Administrative Officer** (AAO)
- Regular physical inspection by **Supervisors**
- **Maintenance Office**
- **Periodic servicing** of high-end equipment (Preventive maintenance)
- **Periodic calibration** of laboratory equipment
- Annual maintenance Contract
- **Do's & Don'ts** and **SOP's** (Institutional & Departmental Level) at or signage's for all users are placed at appropriate locations within the campus.

Physical facilities (buildings and infrastructure):

- **General/routine maintenance, cleaning** and **upkeep** of the entire campus is done by the housekeeping department monitored by a **supervisor** functioning under the **AO.**

- A full-time **experienced maintenance team** for **electrical, plumbing, IT works** etc. function under respective **supervisors** who also report to **AO.**
- **Periodic maintenance** works viz. white wash, painting, replacement of fixtures etc. are closely executed through nominated contractors / agencies and monitored by AO.
- **Separate budget** is allocated for these purposes.

Academic Facilities (classrooms**,** teleconferencing room, laboratories, library, seminar rooms and IT facilities etc.):

- SDC has state-of-the-art smart classrooms, and other rooms with modern ICT facilities with high-speed Wi-Fi. Classrooms, teleconferencing room are always kept well **maintained** and **updated periodically** based on requirements.
- Laboratories are operated and maintained by **well qualified, experienced technicians** under direct supervision of concerned **faculty in-charge** and **departmental Head**. Expensive and special equipment are kept under **AMC**.
- Library staff and **IT cell** are responsible for upkeep of their respective resources. ILLRC oversees the **stock maintenance** and **up-gradation** aspects of the library and learning resources.
- Seminar rooms of the individual departments are maintained and supervised by the department staff with necessary support from IT cell and administrative office.
- A dedicated **IT team** headed by an experienced manager ensures **high-end performance** and **up-gradation** of all **IT related equipment** and **Wi-Fi systems** in the entire campus.

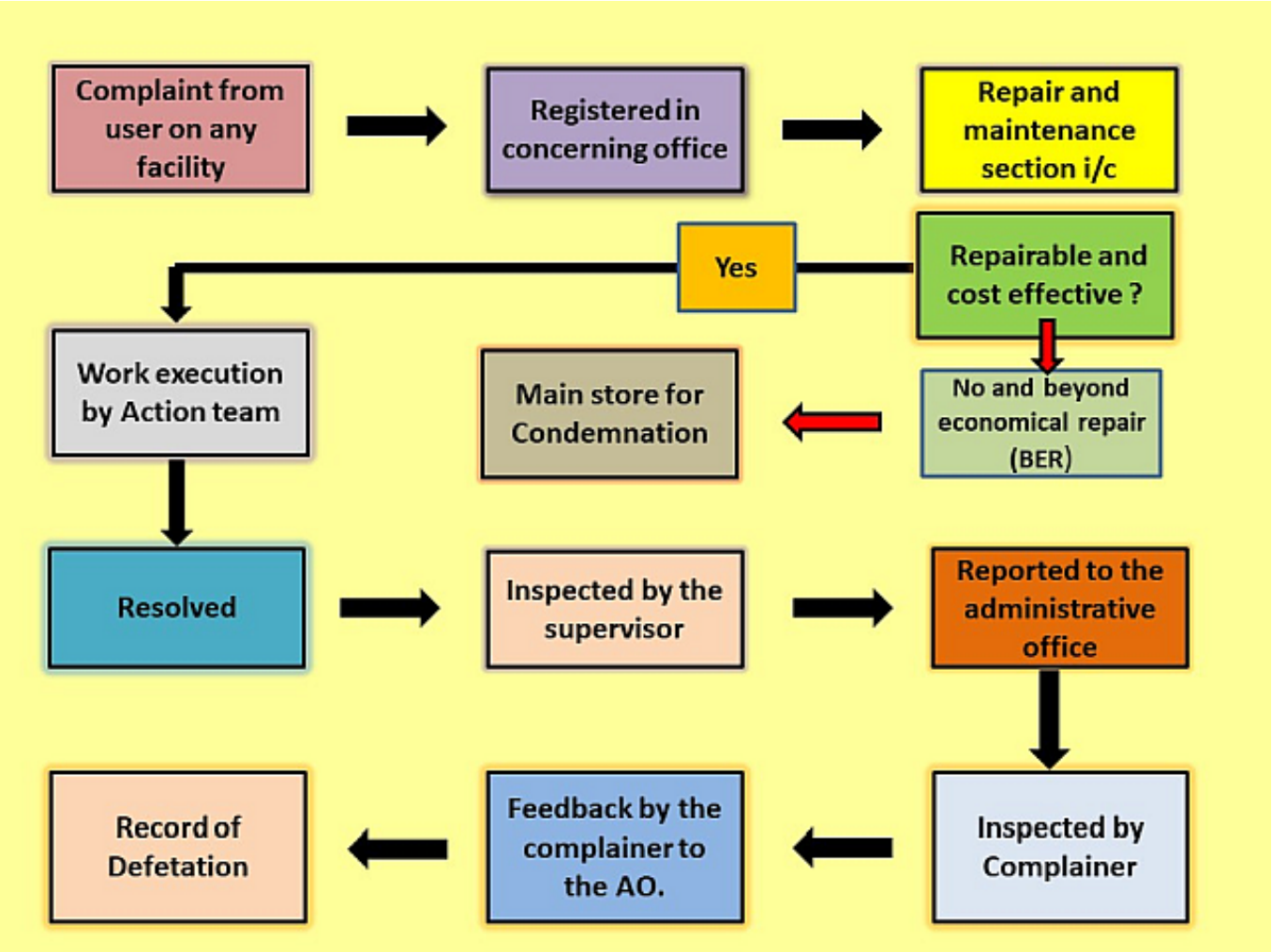
Sports Facilities

- SDC has an oval ground, an open-air amphitheater, a sports complex, a wellness center all of which cater to the indoor and outdoor sports activities of students and staff.
- Regular and all **periodic maintenance** are undertaken by respective in-charges under AO. The **I ECAC** and **IPMC** cater to all requirements for uninterrupted functionality.

Others facilities

- Facilities such as **24-hours electricity backup** by diesel generators, solar powered lighting, food, medicine & sample storage and refrigeration, CCTV, lifts, ambulance, and vehicle parking, bore-well and rainwater harvesting systems etc. are continuously maintained in fully functional state by the designated personnel.
- Further, healthcare at SHRC, **ATM, 24x7 security** and **canteen** facilities etc. for all the stakeholders of SDC are always kept fully operational.
- The college accords highest priority to the protection and upkeep of its **“clean and green campus”** and **healthy environment** through its dedicated **gardening staff**.

The general repair and maintenance procedure cycle is as depicted below:



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: 10.99

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

2021-22	2020-21	2019-20	2018-19	2017-18
94	100	35	33	37

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

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
Any additional information	View Document
Link to Institutional website	View Document
Link for additional information	View Document

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

Response: 39.96

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
259	185	181	230	233

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

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

Response:

SDC&H acknowledges that in a **globally connected, rapidly transforming** and **technologically intensive**

world, collaboration with international HEIs, academic communities and organizations for sharing knowledge & resources assumes significance for an aspiring institution's global mission.

SDC&H is increasingly promoting itself through **indigenous networking endeavors towards achieving international connections** to fulfill dreams of aspiring professionals. In order to facilitate the above, an **International Student Cell (ISC)** is constituted under **Institutional Admission Cell/Committee**. https://sdcindia.ac.in/page/admission. **Governing bodies doesn't allows** the Institute to take **direct admission** of **International students.**

The ISC of this institution is in its infancy as the number of overseas students is yet to swell. However, the **ISC serves as a vital link between aspiring overseas young students** and the institution to draw the former under professional care of this institution to pursue world class UG and PG programs (BDS and MDS).

IAC facilitates admissions of **international students** to various programs, following the guidelines laid down by Dental Council of India (DCI) and the affiliating university. Its **objectives** include, making sustained efforts towards creating an international profile of SDC&H, working towards **enhancing global visibility of institution**, **establishing synchronizing reviving** and **strengthening international linkages,** progressively **creating opportunities** to increase the **scope of the Study in India (SIP)** and **Study Abroad Programmes (SAP)** (as and when feasible) and **providing guidance** base to assist International as well as Indian scholars for career advancements and contributing towards improving bilateral relations.

Transparent system of admission is ensured by the committee through **National Eligibility and Entrance Test (NEET)** for both the BDS & MDS programs. Admission of foreign nationals to **Master in Dental Surgery** course is done on the basis of **MDS Regulations 2017**. Admission to BDS course is also

done in accordance to DCI guidelines. Candidates qualifying NEET can apply for state and for all India quota (15%). Based upon the merit, an all India merit list is generated which is also uploaded on the NEET website. Candidates who do not get a seat in all India quota can apply for state quota. Merit list of state is generated which is made available on the NEET website. Candidate needs to fill the online proforma and select the college/branch as per their choice. Based on the merit, college/branch wise list is formed and candidates get the required information regarding status of their choices. After allotment of the college/branch the candidate needs to approach the respective college for admission.

The **overseas students are oriented regarding facilities** available on the campus and off-campus. The **International students participate enthusiastically in all academic, co-curricular and extra-curricular activities** in the institution. The main **objective of the ISC is to maintain ease of interaction** for all international students enrolling in SDC & H.

The institutional policies cater to the needs and requirements of all international students. SDC&H is currently providing **BDS training** to **students** from **Nepal & Saudi Arabia**. It is also providing **scholarships, recognition** & **awards** to **meritorious international students.**

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

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

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

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: 79.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	25	12	20	33

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
49	31	18	25	39

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: 63.97

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
61	41	94	107	91

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
Any additional information	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: 17.32

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

Response: 22

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: 2

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
0	0	2	0	0

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

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

Response:

The institution has a **vibrant, well-established** and **empowered Student Council** since its **inception**. The student council and its activities are funded by the institute. https://www.sdcindia.ac.in/page/lifeassdcian#

Structure of Student Council

STUDENT COUNCIL			
COLLEGE CAPTAIN			
RAMAN HOUSE	CHAWLA HOUSE	TAGORE HOUSE	KRISHNAN HOUSE
Captain Vice – Captains	Captain Vice – Captains	Captain Vice – Captains	Captain Vice – Captains

CLUBS			
	LITERARY CLUB • Secretaries • Jt. Secretaries		CULTURAL CLUB • Secretaries • Jt. Secretaries
	SPORTS CLUB • Secretaries • Jt. Secretaries		PHOTOGRAPHY CLUB • Secretaries • Jt. Secretaries
	ADVENTURE CLUB • Secretaries • Jt. Secretaries		YOGA & MEDITATION CLUB • Secretaries • Jt. Secretaries

CLASS REPRESENTATIVES			
BDS I Year	BDS II Year	BDS III Year	BDS IV Year

The students are randomly divided into **Four Houses (Tagore, Raman, Chawla and Krishnan).**

The Student Council is formed under the **guidance** of the Principal, Vice Principal & ISPWC, and designation of the Council elected/nominated is as follows:

- **College Captain**
- **House Captain** and two **Vice-Captains** for each house
- **Sports Club**: Secretary and two Joint Secretaries
- **Cultural Club**: Secretary and two Joint Secretaries
- **Literary Club**: Secretary and two Joint Secretaries
- **Photography Club**: Secretary and two Joint Secretaries
- **Adventure Club**: Secretary and two Joint Secretaries
- **Yoga and Meditation Club**: Secretary and two Joint Secretaries
- **Class Representatives** from each year

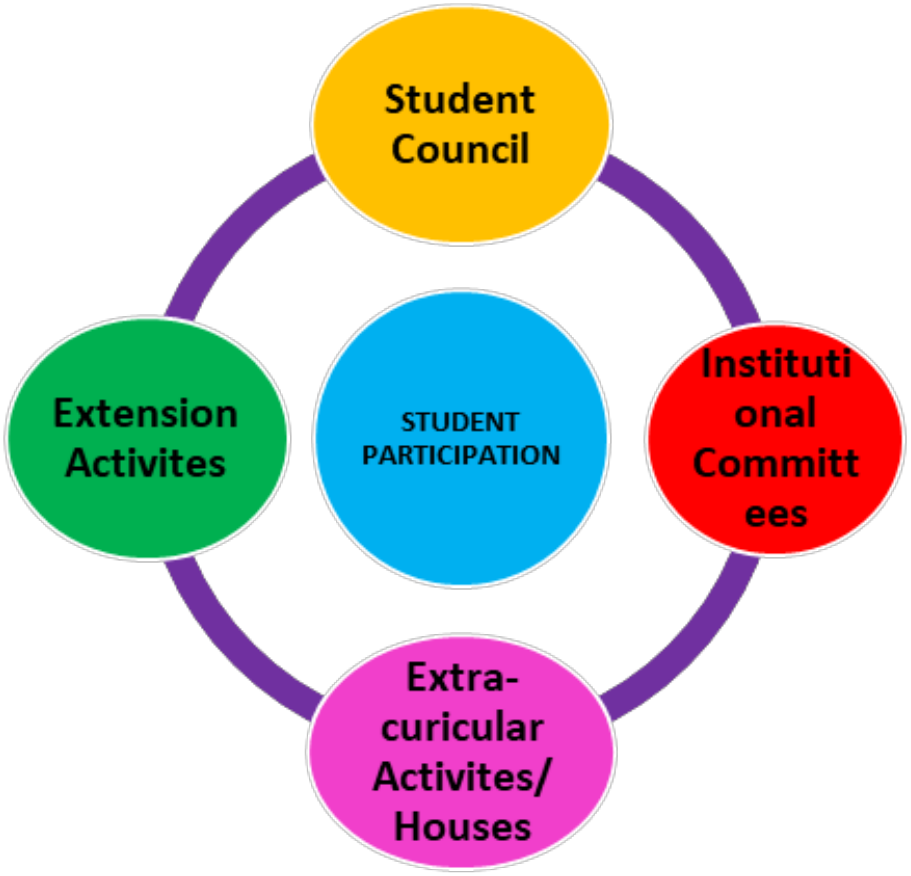
The **College Captain** is **nominated** on **merit basis** (academics, sports & co-curricular performances) **House Captains** and **Vice-Captains** are **elected** by the students of their respective Houses.

Functioning of Student Council

- The council follows guidelines & other directives of ISPWC and ICECA.
- ICECA in consultation with the college Captain and House Captains & Vice Captains select secretaries and co-secretaries of the sports cultural, literary clubs.

Student Welfare Activities

- Play a vital role in **promoting a conducive and inclusive environment** for the students.
- The council also facilitates in **conducting sports, cultural, literary, photography, adventure, yoga and meditation** related activities involving **Students Clubs**.
- The council is actively involved in the **coordination of academic, administrative, social and extra-curricular activities**.
- The council **facilitates other departments** and **committee** to **organize programs on moral and ethics, cross-cutting issues, gender equity, clean and green initiatives.** They are also actively involved in **organizing days of Institutional/National/International Importance**.
- They are actively involved in **extension/outreach activities** involving **SDC Rotaract club, UBA, Red Cross society etc**.
- Students participating in various activities are provided with following support facilities:
- Sponsoring registration fee
- Concessional travel grants
- Providing sports equipment and kit
- Providing financial support for conducting events
- Logistic support for participation.
- Special leaves and attendance considerations
- Flexibility in formative examination (within permissible limits)
- Awards and certificates of appreciation to deserving students in various events
- Special care is taken to provide nutritious balanced diet.
- All award winners are recognized by the Institute during the ‘College Week’ celebrations



Student Representation in Academic & Administrative Bodies

- Students are also part of IQAC and they provide their valuable inputs to other IQAC members from time to time
- Students are also a part of various Institutional committees:
- Institutional Quality Assurance Committee
- Institutional Examination and Academic Committee
- Institutional Anti-Ragging Committee
- Institutional Student and Patient Welfare Committee
- Institutional Grievance and Disciplinary Committee
- Institutional Library and Learning Resource Committee
- Institutional Environment and Bio-safety Committee
- Institutional Disaster Management Committee
- Institutional Hostel and Hospitality Committee
- Institutional Enhancement Committee
- Institutional Scientific Journal and Publication Committee
- Institutional Alumni Association Committee
- Institutional Publicity Committee
- Institutional Placement and Guidance Committee

The council encourages **wholehearted participation** of students for **nurturing creative ideas, promoting talent** and **team building** for their **holistic development, inculcating leadership and managerial skills.**

File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

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

Response: 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
2	2	2	2	2

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

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:

SDC&H was established in 1998 and has a **vibrant Alumni Association** which was formed in **2003**. The Association was renamed as **Institutional Alumni Association Committee (IAAC)** in **2015**. The institute has a **strong** and **illustrious alumni base** which is now well spread in **many countries** of the world and has **adorned respectable positions** in **academia, healthcare, research, industry, outreach including the prestigious armed forces.**

The Association is **registered** under the **Uttar Pradesh Societies Act 1961** with **Registration Number No.216/2011-12**. Currently, the IAAC comprises of 10 Committee members and has an **alumni strength** of 2025 members which is growing each year. Registered Office of the IAAC is located at SDC&H, room number 306, 3rd floor.

The IAAC works on the **principal of 5** R's of alumni engagement i.e. **relationship, reputation,**

responsibility, recruitment and revenue.

Functions of IAAC

- Regular updating of **alumni data base** and **institutional website** (https://sdcindia.ac.in/page/alumni)
- **Constant interaction** through **social media platforms** to foster strong bonding.
- **Bi-annual meetings** or as & when required.
- Planning of **alumni-based events** (interactions with students & faculty, invited talks/lectures/webinars, interaction with MC)
- Monitor overall functioning and **plan alumni meet** on regular basis.
- **Motivate** and **provide guidance** to students regarding their **placement** and avenues for **higher education** in India and abroad.
- Assist students to undertake **exchange programs** and **industry-academia collaborations.**
- Facilitate alumni in **donation of books/journals, finance and endowments** to the institution.
- Facilitate **participation of alumni** in various **scientific, extra-curricular events and extension/outreach activities** of the institution.
- Invite **valuable suggestions** and **feedback** from alumni for overall improvement of the institution.
- A physical annual alumni meet was held on **23rd April 2022 at Central Park Cafe**, after the government lifted the pandemic restrictions. Both UG & PG Alumni of various batches interacted

DISTINGUISHED ALUMNI OF SDC&H		
S. No	**Name**	**Currently Placed**
1	Dr. Srishti Dhaon Rathod	Deputy Secretary UP SST and Registrar Waqf Tribunal at Government of Uttar Pradesh, Lucknow.
2	Lt. Col. (Dr.) Tapan Singh	Indian Army
3	Dr. (Surgeon Commander) Ronak Singh	Indian Navy
4	Dr. Paulmi Bagche	Professor, Department of Prosthodontics, Crown and Bridge, Dr. D Y Patil Dental College, Pune
5	Dr. Mohd. Faizal	Professor, Department of Oral Surgery, Faculty of Dental Sciences, Jamia Millia Islamia (JMI), University, New Delhi
6	Dr. Ajit Vikram Parihar	Professor, Department of Orthodontics, Faculty of Dental Sciences, Banaras Hindu University, Varanasi
7	Dr. Akash Rana	Private Practitioner in Queensland, Australia.
8	Dr. Ayush Gulati	Managing Director of Purvanchal Institute of Dental Sciences, Gorakhpur.
9	Dr. Sakshi Channa	DDS at NY State University, USA.
10	Dr. Pooja Dwivedi	Chief Municipal Officer at Rewa.

Specific Activities of IAAC During the Last 5 Years

- Alumni meets have been organized in 2017-18 & 2018-19. Meets of 2019-20, 2020-21 were not held due to COVID-19 pandemic 2021 -22 were held physically at college cafeteria after the upliftment of Covid restrictions.
- Organized Class Alumni Meet (2007-08) on 01st September, 2018.
- Active participation during the Convocation organized in recognition of 20 years of Excellence in Dental Education, research and Health Care on 14th November, 2018.
- Distinguished alumni were invited for delivering talks/guest lectures on current trends in dentistry and ethical values. (06 programs during 2020-21)
- Feedback on course/curriculum and assist in its revision.
- Recruitment of Alumni in the institute.
- Play significant role in strategic planning and deployment.
- Representation in IQAC, IPGC and SDC SPARK.

SDC&H alumni are the **real brand ambassadors** who have **immensely contributed** to the **society at large** and helped towards creating an excellent **image** and **perception** of the institution **globally**.

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
Link for Additional Information	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:

Vision and Mission statements are reflected in the **academic** and **administrative governance** of SDC&H. (https://www.sdcindia.ac.in/page/about)

Vision

Develop SDC&H into a **center of excellence** of **international acclaim** in the field of **dental education, healthcare and research.**

Mission (s)

- Transcend boundaries and be **global brand** in value education in the field of dentistry.
- Sculpture and produce **moral, civic** and **socially responsible professionals** by providing integrated dental education in a diverse learning environment.
- Promote a **campus environment** that welcomes and honors all irrespective of their **religion, caste, creed** and **culture.**
- Create an atmosphere that values **intellectual curiosity, pursuit of knowledge, academic freedom** and **integrity.**
- Create **bridges** between **industry** and **academics** through **collaborative research** &**interaction.**
- Render **affordable, prompt** and **diverse** dental and medical treatment to the society.

Integration of Vision & Mission to Governance

Vision and mission are **foundation stones** of SDC&H. The institution provides **quality dental education** & **training** & **modern services** at **affordable cost**. Professional events, extension activities along with culture of best practices, learning by doing, analysis & innovations provide **excellent learning atmosphere**. **Structured competency assessment process** generates **quality outcomes**.

Governance

- **Leadership** is steered by Principal under the guidance of Management Committee (MC) through a robust governance structure comprising the governing bodies, committees and offices. **Guidelines** from DCI/University are regularly implemented. Nominated members represent the college in the **University BoS**.
- Principal is assisted by **Vice-Principal, Dean PG & UG, Director IQAC, HoDs, AO, MS, 23 Committees** and **offices** in **decision-making processes**. HoDs manage their departments in a **decentralized manner** and take advice from the Principal. MC **regularly meets** governing bodies to discuss **feedback/recommendations**.
- Governance system is **harmoniously represented, accountable, well-decentralized and participatory in nature.** Faculty, students and staff are members of Committees. Faculty and

students contribute as **key drivers** for **institutional successes**. Organizational needs are accomplished through **close monitoring** and **efficient decision making.**

Stakeholder Participation

Stakeholder's **formal/informal feedback** on **academic/non-academic parameters** of SDC&H are **analyzed** by **IEC** and their recommendations are forwarded to Principal. Positive actionable feedback enhances **organizational effectiveness**.

Achievements

- Accredited **'A'** by **NAAC** in 2016
- Ranked **27th** by **NIRF Rankings 2021**
- Certified by **ISO 9001:2015**
- Member **NBQP-QCI**
- **IHEC** recognized by **National Ethics Committee Registry** for **Biomedical and Health Research**
- Recognized as **SIRO** by **DSIR**, MoST, GoI
- Ranked **"Best Private Dental College in North India"** at the GTF Leadership Summit on 30thNov 2019
- Awarded **"Outstanding Dental College in Academics and Clinical Research"** on 22nd Feb 2020 by IESAO, Thailand
- Accredited by **IAO**

Activities leading to Institutional excellence

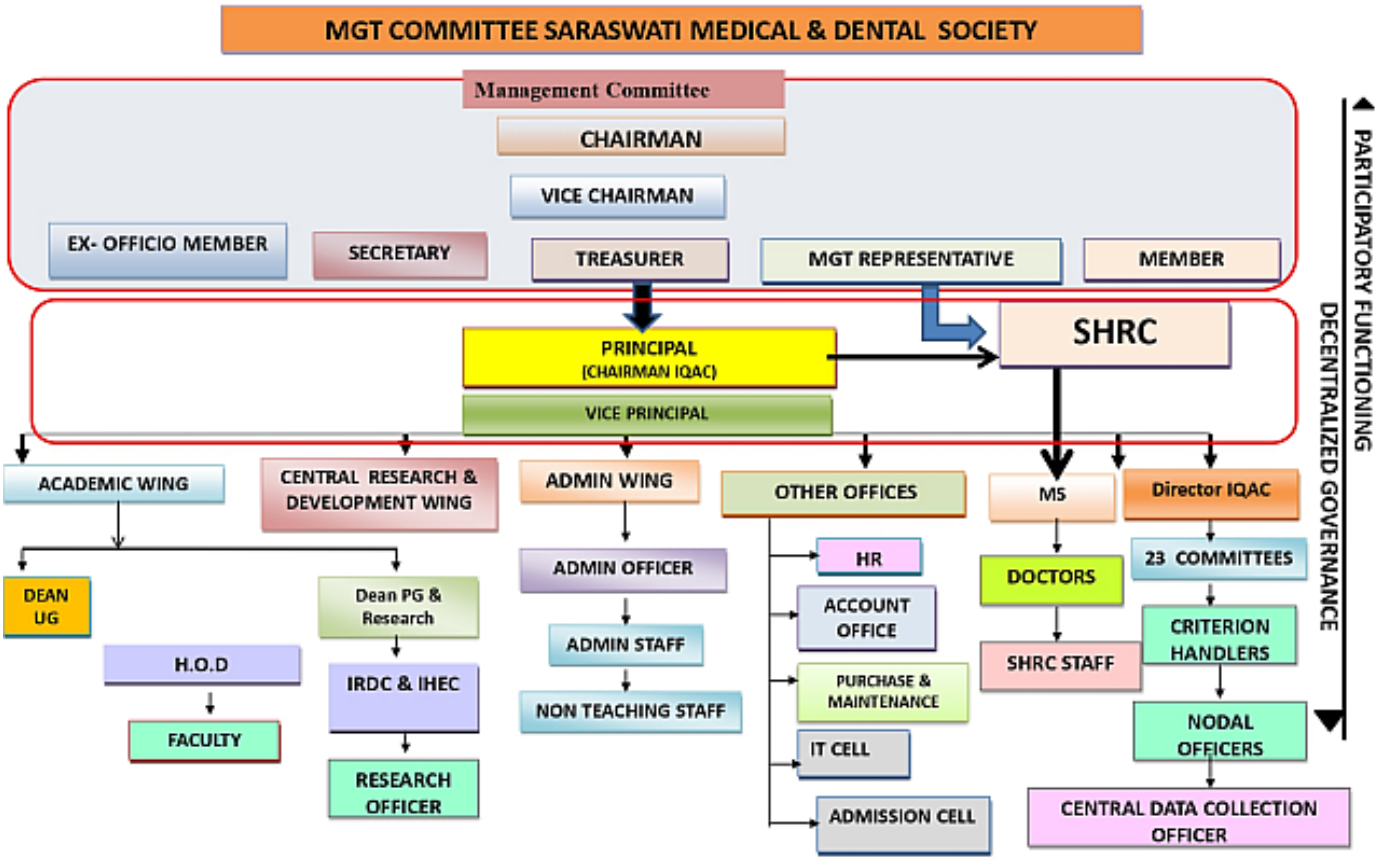
- **Quality academics, healthcare delivery** & **increased patients base**
- Higher research tempo & **ethical working environment**
- Practicing of **student & patient centric activities** (SPICES, BLOOM's Taxonomy, SDC-COATs)
- **Professional enhancement** through CDEs, value added programs, FDPs etc.
- **Modern infrastructure** & **e-governance systems**
- Enhanced accountability through **NWS**
- Practicing **tell-show-do-replicate methodology, inter-disciplinary, add-on, value-added, evidence-based & blended learning**
- Culture of **best practices, innovations & entrepreneurship (SDC SPARK)**
- **Mentoring** and **supporting students**

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

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

Response:

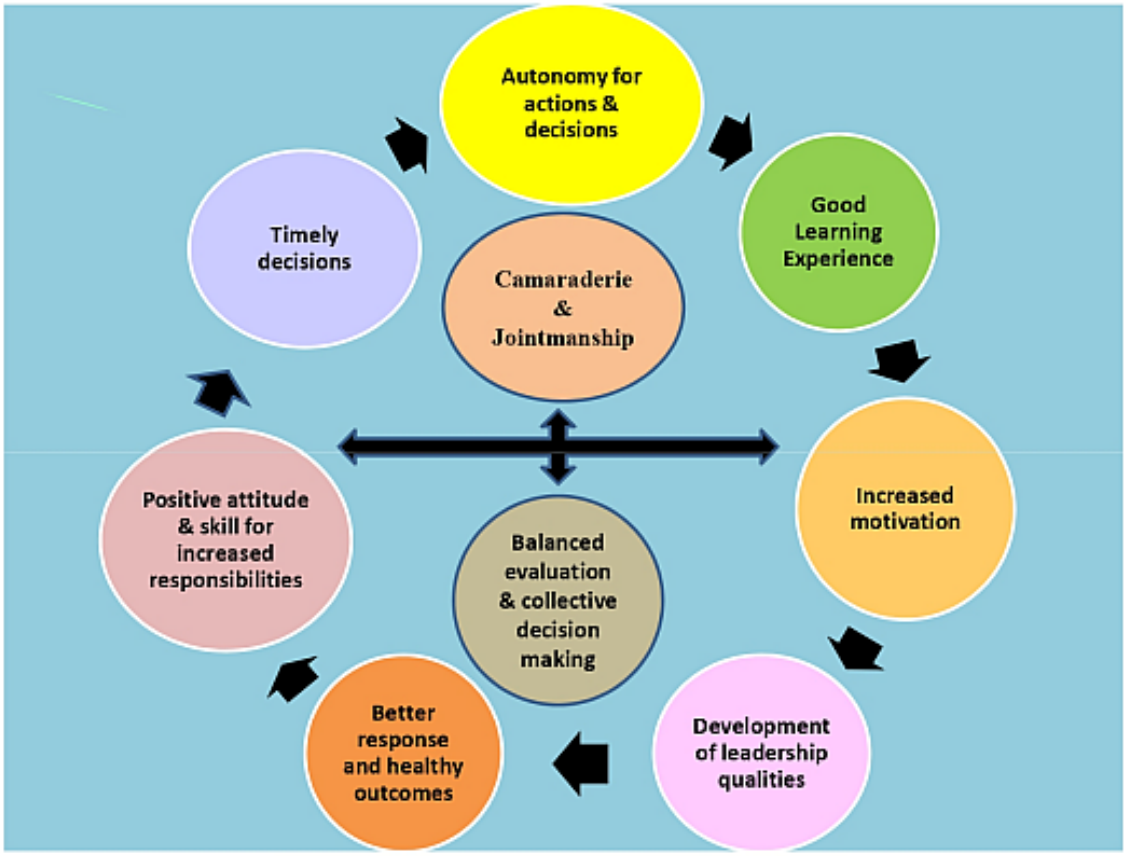
- SDC&H has a well-defined **organogram** for **effective leadership** governing the institute through a **decentralized and participative** structure.



- The constituent members of the **Saraswati Medical & Dental Society** and **MC** recommends important **policies** of the institute related with **recruitment, academic programs, extensions, collaborations, scholarships, finance, research & capacity building** etc.
- Decisions taken are **implemented in a decentralized administrative setup** and steered through **Academic wing**, **Administrative wing**, **Central Research wing**, **IQAC** & other Offices.
- Being an affiliated college, the Principal represents the institution in the University Board of Studies as an **Ex-officio member**. He is assisted by **Vice-Principal, Deans (PG & UG), HODs, Administrative Officer (AO), IQAC** and **23** other **Institutional Committees** for multifarious functions.
- HoDs ensure **effective functioning** of **departmental academic** and **OPD services** by the designated incharges, are strategic members of most Committees and assist the Principal in all the key decision making processes.
- **Central Research & Development wing** (IRDC & IHEC) deals in matters related to formulating **research proposals**, **ethical clearances**, **clinical trials**, **industry-academia interface** including **research collaborations**.
- IQAC uses the regulatory **guidelines** and **promotes quality initiatives** in all domains and monitors all committees to **implement decisions of governing bodies** in pursuance of organizational objectives.
- AO assists the Principal in **monitoring & implementing administrative activities** i.e., **safety & security, maintenance** etc.
- MS (assisted by AO) ensures **smooth functioning of the SHRC** by collaborating with the Heads and his team of **paramedical staff**, **storekeeper, security and housekeeping**.
- The **decentralized administration system** works efficiently to overcome any hurdle during the implementation of processes. The outcomes are evident in **optimal functioning** of all stakeholders to produce desired results. Apart from meetings of top management on as required basis, **regular meetings of Governing bodies** are organized at all levels for efficiency and positive growth. HODs

organize frequent meetings with their faculty members involving all aspects of departmental functioning and seek their valuable inputs regarding **TLE, patient care, infrastructure and clinical requirements**.

- More than **98%** faculty is member of IQAC and other Committees. **Participative and decentralized system** has led to **enhanced leadership qualities, team work** & **jointmanship**, **improved ability** for **unbiased evaluation** and **cooperative assessment making skills** amongst all thereby **boosting their confidence** and **willingness** for timely completion of tasks.
- The decentralized, participatory mode of administration provides **autonomy to the faculty** and **senior students** for **healthy discussions**, **active decision making** and **sustained professional growth**. Few visible outcomes of such a system are **improved timely decisions**, **increased motivation, quicker grasping** of various issues**, positive attitude** with **better skill** for **shouldering higher responsibilities.**
- Funds are allocated based on need and priority, and budgeting is done at the beginning of the financial year. **02 internal** and **01 external financial audits** are done during each financial year. Allocation of finances is **transparent** and **imprest funds** (financial autonomy) have been allocated to **HoDs** (INR 5000), **AO** (INR 5000), **MS** (INR 5000) and **Principal** (INR 50000).



Outcomes in the Institutional Governance

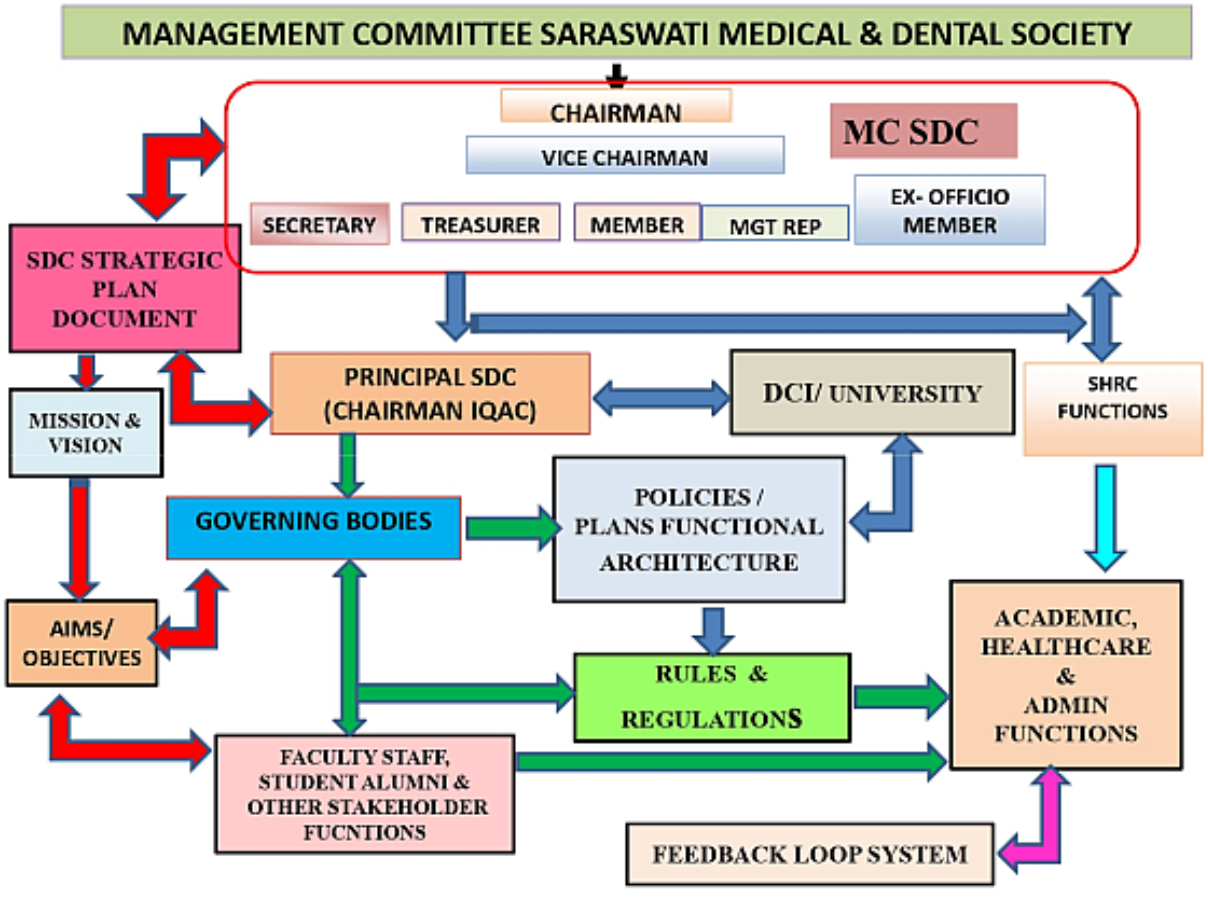
File Description	Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

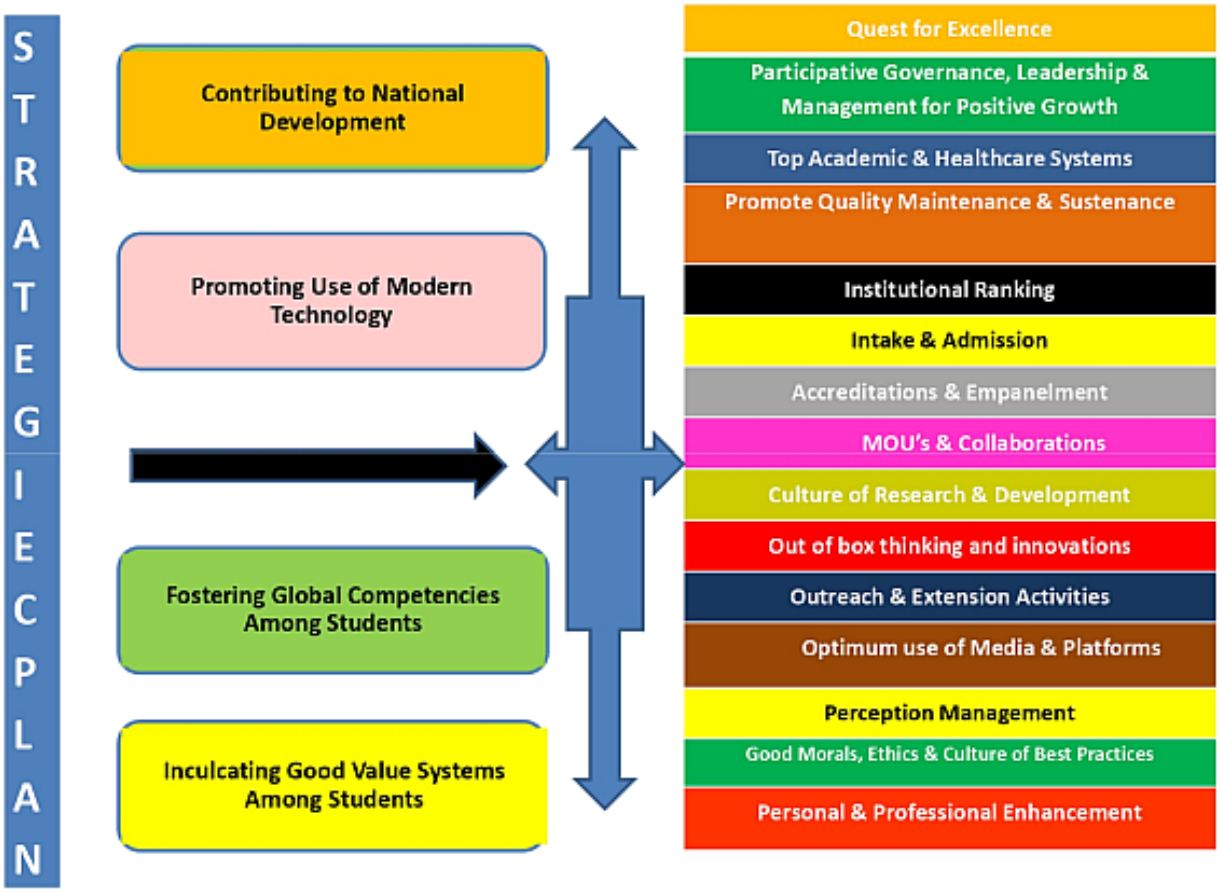
6.2.1 The Institutional has well defined organisational structure, Statutory Bodies/committees of the College with relevant rules, norms and guidelines along with Strategic Plan effectively deployed

Response:

Yes, the institution has a **well-defined organizational structure** and follows **hierarchical pattern** and **participatory mode of governance**.



All wings of the **organogram** work with focused synergy and the college have a **strategic plan document**.



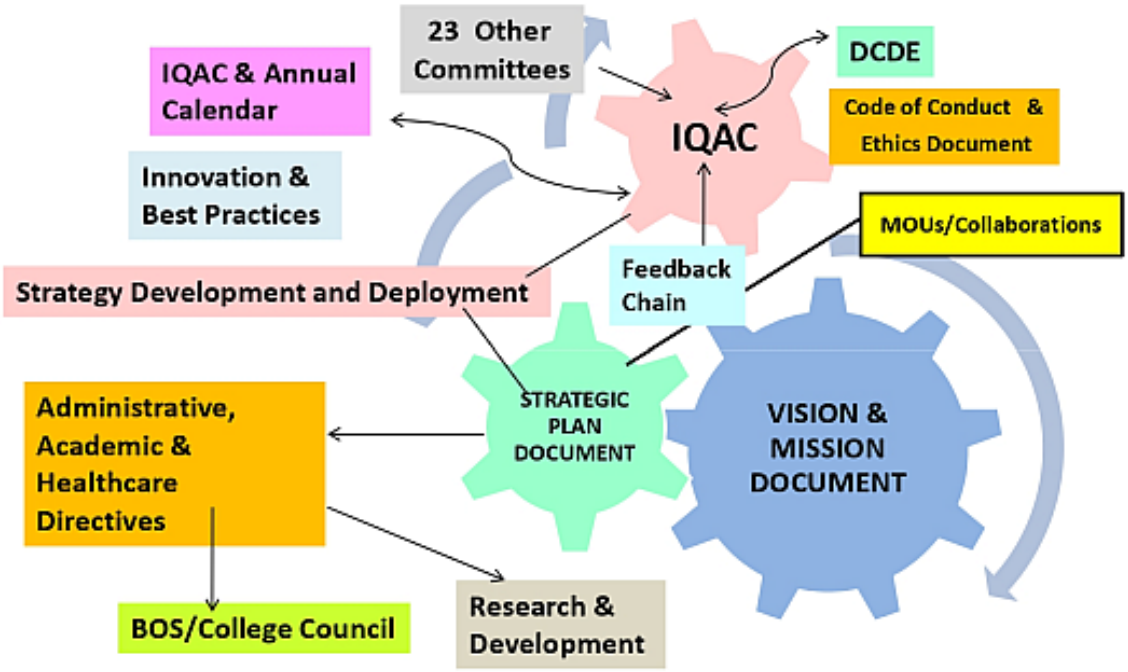
Other than the Principal, Vice Principal, Dean PG & Dean UG, Director IQAC with all the 23 Committees of the institution **encompass participation** of over 98% of the faculty. All Committees have their **Charter of duties**; **guidelines, rules** and **regulations documents**, function under a **code of conduct** and operate within their **area of responsibilities**. The Committees follow the composition as per **regulatory guidelines** and thereby ensure **participation of all stakeholders in decision making processes**. The **24 Institutional Committees** are as follows:

1. Management Committee
2. Institutional Finance Committee
3. Institutional Purchase & Maintenance Committee
4. Institutional Admission Cell Committee
5. Internal Quality Assurance Committee
6. Institutional NIRF Committee
7. Institutional Student & Patient Welfare Committee
8. Institutional Grievance & Disciplinary Committee (Institutional Women Cell)
9. Institutional Environmental & Bio-Safety Committee
10. Institutional Research & Development Committee
11. Institutional Anti-Ragging Committee
12. Institutional Publication & Scientific Journal Committee
13. Institutional Hostel & Hospitality Committee
14. Institutional Library & Learning Resources Committee

15. Institutional Examination & Academic Committee
16. Institutional Committee For Extra-Curricular Activity
17. Institutional Enhancement (Internal & External) Committee
18. Institutional Disaster Management Committee
19. Institutional Alumni Association Committee
20. Institutional Human Ethics Committee
21. Institutional Publicity Committee
22. Institutional Placement & Guidance Committee
23. Institutional Code of Conduct & Ethics Committee
24. Institutional Website Committee

Strategic Components

- **Contributing to National development:**
  - **Employment to dentists**, paramedical & managerial staff, including other non-teaching staff. The institute generates skilled dental professionals.
  - **Quality diagnostic, treatment** and **pharma facilities** at SDC&H (including outreach activities) boosts social-healthcare system.
  - Complete administrative and technological support is provided for **higher R&D orientation**, growth and output. Several research/studies have been completed/are under process for contribution towards national database of health and related issues.
- **Fostering global competencies among students:**
  - **Institution** provides quality education, **ICT enabled TLE process**, **professional enhancement opportunities** and **research atmosphere** empowering students to develop **global competencies**.
  - **Inculcating a sound value system among students:**
    - Institute promotes a **secular environment**, wherein all personnel are treated equally irrespective of **religion, cast, creed, color or socio-economic** status. Moral values such as self-discipline, work ethics, dedication, sincerity, team work, honesty and integrity are the hallmark of SDC&H.
  - **Promoting use of modern technology:**
    - Use of **latest technology**, equipment and materials for training and treatment. ICT enabled teaching and research activities further promote technological advancements.
    - **Collaboration** with institutions of **national/international repute** and **energy conservation** with modern technologies (water harvesting, solar panels) are being done.
  - **Quest for quality and excellence:**
    - **Formal policy on Quality Assurance** and **presence of institutional committees**. Existing policies are well deployed, reviewed and periodically modified to ensure quality.
    - Ensuring **top quality training, education**, **ISO auditing** and winning **awards**. Undertaking DCI/University/NAAC inspection & international accreditations highlight high focus on quality and excellence.



File Description	Document
Link for strategic Plan document(s)	View Document
Link for organisational structure	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document
Link for additional information	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 **most valuable asset** at SDC&H and SHRC is its **human resources**. These resources are not only **academically and administratively** oriented but also **highly committed towards the institute**. The organization has taken adequate welfare measures for its teaching and non-teaching staff beyond providing safe and conducive workplace environment with equity and inclusiveness.

Welfare measures for Staff are as follows:

- **Travel allowance** and **registration fee reimbursement** for attending conference and training workshops
- Reimbursement of **cost of research** published in journals having **Impact factor more than 2.0**
- **Seed money** for research
- Leaves (As per HR Policy)
    - Study/Sabbatical leave of not more than 3 years
    - 12 days of Casual leave
    - 12 Days Earned Leave
    - Maternity Leave for female teaching staff upto 3 months
    - Medical Leave upto 3 months
    - Duty Leave (07-16 days) based on appointment to attend various conferences, conventions, training programmes, workshops, seminars, short courses & CDEs
- **Provident Fund** (50% Contributions from Institution, wherever applicable) for non-teaching staff
- **Interest Free Loan** – Employee can avail 3 Months' Salary As Loan without Interest Medical Benefit under ESI Facility (for those who coming under the purview as per rules)
- **Dental Treatment Benefit** – 50 to 100% concession in treatment to students, faculty
- **Staff Quarters** for Teachers on Demand

- **Loan** facility
- Concession in courses run by society to staff children
- Performance Linked Incentive Scheme (**PLIS**)
- **Welcome** for newly inducted staff
- **Farewell** to the outgoing Staff
- **Transport Facility** for employees and students
- **ATM** facility within campus
- **Crèche** facility in main building and SHRC for faculty, students and staff
- **Distribution of uniform** to non-teaching staff free of cost
- **Birthday celebrations** of faculty and non teaching staff (cake from Management)
- **Festival advance** for all employees
- **Extension of service period** for deserving retiring employee
- Prompt and effective **grievance redressal**

Support staff are also periodically apprised and trained free of cost in their respective departments in communication skills and demeanor required for dealing compassionately with patients of varied socio-economic status, gender, religion and age. In addition, they are trained to be sensitive towards patients with special needs, women and children.

These endeavors have led to **high level of satisfaction, increased motivation, productivity, retention strong bonding, loyalty, reduced absence from work apart from helping in creating goodwill**.

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: 29.14

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
31	50	29	17	12

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
Any additional information	View Document

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

Response: 18

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
30	23	16	12	9

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
Any 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: 30.4

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

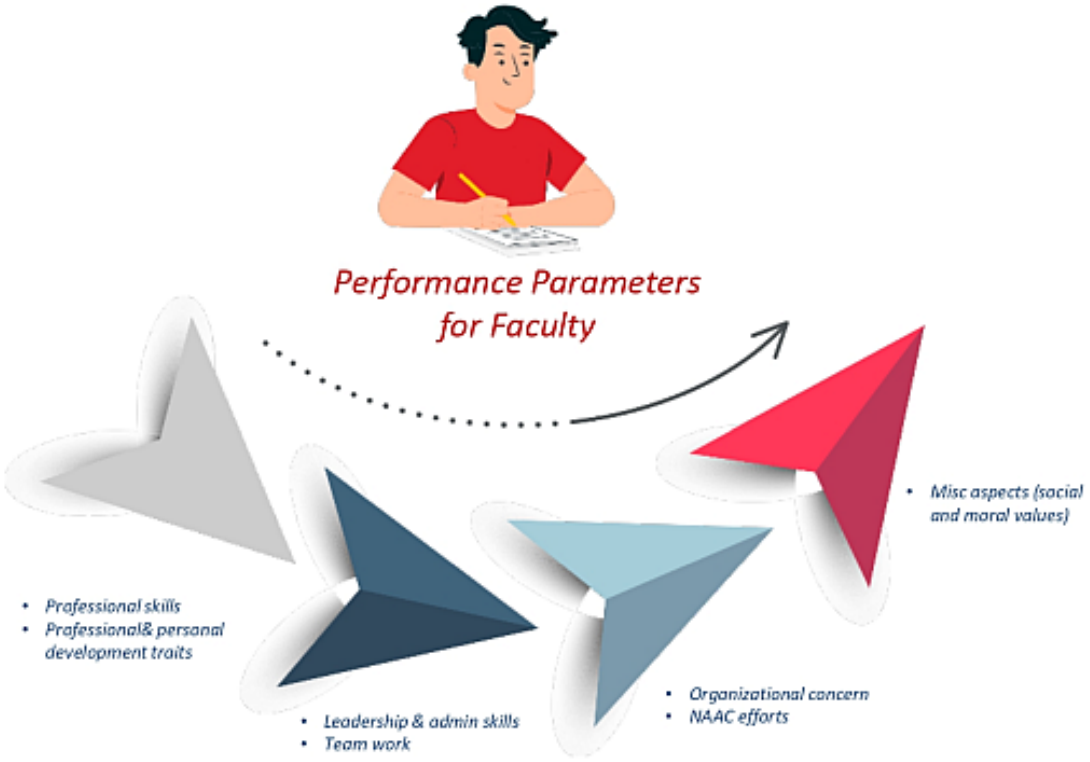
2021-22	2020-21	2019-20	2018-19	2017-18
35	52	38	12	9

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
Any additional information	View Document
Link of AQARs for the last five years	View Document

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

Response:

The Institution follows a **well-structured, robust** and **comprehensive Performance Appraisal System** (PAS) for its teaching and non-teaching staff keeping in mind the rules and regulations of Statutory Bodies (DCI & University).


Performance Parameters for Faculty
Professional skills
Professional& persanal development traits
Leadership & admin skills
Team work
Organizational concern
NAAC efforts
Misc aspects (social and moral values)

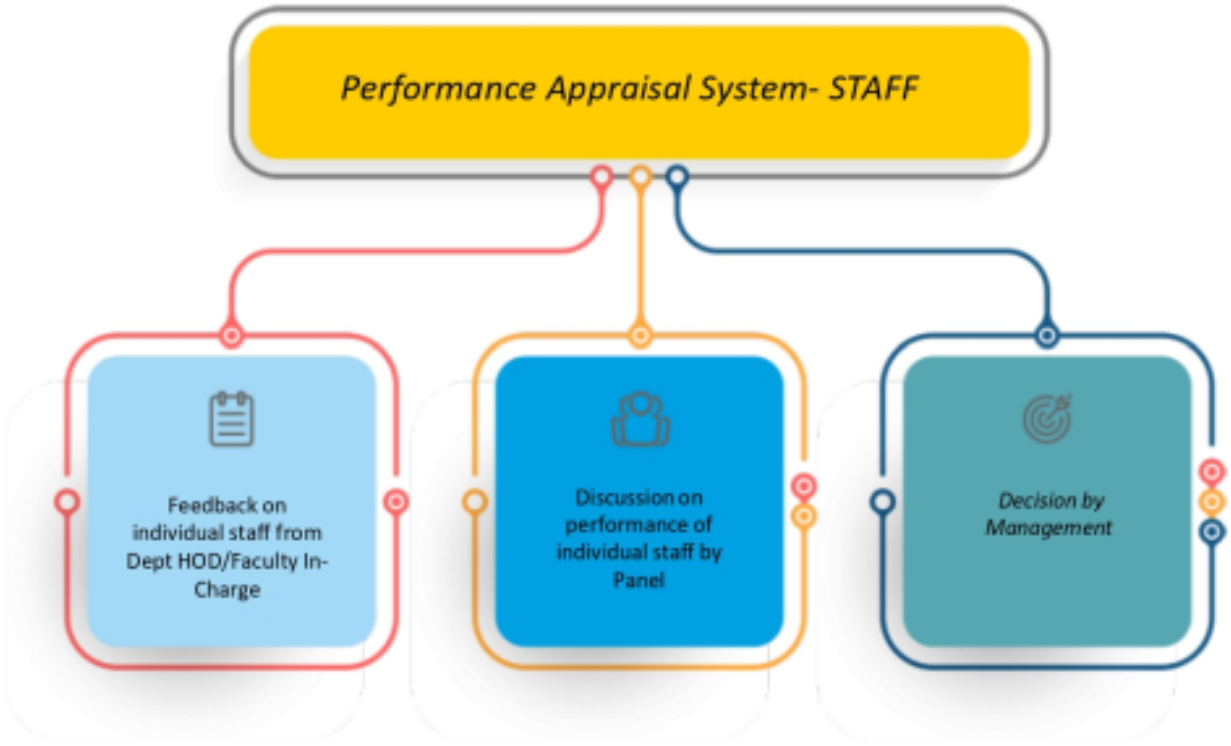
Performance Parameters for Non Teaching Staff
01
Professional qualification
02
Knowledge and competence
03
Communication & task execution skills
04
Initiative
05
Moral values
06
Leadership
07
Management Capabilities

Teaching Staff

- **Annual appraisal forms** (self-assessment) exist for the teaching faculty. These forms require filling up of data/ information by the individual **based on allotted duties** (NWS).
- PAS form includes details pertaining to **professional and personal endeavors** i.e. TLE, clinical works, innovations, collaborations, camps, FDPs, VAPs, self-professional enhancements efforts, extracurricular contributions, specific institutional assignments undertaken. The achievements also include awards for paper/poster/table clinic presentations, guest lectures, research publications, book publications, patents, contribution to text books, research projects, teaching learning methodology, administrative responsibilities, additional academic achievements like fellowships, diplomas, PhD's. The individual also has to provide information regarding his initiatives/innovative measures in teaching and clinical training and his/her strengths and weaknesses. The faculty also needs to list their future plans in terms of goals and the envisaged strategy for achieving them.
- As part of the performance appraisal procedure, a specific form for faculty (based on assigned duties) is handed over for filling up. The filled form (along with supporting documents) are then collected by HR department and submitted to the **Performance Appraisal Committee** constituted by the MC. Each faculty is then called for interview with the Committee and based on **observed performances**, **contents of the filled individual appraisal form** and also the **personal interview**, the annual performance of each faculty is ascertained.
- Finally, based on **professional competence, leadership & management, research & development, mentoring effectiveness, initiative/attitude** including **contribution to organizational objectives & growth** the faculty are grouped into performers ranging from **Excellent, Very Good, Good & Average** according to their score. On evaluation of the total score, if found suitable, the faculty is selected for promotion and/or financial upraise by the MC.

Non-Teaching Staff

- The annual performance appraisal system is also conducted for Non-Teaching Staff. They are assessed under different parameters **"multi-criteria group decision making approach"** which includes their **knowledge and competence, communication skills, task execution skills, initiative, moral values, character/habits, discipline, reliability, relationship** with **superiors/subordinates, students** and **public including technical abilities** (for technical assistants).
- Each non-teaching staff (non-administrative) is graded by a team of 2 to 3 members into **Very Good, Good, Satisfactory, and Average categories**. On being adjudged into Satisfactory performance category, the employee is recommended to be granted promotion and financial up gradation when the team submits its report to MC.



This streamlined process of performance evaluation assists in **identifying strengths and weaknesses** of individuals in their assigned duties and enables the organization in assessing their **potential, skills and trust worthiness**. It **creates positive attitude and initiative** among staff to achieve higher aims. **The Performance Appraisal System has significantly helped in the overall evaluation and performance of the employees and in motivating them towards ensuring optimal human resource management**. It has also created a positive atmosphere in the institution by enhancing productivity in pursuit of achievement of organizational goals.

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

6.4 Financial Management and Resource Mobilization

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

Response:

SDC&H is a **self-financed institution** and **manages its own resources**. **Effective mobilization** of fund and **optimal utilization of resources** are one of the key primary objectives of its **vision and mission statements**. (https://www.sdcindia.ac.in/page/about)

Resource Mobilization Policy and Procedure

- The main component of resource constitutes **tuition fee** from students which is periodically amended and fixed by the **Director General of Medical Education** (DGME), Uttar Pradesh and is based on guidelines of the Honorable Supreme Court. The other resource generating avenues include the **hostel fees, OPD/IPD collections, interest on fixed deposits and savings account** of the institution, **alumni contributions**, **grants from individuals** or **philanthropists** and **Unnat Bharat Abhiyan**.
- **Institutional policy on mobilization of resources and their effective utilization** provides for procedures and guidelines for **monitoring the effectiveness and efficient use of financial resources** by the Institutional Finance Committee (IFC).The IFC deliberates over financial planning aspects.

Resource Utilization Aspects

- The running costs for providing quality education and patient care are ever increasing and with limited budget there is absolutely no scope towards wastage and/or misuse. Resource allocation as well as utilization involves the **planning and consumption of all resources required for accomplishing vision and mission of the institution**.
- All resources are carefully and efficiently utilized through a tough budgeting control in order to achieve quality enhancement of the institute and overall organizational benefit.
- The **numerous domains** in which **resources** are **utilized** include:
    - Infrastructure creation or repair
    - New clinic/ laboratory setup and acquisition of new equipment
    - Up-gradation of old devices & equipment
    - Purchase of library books, journals, subscriptions and other course materials
    - e-content and e-resources
    - Purchase and up-gradation of software
    - e-governance (academics, administration, finance & accounting, student support & welfare and examination)
    - Purchase of consumables for laboratory use and subsidized treatment of patients
    - Maintenance expenses to facilitate academic support and physical support
    - Organizing CDEs, FDPs and workshops for faculty and students
    - Conducting National and International seminar/conference
    - Financial assistance to faculty members to attend seminars/conference/workshops
    - Maintenance of hostel facilities like furniture, upholstery or utensils and recreation facilities
    - Recurring expenditure like staff salaries, electricity, internet, registration and affiliation, mandatory hospital regulatory obligations, security and other sundry running expenses.
    - Seed money for research & SDC-SPARK
    - Scholarship for students
    - Organizing various cultural/sports/literary and other extra-curricular Club activities

- The **annual budget of revenue expenditure and capital expenditure are reviewed by IFC and finally approved by the MC**. There is a regular **monthly internal audit** for monitoring effective and efficient use of financial resources in addition to the annual audit.
- **Donations** are invited/taken for instituting endowments for giving **medals, awards, fellowships and research**. There is also a provision to create a corpus fund through donations under **Section 80G of Income Tax** Act. The contributions are made by the **management, external investors and**

society members.

- The institution is also **submitting Projects to ICMR/DST** with an aim to seek funding for special research works.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

SDC&H, over the years, has adhered to the **strict financial discipline** by conducting both **Internal & External (Statutory) audits at regular intervals**. The audit objections raised by them are rectified by Director Finance in consultation with the Accounts Department. **Till date no serious issues involving financial irregularity have been raised by auditors**. The timelines for the same are periodic in nature and adhered with due diligence.

- The objectives of **internal audits** are focused on **internal controls** while **external auditors** give more emphasis to and focus on the **accuracy of financial statements**. **Internal auditors** submit the report of their audit to the **Audit Committee.** This **report** is reviewed by the Audit Committee and if found **satisficatory,** it is submitted to **Institutional Finance Committee (IFC).** The **IFC** forwards its **recommendations and remarks** to the **Management Committee (MC). External auditors** submit the report of their audit to the **Institutional Finance Committee (IFC).** The **IFC** forwards its **recommendations and remarks** to the **Management Committee (MC).**
- The **internal audit** function is **preventive** and **ongoing**, providing **insights measures** and **suggestions** to the **leadership** and **management** persons covering all **governance, risk and control processes**. The internal audits are conducted **six monthly for the period from April to Sept and from Oct to March by the audit committee of the institution**. Audited report is then submitted to the IFC and the Chair for approval.
- **Internal audit** takes care of all transactions and maintenance of compliance level across the hierarchy. It also **authenticates** the accuracy in **financial transactions** with respect to the **accounting standards** and **commercial laws, regulatory compliances along with monitoring of tax liabilities**. Their reports were subsequently reviewed by the Statutory Auditor at the time of conducting statutory audit on completion of the Financial Year.
- On the other hand, External Financial Audit helps determine whether in the auditor’s opinion, the statements presented are true and fare, reflecting organizational position correctly and results of the operations and cash flows in earnest. External statutory audit is done by **M/s. Ajay Ritu and Associates, Chartered Accountants** Flat No. 14, Second Floor, AB Block, Dalippur Towers, Sapru Marg, Lucknow, Pin-226001 Uttar Pradesh (once a year after closing of books, between Apr-

Sep). The Audit Committee of SDC&H assists the External Auditors during the process.

- **External/ Statutory Auditors** are presented with a **bi-annual internal audit report** and its exhibits. They scrutinize the data presented and make a report, which is forwarded to consultants for legal opinions and taxations. Institution is **filing** the **income tax every year** religiously and responsibly.
- **Strict compliance** to various **legal** and **regulatory requirements** are also examined from time to time. The **review looks closely into the elements of cyber security due to computerized data and systems**.
- SDC&H **IT cell** personnel and the **cyber security experts** & **professionals** including certified information systems auditors are tasked with setting the **framework, safety features** and all the **IT protocols**. Adherence to **standard security measures,** and **necessary firewalls, anti-virus, routers, web servers** to obviate **IT threats** and **attacks** are also reviewed.

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

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

Response: 0.2

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
0.12	0.08	0	0	0

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:

SDC&H IQAC was constituted on **09 March 2016** vide notice **SDC/PO/NOTICE/15-16/167** with an aim for quality assurance, sustenance and periodic enhancements based on the feedback. Its has **matured over the period of time** to become a **vibrant committee** which is party to all the **major decisions making process**. It has adopted **Plan Do Check Act model (PDCA)** for various activities which have achieved excellence in dental education, research and healthcare.

- **Creation of IQAC** with representation from all stakeholders (management, alumni, society, industry, academia, student)
- **Selection of appropriate persons as IQAC members** involving important members from governing bodies, important Committees (MC IEC, IEAC, ICECA, IRDC, IGDC, IPSJC, IARC, IPGC, DCDE etc.)
- IQAC is strongly committed to a system for **conscious and catalytic action** to improve the academic and administrative performance through **internalization of quality culture and institutionalization of best practices**
- Periodic meetings of IQAC **to assess implementation of measures to enhance innovation eco-system and provide opportunities for incubating ideas for professional growth**

Activities leading to excellence:

Criteria I

- **Facilitating IEAC** in conducting various interdisciplinary, value-added and add-on programs
- Prepared document on **Graduate Attributes** (GA), **Learning Outcome** (LO), **Program Specific Outcome** (PSO) and amalgamated with subjects to achieve credible **curricular mapping**
- Orientation towards **feedback system**

Criteria II

- Implementation of student centric methods, **SPICES, BLOOM's Taxonomy model**
- Implementing a structured and **comprehensive Mentor Mentee Program**
- Promote **quality professional learning** through CDEs, FDPs, workshops, industry-academia programs, student & faculty exchange program
- Training of teachers for **e-content/e-resources development** and its effective utilization
- Instrumental in restructuring the **Continuous Performance Assessment system** (COATs).
- Strengthening of **examination system and revision of SEM**

Criteria III

- Registration of **IHEC** with **MoHFW, GoI**
- Review of **faculty research publication**
- Facilitating in providing **financial support** and **seed money** for research
- Effective utilization of **27 MoUs/linkages**
- **IHEC** recognised by **National Ethics Committee Registry for Biomedical and Health**

Research.

- Recognised Institute as **SIRO (Scientific and Industrial Research Organizations)** by the D**epartment of Scientific and Industrial Research (DSIR),** Ministry of Science and Technology, Government of India.
- Assisting SDC Spark for creating an **ecosystem for innovations**
- **Registration** of institute under **Unnat Bharat Abhiyan, PMJAY** and **COVID-19 vaccination center**
- Assisting department of PHD in **extension/outreach activities**

Criteria IV

- Upgradation of **campus infrastructure** and **ICT facilities**
- Student exposure to **laboratories, hospitals** and **herbal garden**
- Upgradation of **internet bandwidth**
- Effective **Utilization of e-content** and library resources (e-resources)

Criteria V

- Planning of **student orientation program**
- Facilitating DCDE and IEAC in **conducting capability enhancement programs**
- Advising ICECA for planning various **extracurricular/beyond-classroom activities**
- Aiding IPGC and SDC SPARK in **conducting programs/activities** for placement and self-employment

Criteria VI

- **Aligning systems** and methodologies with guidelines of DCI, UGC, NIRF and NAAC
- NAAC **'A' Accreditation** 2016
- Certification/membership by **IAO, ISO** and **NBQP-QCI**
- Recognition as **SIRO** by **DSIR**
- Planning, preparing and implementing **NWS**
- Providing inputs for formulating **Performance Appraisal Forms**
- Preparation and **implementation of IQAC** and Days of **Institutional/National/International Importance** Calendar
- Briefing on **welfare measures** & **academic-administrative audit**
- Preparation and timely submission of **AQAR** and **AISHE report**

Criteria VII

- Facilitating **WC, IEAC** and **ICCEC** in conducting programs on **gender equity, human values and ethics**
- Helping IEBC to undertake **environment friendly initiatives**.
- Orientation towards **best practices** and **distinctiveness**

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

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

Response: 80.97

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
77	76	112	81	73

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
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
Any additional information	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
6	5	5	2	2

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

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

Response:

SDC&H Mission states "**To promote a campus environment that welcomes and honour's women and men irrespective of their religion, caste, creed and culture**". The institute proactively practices **Gender Equality Policy** in admission, academics and its administration. The gender equity related activities are steered by a **vibrant Women Cell**.

The institution is headed by a **dynamic** and **visionary Chairperson (woman).** A significant number of **women** are **appointed at academic and administrative positions** and are **empowered**. There is a **gender balance** amongst HoDs, faculty & staff.

Female leadership is encouraged at all levels. Out of **10 departments, 04 departments** are headed by **Female**. **Active participation** of **female students, staff** and **faculty** is ensured in **various academic** (talks, lectures and seminars), **administrative** (committees, clubs, houses), **healthcare** (clinics, OT, OPD) and **extra-curricular activities** (sports, literary & cultural groups).

Male : Female student ratio = 1 : 3

Gender Equity & Sensitization in Curriculum Activities

- **Co-education** institute
- **Women Cell**
- **Equal opportunity** in **New Work Schedule (NWS)**
- **Mentor-Mentee** program for support system
- Dedicated **Institutional Code of Conduct and Ethics Committee**
- **No bias** in TLE, **equal encouragement and tasking** to males & females.
- **Promoting use of gender-neutral language**
- **Barrier free communication** with all stakeholders irrespective of differences in their **cast, creed, gender** or **culture**.
- **Orientation program** for students includes **gender equity sensitization.**
- Practicing **unbiased role allocation** irrespective of gender.
- **Participation of female** students, staff & faculty in various **extension/outreach** activities.
- Inviting **female professionals, speakers, achievers, entrepreneurs and social activists** for **events & awareness programmes**. Chief Guest for Convocation in 2018 was **Mrs. Rita Bahuguna Joshi** (Member, Lok Sabha).

Gender Equity & Sensitization in Extra-Curricular Activities

The institute ensures and promotes participation of female students, staff & faculty in:

- **Student Council**
- **Institutional Committees, Houses** and **Clubs** (unbiased elections)
- **Zero discrimination** by promoting **women empowerment** through **equal opportunities** in literary events, indoor/outdoor sports and cultural activities (dance, skits, fashion show and singing).

SDC&H through its **Women Cell**, **Annually Organizes/Observes** the following days:

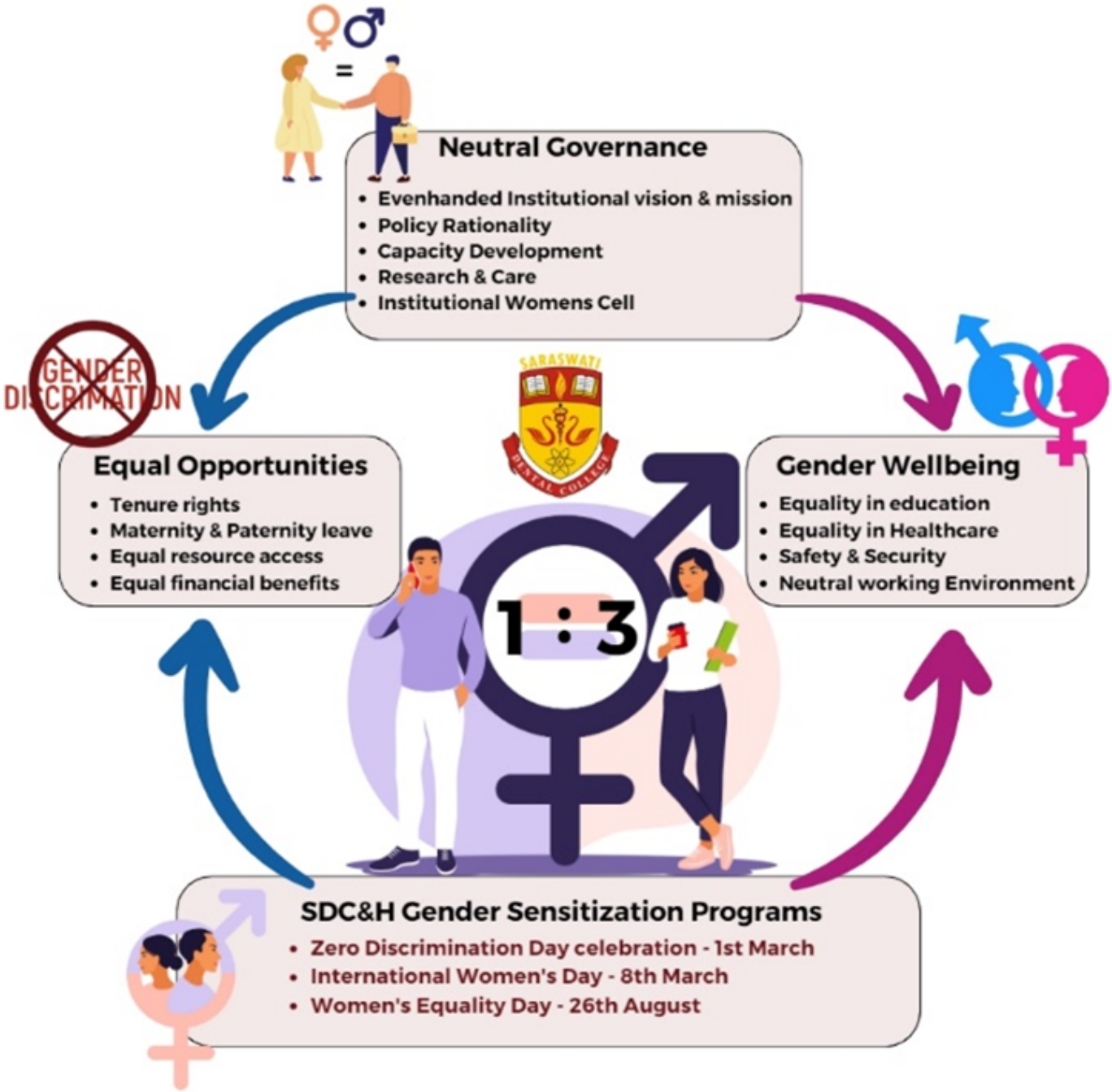
- **Zero discrimination day** (1st March): To end discrimination against women in the society.
- **International women's day** (8th March): Highlights the socio-economic, cultural and professional achievements of women.
- **Women's Equality Day** (26th August): Promotes awareness regarding equal rights, opportunities and ethical treatment of women in all spheres of life. Skits, group discussions and poster presentations are organized by students on issues of equal participation of women in various fields, empowering women rights & laws, economic justice, ending gender-based violence, providing health care without stigma or barriers, equal & free access to primary and secondary education etc.

On Campus Physical & General Support Facilities for Women

- **Well-lit campus** for **safety** and **security**
- **24x7 surveillance** with **CCTV** cameras
- **Women security guards** in girls' hostel and entrance gate
- **Visitor/identity card** for **restricted campus entry**
- Separate **hostel warden** and **fixed time schedule** for **visitors**
- Display of **24x7 helpline numbers** at strategic locations
- **Rest rooms** and **common rooms**
- **Creche** & **baby feeding** area

- **Professional counsellor**
- **Sanitary pad dispensing machine** in girls' hostel
- **Robust grievance redressal mechanism** through **IGDC** and **Women Cell**.

Based on the above initiatives, SDC&H campus is gender safe and gender neutral.



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

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
Geo tagged photos	View Document
Facilities for alternate sources of energy and energy conservation measures	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:

SDC&H follows an **established norm** and **practices** for the **management of degradable** and **non-degradable waste** in consonance with the **guidelines** notified by various regulatory bodies **(UP Pollution Control Board [UPPCB], DCI and MoHFW GoI).**

Institutional Environment and Biosafety Committee (IEBC) oversees the entire process of waste management.

The institute follows **single-use plastic free protocol** and effectively manages all generated waste through a **Reduce-Reuse-Recycle** process. Institution ensures that organizational activities do not adversely impact the clean-green campus and surrounding areas.

Degradable and non-degradable wastes are **segregated at source** every day and **disposed-off** as per **defined protocols/guidelines**.

- **Solid Waste Management: Solid waste generated** from **gardens, mess, kitchen, canteen and miscellaneous office spaces** (mostly food items) are **dumped in pit** within the campus. Whereas, **paper waste** is auctioned periodically to the **scrap dealer**. The institute has liasoning with **M/s ECOgreen Energy Lucknow Pvt. Ltd. (CIN U40106HR 2017PTC068191)** for authorized for the **collection, transportation and scientifically disposing** off solid waste on behalf of **Lucknow Nagar Nigam, Lucknow**.
- **Liquid Waste Management: Liquid waste** is treated through the **Effluent Treatment Plant (ETP)/ Sewage Treatment Plant (STP)** installed within the campus.
- **Biomedical Waste Management: Bio-medical waste** generated from hospital, general clinics, laboratories and specialized clinics is segregated and disposed-off in **color-coded bins** as per the guidelines. The housekeeping staff, laboratory assistants, nurses and surgical assistants and students ensure that the **waste is segregated at source** in the color-coded bins. This waste is transported every day to the **Central Collection Room** in **Color Coded Biohazard Bags**. This waste is picked-up by **'SMS Watergrace Mediwaste Pvt Ltd' agency authorized by UPPCB** vide **letter no. 2796/BMW-978/20 dated 24/02/2020.** The entire process is monitored closely by **IEBC**.
- **e-Waste Management: e-waste** is minimized by proper maintenance and repair process through in-house IT cell. These wastes **(batteries, computer parts, screens, CDs, pen drives and non-working/BER electronic devices)** are disposed through dedicated vendors and recycling firms.
- **Waste Recycling System:** Solid waste produced from **gardens, mess, kitchen, canteen, office spaces** (mostly food items) and naturally by plants and trees within the campus is dumped in pit for **natural conversion into manure for re-use in gardens**. Waste water recycled from **STP/ETP** and air conditioners is used for **irrigation of gardens**.
- **Hazardous Chemicals and Radioactive Waste Management**- The **institute does not generate any radioactive waste**. Chemical waste from various laboratories is treated through ETP. The X-ray film processing chemicals are duly disposed-off following the **IEBC and AERB guidelines**.

Signages describing the segregation of waste are displayed at source. The housekeeping and sanitation staff involved in waste disposal processes are **trained annually** by the **IEBC & SHRC.** IEBC conducts **sensitization/orientation programs** on **waste management** and **bio-safety hazards** periodically.

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

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
Any additional information	View Document

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

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

Response: 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

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:

In consonance with its **Mission**, SDC&H **promotes, practice** and **provides** an **inclusive environment** i.e., **tolerance** and **harmony towards cultural, regional, linguistic, communal and socio-economic diversities.**

Institutional Inclusivity

- The institute **ensures** that **harmony, understanding** and **respect** for each other is maintained among the **students admitted from different states** in UG & PG programs with **different gender, cast, creed, religion, background etc.**
- The institute takes extra efforts to **inculcate good moral** and **ethical values (integrity, honesty, communal harmony & tolerance** and other **personality developmental traits)** among the students through **value added programs, special talks, webinars, lectures,** and by regularly organizing **Days of Institutional/National/International Importance**. https://sdcindia.ac.in/document/docsafe/202212291210005519.pdf
- Institute celebrates **festivals** like **Lohri, Basant Panchami, Holi, Eid, Deepawali, Christmas** etc. **spreading cultural harmony, joy** and **developing strong bonding.**
- Institute **organizes various programs** on **cross-cutting issues i.e., anti-ragging, gender equity sensitization, human values, ethics** that have created an **awareness** towards **inclusive gender diverse work place environment, ethical** and **transparent practices.**
- **Grievances** (if any) are resolved through **informal** (Mentor-Mentee) and **formal** (IGDC, IARC, ICCEC & Women Cell) processes to achieve **good work place environment**.

Classroom Inclusivity

- All the **TLE activities** (conventional, inter-disciplinary, value-added & add-on programs/courses including e-contents/resources) are made available to the students irrespective of their **diverse backgrounds**.
- Students randomly **sit in mixed mode** in LTs, seminar halls, labs, auditorium maintaining **socio-cultural harmony**.
- Students **work together** during chair side case discussions, presentations, group discussions and in

research activities keeping their **socio-cultural religious or communal diversity behind.**
- **Literary events** (debate, discussions, elocutions) include such topics that develop ability to listen to alternative viewpoints with **democratic fervor** and **secular stance**.

Linguistic Inclusivity

- Institute conduct regular **classes** on **Hindi, English and Computer** for newly inducted students to address issues related to **language barrier**.

Social & Cultural Inclusivity

- **Orientation, Mentor-Mentee program** including **professional counsel** assist students to **adjust socially** in the new environment.
- Students with **diverse academic/social/skill/religious backgrounds** join hands to run **Student Council, College Houses** and **Clubs.**
- Students from different **social, cultural** and **linguistic backgrounds** enthusiastically participate in "**IMPRESSIONS"** that provides a platform for **camaraderie** and **self-exploration** subsequently developing **harmony** and **team spirit.**
- Utilization of **Wellness Centre** (gym, yoga and meditation centre) inspires its users towards **better life style**.

Leveraging Location

- **Proximity to National Highway (NH-27)** gives a chance to **serve the rural community** at large. Students and faculty get rich experience of interaction with the **underprivileged section** for their **healthcare needs**.
- The institute has **adopted 5 villages** under "**Unnat Bharat Abhiyan (UBA)**", **17 other villages** and **06 schools** for spreading awareness regarding health & hygiene, basic sanitation, breast feeding, vaccination, tobacco related health hazards, importance of nutritious diet and safe drinking water etc.
- Institution organizes **Daan-Utsav** where **people come together** and perform **acts of kindness** by **giving their time, material and money** for the **underprivileged.**
- Various **community outreach/extension activities** are conducted to **spread awareness** & **impart dental education** and **treatment**.
- **24x7 FOOD ATM** at main entrance helps in **eradicating hunger** by **leveraging social goodwill** and an avenue to use surplus food.

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

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

Response: A. All of the above

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

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

Response:

SDC&H celebrates Days of National/International/Institutional Importance, events and festivals (as per **annual calendar published by IQAC** https://www.sdcindia.ac.in/page/naac-iqac) with zeal to **remember, infuse & embrace our rich heritage & culture towards inculcating moral and ethical values like patriotism, integrity and communal harmony.**

National Days

- **Republic Day & Independence Day:** Flag hosting ceremony, Principal's address, institutional achievements, cultural programs and awards to faculty/staff.
- **Road Safety Week/Day (10th January):** To spread awareness and impart knowledge on road safety aspects (by police personnel).
- **Dentist's Day** (**6th March), Oral Hygiene Day (01st August), Indian Orthodontics Day (05th October):** To spread oral health awareness.
- **Hindi Diwas (14th September)**, **Daan Utsav (2-8th October)**, **National Communal Harmony Day & Flag Day (25th November), World Food Day (16th October), Armed Forces Flag Day** (**7th December) and Human Rights Day** (**10th December):** To spread knowledge on Devanagari script, for selfless giving, nationalism, for rights and freedom.
- **Teachers Day (5th September), Children's Day (14th November):** Special cultural programmes by students.

International Days

- **Zero Discrimination Day (1st March), International Women's Day (8th March), World Breastfeeding Week (1-7th August) & Women's Equality Day (26th August):** Promoting concept of right to living with dignity regardless of gender, caste or other socio-economic factors. Breast feeding campaign aims to inform and anchor action on breastfeeding related issues.
- **World Cancer Day (4th February) and National Oral Cancer Awareness Week, Oral & Maxillofacial Pathology Day (25th February), World Head and Neck Cancer Day (27th July) and World No Tobacco Day (31st May):** Spreading cancer awareness, prevention and remedies including associated myths and taboos.
- **World Prosthodontics Day (23rd January), International OMS Day (13th February), World Health Day (7th April), World Orthodontic Day (15th May), Oral Health/ Hygiene Day** (**1st August), International Radiology Day (8th November):** Observed to draw attention to global oral health scenario and **International Yoga Day** on **21st June** for fitness and personality development.
- **World Day for Safety and Health at Work (23rd April), World Heart Day (28 September**), **World Diabetes Day (1st October), World Geriatric Day (1st October), World Aids Day (1st December) and World Hepatitis Day (28th July):** To sensitize stakeholders towards importance of safety at work place along with healthy living.
- **Earth Day** (**22nd April**), **Tree Plantation / World Water Day (22nd March), World Environment Day/Swatch Baharat Abhiyan** (**5th June**): Observed to sensitize and educate stakeholders towards energy and environment conservation.
- **World Intellectual Property Day (26th April), Quality and Research Week (November):** Organized by IRDC to apprise all about concerned topics.

Institutional Days

- **Protsahan Diwas** (**5th January):** Celebrated to encourage all students, staff and faculty for their sincere efforts, performance & contribution leading to personal, academic and professional excellence.
- **Founder's Day** (**14th November**): Celebrated to honor the vision and leadership of the Founder Chairman with week-long mesmerizing cultural and sports extravaganza followed by felicitation of outstanding teachers.
- **"Lt. Col. T.S. Mathur Oration in Prosthodontics**": Annual professional discourse by eminent speaker.

Festivals & Events

- **Diwali, Christmas, Lohri, Saraswati Puja, Holi, Vishwakarma Pooja, Bada Mangal etc.:** Celebrated for spreading happiness and bonding.

File Description	Document
Any 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:

First Best Practice

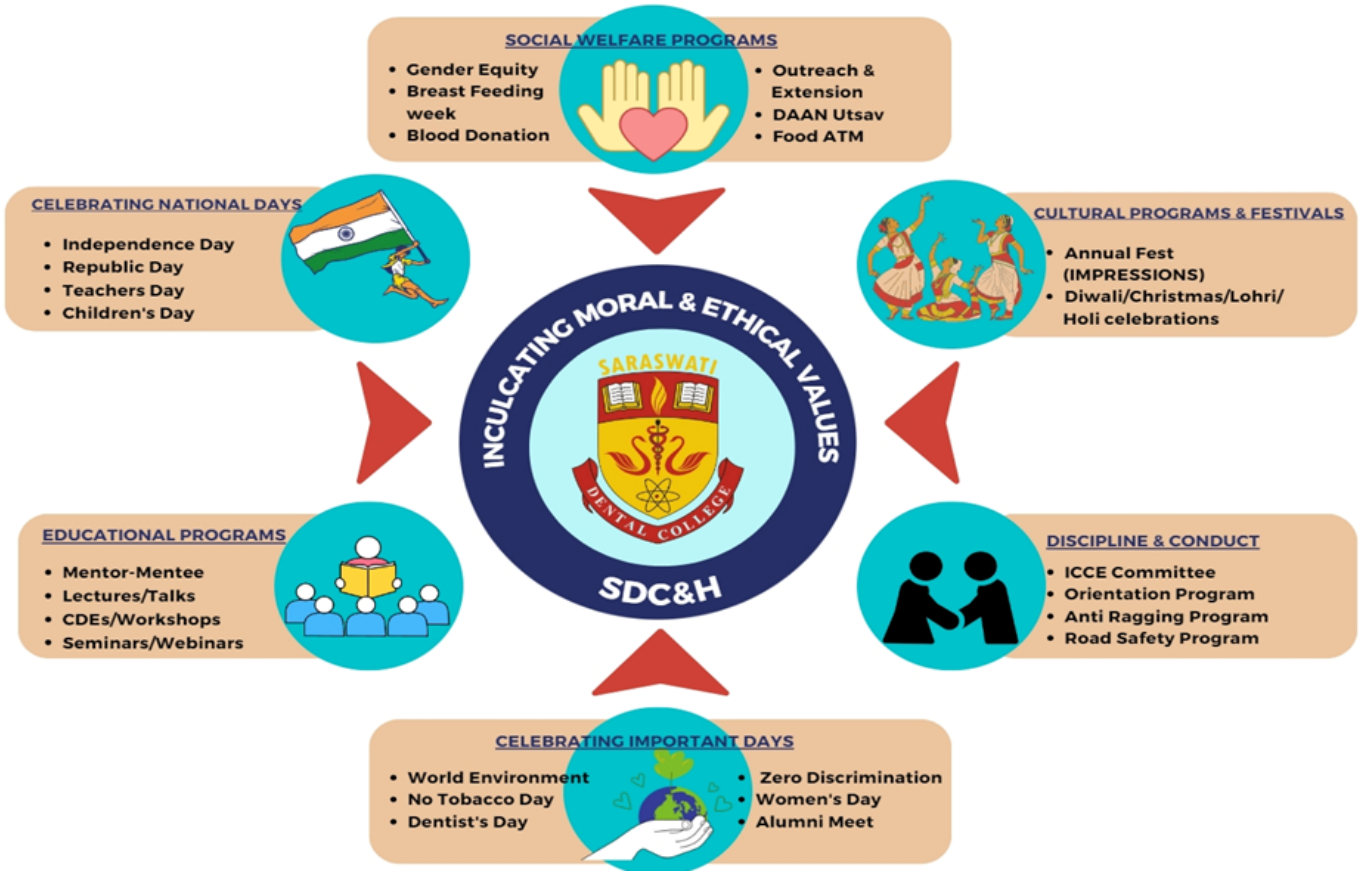
Title of Practice: Inculcating Moral & Ethical Values

https://sdcindia.ac.in/document/docsafe/202302130155879477.pdf

Objectives

In order to propagate our mission statement of producing “moral, civic and socially responsible professionals by providing integrated dental education in a diverse learning environment,” SDC&H aims to:

- Inculcate core moral values like modesty, empathy, honesty, integrity, compassion, patriotism, humbleness, communal harmony and sincerity in our students and staff.
- Sensitize, inculcate and teach our stakeholders towards practicing ethical medical and dental practices.
- Develop each individual into a responsible citizen of the society and a competent professional having sensitivity towards socio-economic responsibilities.



Attached: *The Context, The Practice, Evidence of Success, Problems Encountered and Resources Required*

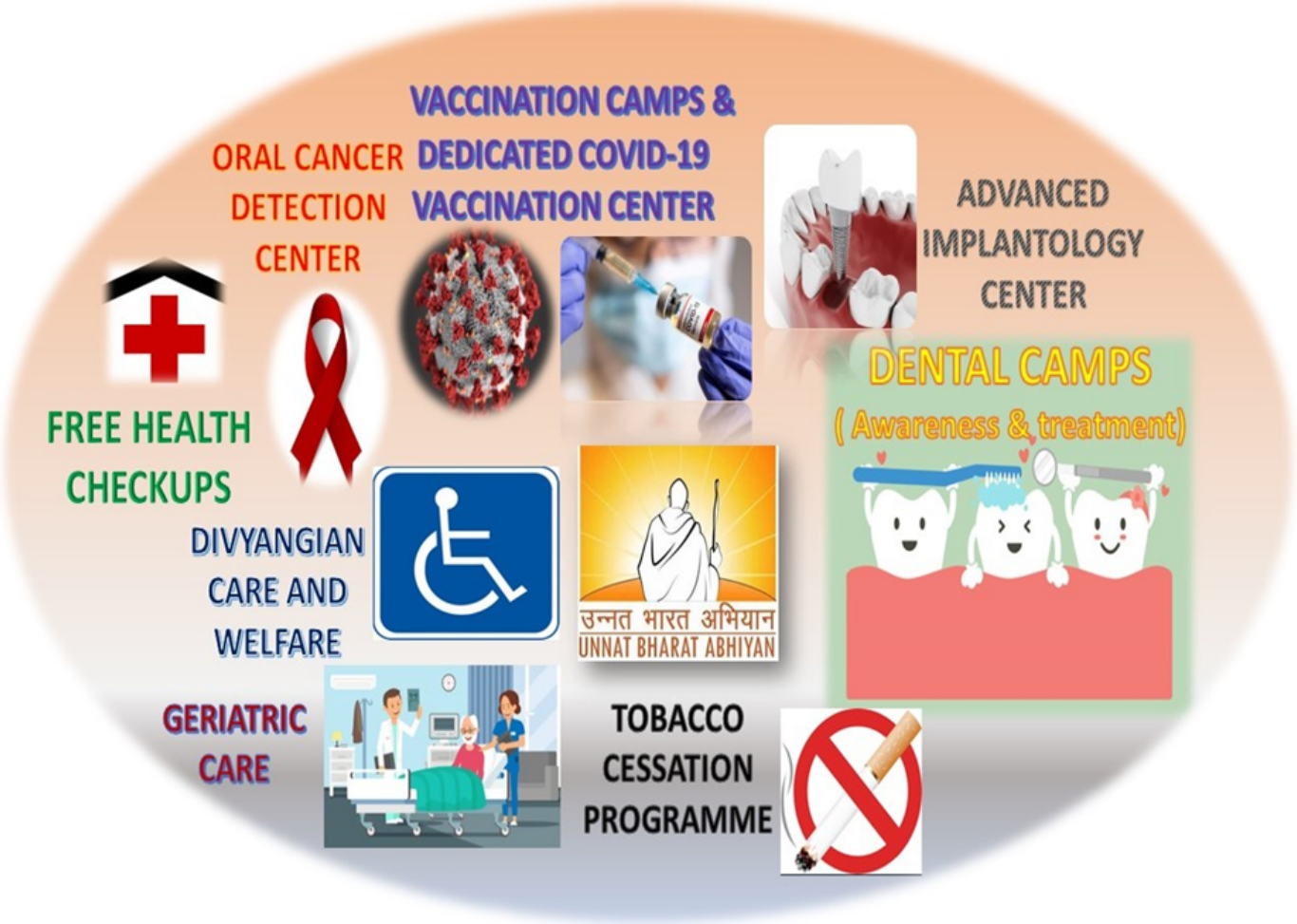
Second Best Practice

Title of Practice: Quality Patient Care and Welfare

https://sdcindia.ac.in/document/docsafe/202302130155879477.pdf

Objectives

- To provide barrier-free environment and Divyangjan friendly facilities
- To provide welfare measures, inclusive environment and patient education
- To develop and practice a patient centric approach
- To provide quality patient care and treatment for various ailments at affordable cost
- To provide safety measures, specialty patient care and 24x7 emergency, pharmacy and ambulance services
- To practice widely accepted treatment protocols utilizing modern healthcare facilities
- To upgrade the knowledge and clinical skills of students, staff & faculty
- To treat all patients ethically with utmost compassion and care by highly skilled professionals
- To upgrade infrastructure and provide healthcare facilities efficiently under COVID-19 pandemic conditions and provide COVID-19 vaccination facility for all.
- To achieve excellent patient satisfaction



Attached: *The Context, The Practice, Evidence of Success, Problems Encountered and Resources Required*

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

7.3 Institutional Distinctiveness

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

Response:

NEW WORK SCHEDULE (NWS)

The **IQAC** is responsible for all **quality initiatives** and **sustenance** in the institution based on **PDCA model**. In accordance with the **Institute motto** and on **recommendations of IQAC**, SDC&H has **initiated various innovative measures**. One such noteworthy decision has been the implementation of **New Work Schedule (NWS)** from **2019-20** with an **aim to augment operational, administrative, academic and healthcare efficiency through innovative governance and management strategy.**

Need

To **enhance operational** and **academic effectiveness, upkeep** and **accountability**, a detailed NWS was innovatively grafted by the IQAC with inputs from all department HOD's and Principal. In NWS, the faculty are **allocated specific duties** and **responsibilities** to **optimally facilitate** department work, lab activities, teaching & learning, research, documentation and work related to various Committees.

Objective

- To empower faculty in active decision making, strategic thinking and implementing procedures for quality education and healthcare within areas of responsibility.
- Enhancing department governance, managerial acumen and leadership qualities in faculty through active decision making and role play.
- To make each individual answerable to supervising authority, thereby increasing accountability.
- Improvise upkeep and record maintenance through closer monitoring, supervision and active control.
- Improve time management by multifaceted involvement.
- To enhance imparting of academic knowledge and clinical skills to students.
- Optimum utilization of available resources for effective outcomes.

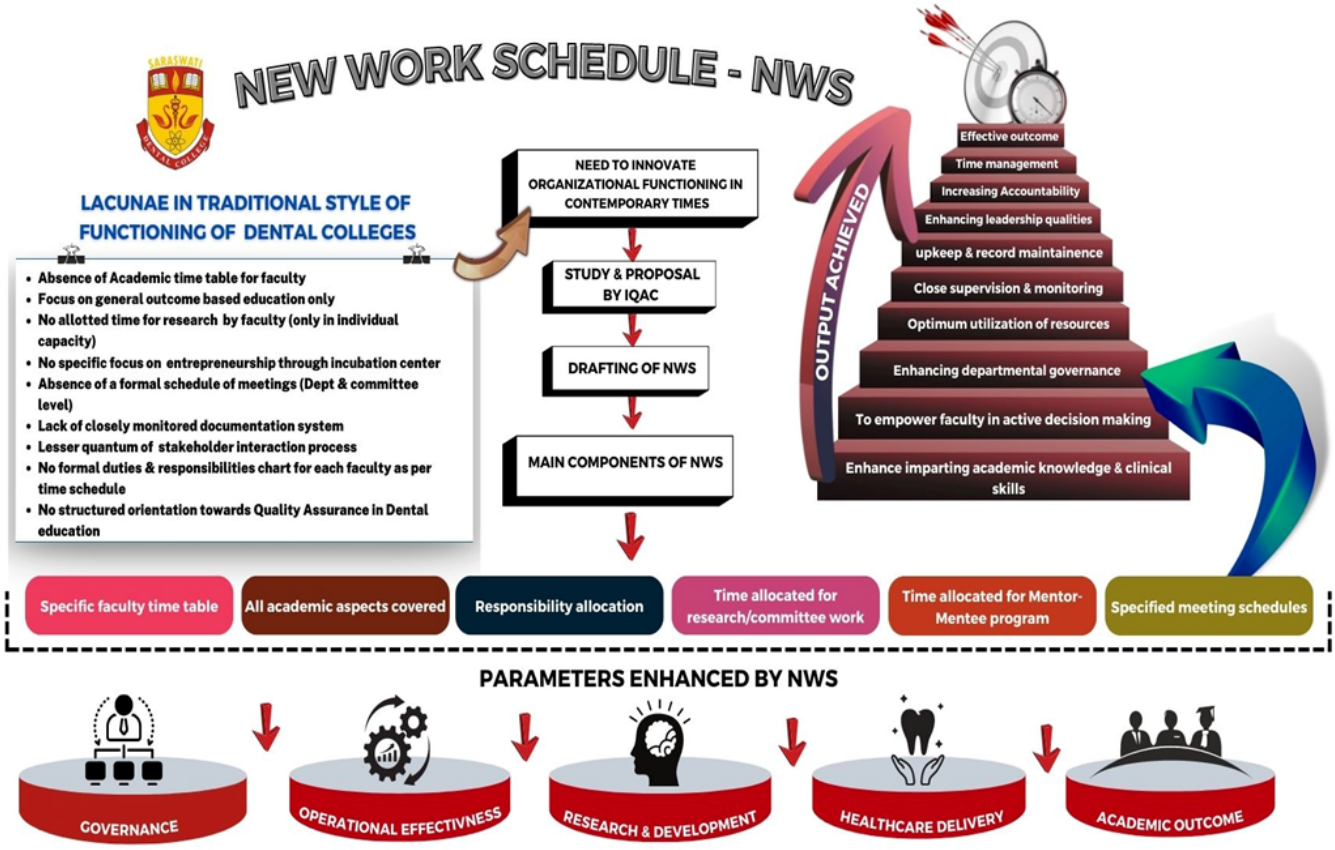
Implementation & Practice

In consonance with the guidelines of governing bodies and after numerous deliberations, IQAC drafted the NWS in early 2019. After an initial dry run for the first few months w.e.f. April 2019, feedback was sought to ascertain its effectiveness. Based on positive outcome, NWS was implemented in August 2019.

In NWS, each faculty has been made in-charge of a specific duty pertaining to administrative and or academic work of their respective department along with active involvement of other faculties within that work. Thus, the functioning of each section within the department is independent, participative and aimed at enhancing academic, research and clinical excellence. The work performance under NWS is stipulated to be reviewed over a period of 5 years and any necessary changes will be incorporated in the best interest of the institution. The schedule is followed diligently by all.

Evidence of Success

Implementation of NWS has **enhanced work performance** of each department in areas of **teaching & learning, administration, research and clinics**, as every faculty is now accountable and responsible for their designated responsibility within their department. This work schedule has led to **achieve target-oriented goals** within a **short span** of time after its implementation. The process of following the NWS has resulted in **marked enhancement of performance** by all staff as each and every individual involved in the process has an independent command and control over the designated responsibility along with active participation of other staff. NWS has given impetus to **decentralized leadership** and **management** in governance and hence, institution believes that it will fulfill the aim of making SDC&H into a **center of excellence** of international acclaim in the field of **dental education, research and healthcare** aligned to institute **Vision and Mission**.



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: 33.26

8.1.1.1 Institutional mean NEET percentile score

Response: 33.26

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:

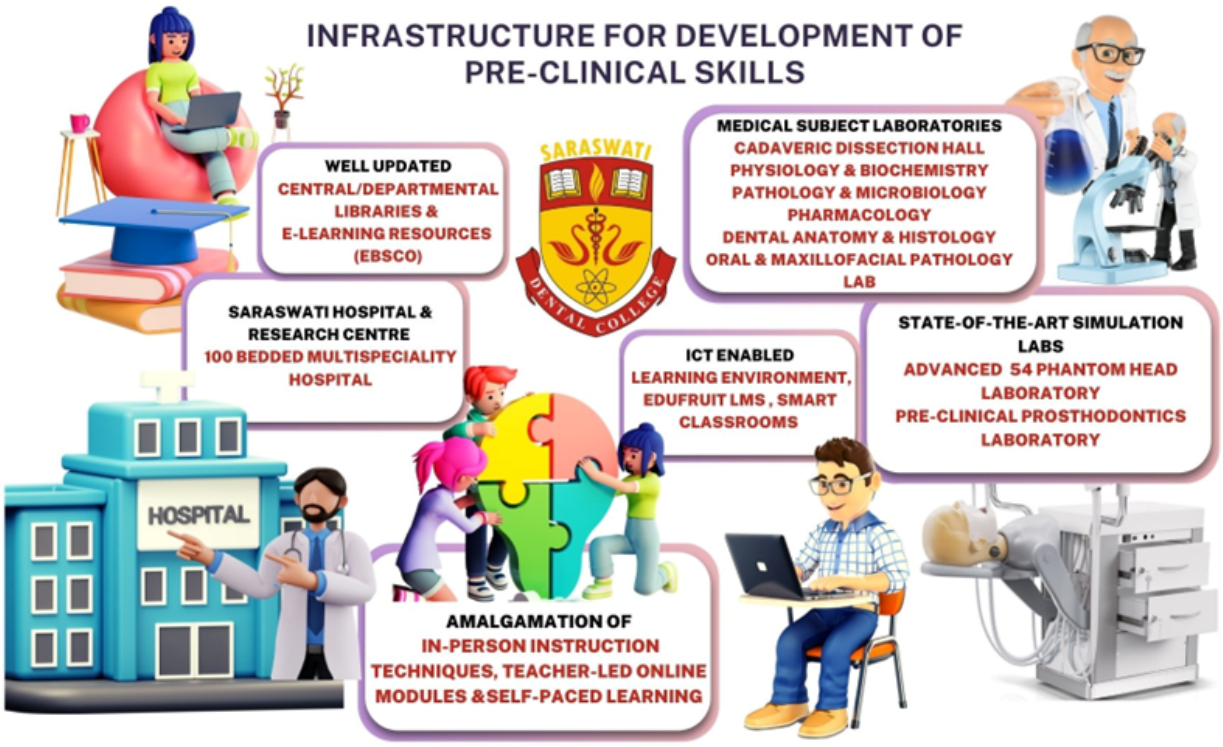
Adequacy of Training

- **SDC&H** is **recognized** by **MoHFW, GoI (DCI)** and **RMLAU, Ayodhya, UP** https://sdcindia.ac.in/document/docsafe/20220624011487982 6.pdf,https://sdcindia.ac.in/document/docsafe/20220624014437952 4.pdf
- Institution **complies with guidelines** of its **Governing Bodies** pertaining to the **curriculum, teaching hours** and the **availability of pre-clinical laboratories** including **equipment, instruments, models, ICT enabled tools, staff and faculty** for both BDS & MDS programs and which are amended from time-to-time. https://dciindia.gov.in/Rule_Regulation/MDS_Course_Regulations_2017.pdf
- **Pre-clinical training** is also done in **SHRC**, a **100 bedded multispecialty hospital** certified by Office of CMO, Lucknow having **24x7 emergency, pharmacy, ICU & ambulance services** along with **in-patient facilities** as per the norms of regulatory bodies.

Facilities Available

ICT enabled **04 smart classrooms, 02 video conferencing rooms, 09 seminar rooms, 09 departmental libraries, 03 satellite clinics, 15 dental clinics, 09 speciality clinics, a 100 bedded hospital, 23 laboratories (**including 56 phantom heads**), 14 museums** and **simulation softwares.**

https://sdcindia.ac.in/_files/SSR/4/4.1/4.1.1.%20A.pdf,https://sdcindia.ac.in/_files/SSR/4/4.1/4.1.1%20B.pdf

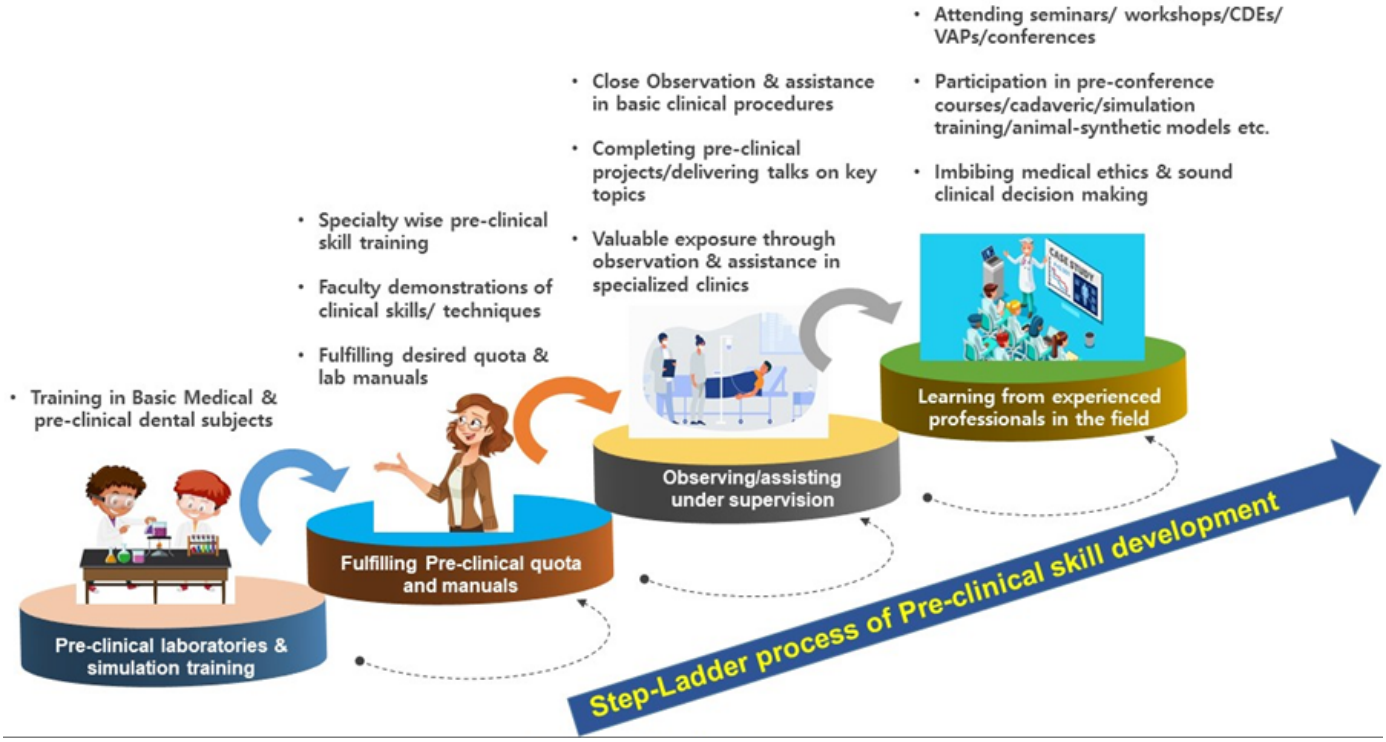


Steps to Improve Pre-Clinical Skills

- **Implementation of NWS.**
- Well **defined GA aligned with PO** (GO & PSO)
- Adopted **SPICES & BLOOM's Taxonomy model** for enhancement of **skills, creativity & innovation.**
- **Student centric methods** are introduced for enhancing the learning experience of the students like **experiential learning, integrated learning, participatory Learning, problem solving methodologies, self-directed learning, evidence-based learning, project-based learning** and **simulation-based learning.**
- Effective utilization of **Interactive Smart Board (ViewSonic Model 6550, 65", USA)** having HD resolution, touch screen, myViewBoardTM Annotation Software, ViewBoard Cast Content Sharing Software, Lecture Capturing Software, SmartPort USBTM, ViewBoard Cast Streaming Software and content creation, **blended teaching, MOOC platforms** and **e-content/e-resourses during COVID-19 Pandemic.**
- Extensive utilization of simulation software's and **Advanced Phantom Head Workstations** by students to improve practical skills and competency.
- **Integration of basic medical subjects** along with **dental curricula** to improve the elementary understanding of human body.
- **One-to-one student faculty interaction** (doubt clearing).
- Established **27 MoUs/linkages** which provide sufficient opportunity to undertake industry/field visits, extension/outreach activities, student exchange.
- Conducting lectures, workshops, CDE programs for enhancing pre-clinical acumen.
- Exposure through observing & assisting in **general & 09 Specialty Clinics (**Comprehensive/Integrated Clinic, Implant Clinic, Geriatric Clinic, TCC, Special Healthcare Needs

Clinic, OCDC, Facial Rejuvenation Clinic, Aesthetic Clinic, Sleep Apnea Clinic).

- **Introducing Value-added programs, Add-on and interdisciplinary programs (**Research methodology, Bio-statistics, Ethics & Jurisprudence, Basic Life Support, Medical Emergencies in Dental Office etc.
- **Periodic assessment** through **structured lab manuals**.
- Introduction of **SDC-COATs** for **continuous objective evaluation**.
- **Identification** of **slow performers** and **advanced learners** by **well-defined criteria**.



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:

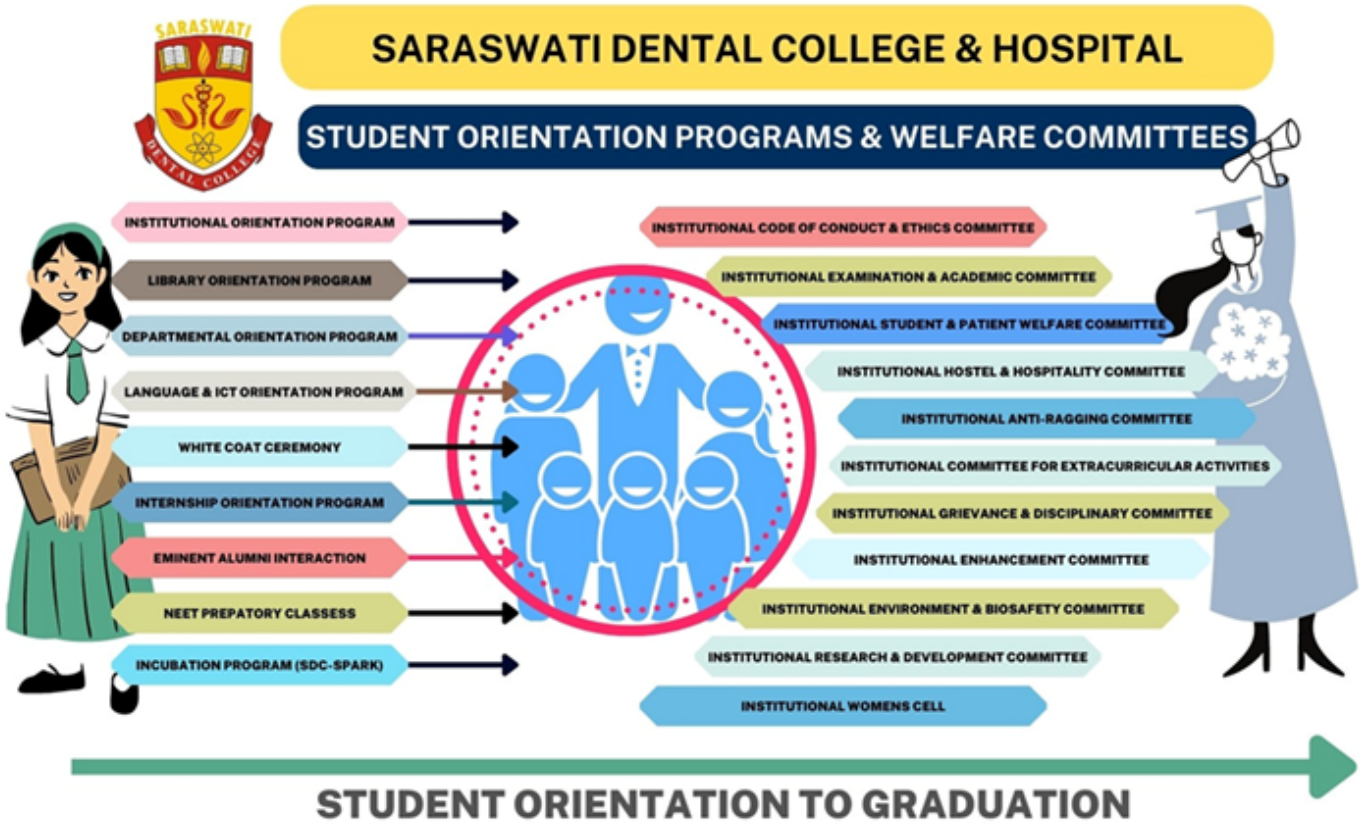
Yes, the institute conducts **Orientation/Foundation programs** for students entering the **college, clinics and internship** since its **inception**.

Orientation Program for Freshers: SDC&H takes pride in conducting **annual orientation/foundation programmes** for students entering the college/clinics/internship which was recently held **online** on 7**th March, 2022**.

Objectives of Orientation Program

- Welcoming **ice-breaker session**
- Apprise them and their parents/guardians regarding **Vision, Mission** and **Organizational structure**
- **Best practices** of the institute: Moral & Ethical values and Quality Patient Care & Welfare
- **Interaction** with **faculty** and **Institutional Committees for student welfare**
- **Library** and **e-content/e-resources**
- **Course curriculum** including **GA, PO & PSO**
- Student **e-portal Edufruit**
- **Mentor-Mentee program**
- **Code of conduct, ethics & gender equity**
- **Policies:** Attendance, leave, library, fee
- **Rules and Regulations:** Do’s & Don’ts, discipline, examination, conduct and dress code
- **Sensitization** towards **rights** & **responsibilities** to **ragging** and **grievance**
- **Enrichment** and **capability enhancement programs** (value-added, add-on, interdisciplinary and English, Hindi, computer language classes)
- **Student Council** and **Clubs** (06)
- **Campus Tour**: Facilities for academic and extracurricular activities
- **Amenities** in hostel, mess, wellness center & cafeteria
- **City Tour:** Know your city

These will **aid the students to settle in the new organization and environment.**



White Coat Ceremony: The ceremony is conducted at the beginning of **BDS 3rd year,** recently **held on 5th Feb 2022**. The **aim is to sensitize students entering the clinical domain** about their **ethical, moral and professional responsibilities towards patient care.**

Salient Features

- **White Coat Adornment**
- Oath taking ceremony **"Hypocrites Oath"**
- Deliberation on **"Code of Ethics and Professionalism"**
- **Familiarization** with **clinical departments** and **faculty members.**
- Introduction to **patient management skills, Patient Management Softwares (e-SDC, HIS-SHRC), behavioral etiquettes** and **aspects of medical ethics in clinical setup.**

Workshops on Patient Care

SDC&H **regularly** conducts **program/courses/events** for students on **infection control, biomedical waste management** conducted by IEBC, **professional ethics** (Value-added program), **vaccination** (Hepatitis B & COVID-19) and **Basic Life Support (AHA certified).** Students are actively engaged in **353 community programs (outreach/extension)** during last 5 years as part of their academic curriculum. Some key programs conducted were on **Empathy, Ethics & jurisprudence, World hepatitis day, Bio-Medical Waste Management** during **COVID-19** and **World Aids Day etc.**

Internship Orientation Programme

This program is dedicated to **train fresh graduates** enabling them to take up **leading role** as a **professional dentist** with **efficient, ethical, compassionate** and **clinically competent outlook** towards

dentistry enabling a smooth transition of a closely supervised **undergraduate student into an independent and confident dental practitioner**. the program was recently held **online on 15th June, 2021.**

Program focus areas:

- High levels of **clinical competence** and **knowledge.**
- **Learning under supervision**.
- Accepting **moral** and **ethical responsibilities** during healthcare of patients without **social bias** (caste, creed, gender or religion).
- Demonstrating **effective team spirit** and **leadership skills** in professional situations.
- **Participating** in **scientific research, presentations, CDEs, workshops, seminars** and **conferences** for **professional enrichment** and **growth**.

Special Training: During **COVID-19 pandemic**, programs and workshops were organised on patient care, safety, vaccination, functioning of special clinics, tele-medicine and triage for management of patients.

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: A. Any 5 of the above

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

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: 12.86

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
8	27	6	17	2

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:

SDC&H has a **well-structured process** to measure and certify attainment of specific clinical competencies by BDS students/Interns as stated in the undergraduate curriculum by the DCI as well as the affiliating University.

To achieve **unambiguous objective assessment** the institution has innovatively crafted the following:

- Ten **General Attributes** (GA)
- Six **Learning Outcomes** (LO)
- Six **Program Specific Outcomes** (PSO)
- Course based **Curricular Mapping** for above competencies
- **SDC-COATs** system for measuring and certifying attainment of clinical competencies
- https://sdcindia.ac.in/document/docsafe/202212290137526887.pdf

At the completion of the undergraduate training programme, the graduates are expected to be competent in the following:

General Skills

- Apply knowledge, skills and principles of ethics in practice.
- Analyze and evaluate outcomes of treatment as per scientific literature and evidence-based information.
- Participate in professional bodies.
- Continued self-assessment and willingness to update knowledge and skills.
- Undertaking research projects.
- Referral of patients for specialized treatments.
- Basic knowledge of forensic odontology and geriatrics.

Practice Management

- Understanding practice location, population dynamics and reimbursement mechanisms.
- Coordinate with specialists when required.
- Maintain practice documentation.
- Implement and monitor infection control/bio-safety protocols.

Communication and Community Resources

- Ability to communicate effectively on community platforms.
- Participating in community outreach, extension activities and camps.

Diagnosis and Treatement Planning

- Proper history taking for accurate differential and provisional diagnosis.
- Taking support of all ancillary investigations for final diagnosis.

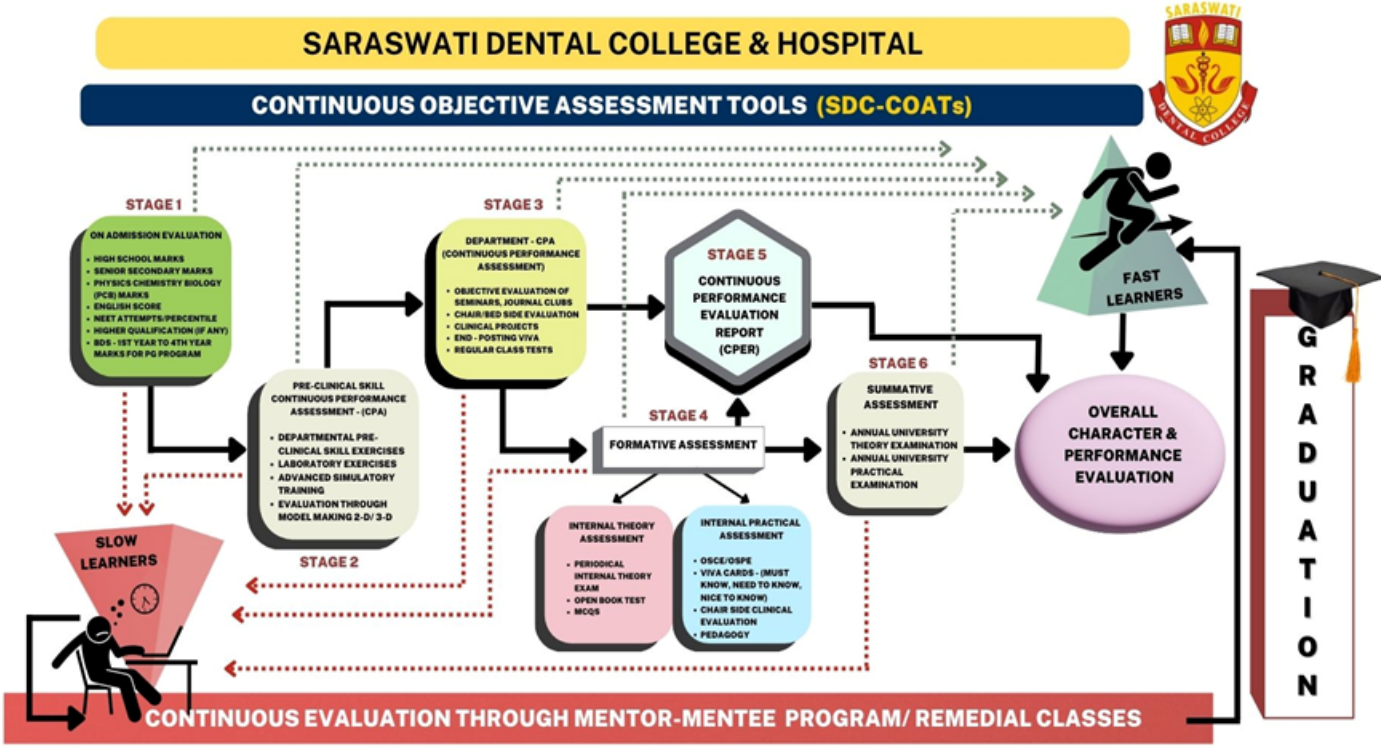
- Obtaining specialist consultation(s) as required.
- Integrate multiple disciplines for best and affordable treatment plan.

Patient Care and Treatement

- Knowledge about infection and cross infection.
- Prescribing prophylactic and therapeutic drugs.
- Perform basic dental treatment procedures.
- Early recognition and initial management of emergencies occurring before or during treatment.
- Perform BLS, monitor vitals, administer O2 and achieve IV line.
- Management of pain, administration of local anesthesia and IM/IV drugs.

Methods adopted for attainment/assessment

- Design & implementation of innovative **"Continuous Objective Assessment Tools (COATs)"** comprising of **6 sequential stages of Continuous Performance Assessment (CPA)** as below:
    - **Stage 1:** Evaluation on admission
    - **Stage 2:** Pre-clinical skills CPA
    - **Stage 3:** Department level CPA
    - **Stage 4:** Formative Assessment
    - **Stage 5:** Continuous Performance & Evaluation Report (CPER)
    - **Stage 6:** Summative Assessment
    - Overall, Character & Performance Evaluation



- **Horizontal & vertical integration** of basic medical/dental sciences subjects.
- L**aboratory training, clinical simulation** and **practical skills development** in clinics under supervision.
- Implementing **OSCE/OSPE evaluation** methods throughout the curriculum.

- Enhancing continuous theoretical and practical evaluation through **formative and summative assessment.**
- **Viva cards** divided into **Must know and need to know** categories.
- **Providing opportunity** to students via **outreach/ extension activities** & **collaborative programs.**
- **Participation** in seminars/ workshops/ CDEs/ conferences/ value added and certificate courses pertaining to curriculum.
- **Providing opportunity** to **observe and assist in specialty clinics**.
- **Rewarding students** for active participation in various outreach programs and professional achievements.
- Conducting **beyond syllabus programs**.

Note: *The above methodologies were adapted innovatively to inculcate optimal clinical competencies during academic year 2020-21, subject to restrictions during COVID-19 pandemic lockdown***.**

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

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

Response: 98.75

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
129	113	128	127	121

8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
129	113	130	127	127

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:

SDC&H has **adopted various methods** to **define** and **implement** dental **Graduate Attributes (GA)** and maintains a well-structured system of evaluation of attainment of these attributes. It **defines GAs** as **essential skills** and **reasonable attitudes** vital for **professional** & **personal activities** and **lays emphasis on community engagement.**

Methods to define GA: Institution evaluated the GAs defined by DCI & other organizations and considered key factors like professional competence & knowledge, leadership & managerial capabilities, out of box thinking prowess, socially responsible, compassion & positive attitude etc. and innovatively brainstormed to craft the most relevant GAs for graduates of SDC&H as mentioned below.

- **GA 1:** Moral, Ethical Values and Law
- **GA 2:** Patient Care and Delivery
- **GA 3:** Knowledge and Intellect
- **GA 4:** Creative, Critical Thinking and Problem Solving
- **GA 5:** Teamwork and Communication Skills
- **GA 6:** Professionalism and Leadership
- **GA 7:** Digital Capabilities and Competencies
- **GA 8:** Self-awareness and emotional intelligence
- **GA 9:** Sensitive to Environment
- **GA 10:** Lifelong learner

General measures for imbibing Graduate Attributes:

- Ensuring maximum attendance of students in academic activities.
- Horizontal & vertical integration of medical/dental subjects.
- Comprehensive teaching schedule, laboratory training, clinical simulation.
- Supervised early clinical exposure.
- Monitoring through Mentor-Mentee program.
- Counselling facility by clinical psychologist.
- Practicing mindfulness and reflective learning through role models.

- Organizing programs on moral and ethical values.
- Identification, monitoring and remedial measures for slow/advanced learners.
- Tell-show-do-replicate teaching methodology.
- Community outreach/extension activities for better understanding of social health needs.
- Comprehensive rotatory internship training program after university examination.
- MoUs/collaborations/linkages with reputed organizations for research/exchange programs.
- Identifying & supporting differential needs of students.

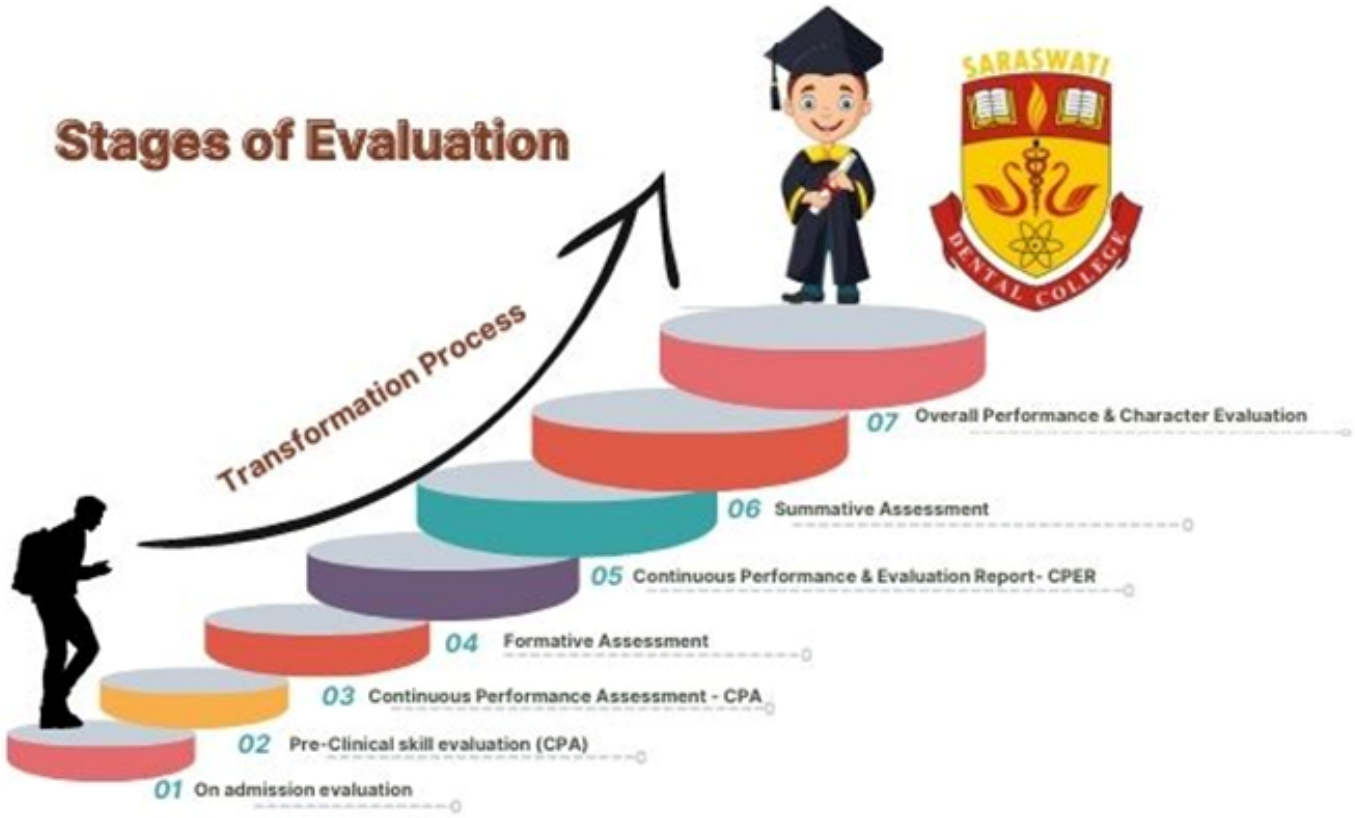
Specific Measures for Implementation of GAs:

- Program/Talks on **moral values, medical ethics & jurisprudence**
- Exposure of students to **specialty clinics** and **professional programs** (16 CDEs, 23 webinars, 08 workshops, 28 guest lectures, 07 value added programs, 03 short courses) for Knowledge & skill enhancement, patient care and delivery.
- Creation of **SDC-SPARK** for **promotion of innovative/creative thinking** and **entrepreneurship**.
- **353 community outreach, extension activities** and **camps** were conducted for making students **socially responsible** and **environmentally conscious**.
- Annual **selection** and **continuous involvement** of students in **student council, Houses, hobby clubs, institutional committees, groups** and **extracurricular activities** in various capacities and functions to imbibe **leadership** & **teamwork** in our graduates.
- Educating students on **EBSCO host, LMS – SDC EDUFRUIT, new IT equipment's & apps, smart classrooms.**

Evaluation of Attainment of Attributes through SDC-COATs system comprises:

- **Entry level evaluation** on admission.
- **Pre-clinical skill assessment** through structured objective methods
- Assessment of performance through **clinical lab manuals, simulation training, presentations.**
- Promulgating mandatory minimum prescribed quota of practical/clinical exercises.
- **Chair side evaluation, end posting viva-voce etc.**
- **OSCE/OSPE & viva cards.**
- **Periodic internal assessments** by the institution (theory & practical).
- **Professional examination** by the affiliating university (theory & practical).
- Scrutiny of student **"Continuous Performance & Evaluation Report"** of each academic year.
- Evaluation through **internship log books** and **clinical works** under supervision.
- Analysis of **performance** and **character evaluation forms** of students and consequent grading by faculty.
- **Annual internal academic audit** for effectiveness of teaching methodologies.
- Analysis of **feedback** from students on curriculum, TLE etc.

**During COVID-19 Pandemic, online methods & platforms were utilized for TLE process in 2020-22.*



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: 0.1

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
92.25	48.89	44.98	53.3	45.63

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

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

by it.

Response:

Enhancing professional skills and **competence** of faculty in areas of **emerging dental educational technologies** and **research** is one of the **main foci of this institution**. In order to achieve this, the organization established the **"Department of Continuing Dental Education" (DCDE) on 29 Sept 2018 vide SDC/PO/NOTICE/18-19/98.**

The key objectives of DCDE:

- Updating and educating the faculty on **emerging trends in dental educational technologies**.
- Conduct regular **FDPs in both online/offline modes** (workshops, seminars, conferences, CDEs, talks and lectures) **on contemporary dentistry and technologies**.
- **Improving performance** and **capabilities** of faculty and students towards **effective utilization of modern ICT tools** to **impart quality education.**
- **Orient faculty** and **students towards** key issues concerning **team building & leadership, ethics at work place, plagiarisms and academic integrity, IPR, clinical trials, time management, stress & behavior management and other professional aspects of dentistry etc.**
- Undertake **feedback** in order to maintain highest standards of professional orientation in academics, clinical aspects of dentistry and educational technologies for all stakeholders.

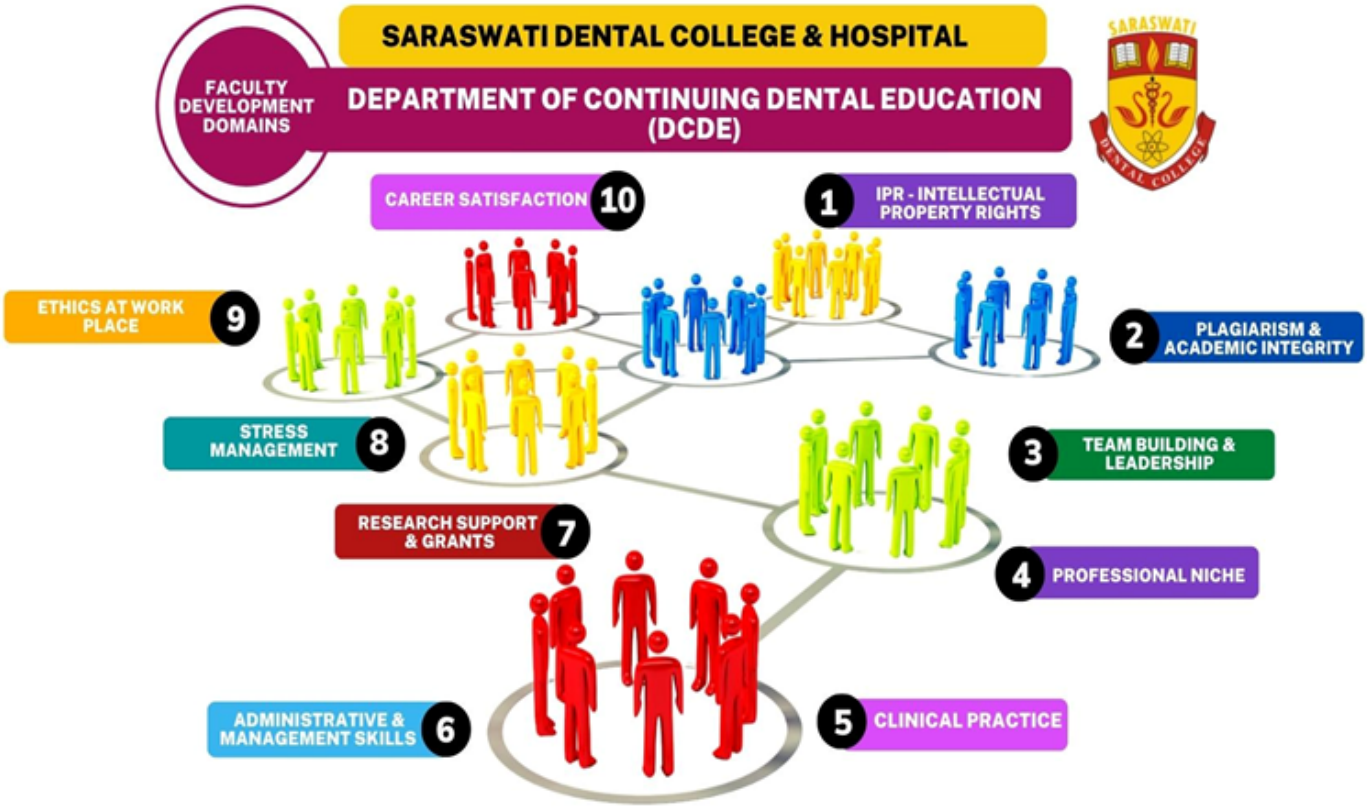
Even prior to the inception of DCDE, this institution has been regularly conducting faculty training and developmental programs on various trending areas.

Specific activities undertaken towards enhancing the professional knowledge and skills of faculty.

- Coordinate and invite external resource persons of national and international repute in their respective fields for professional interactions.
- Training of teachers in blended teaching modalities i.e., enriched virtual & flip mode, microteaching and case-based learning
- Educating the faculty and students about SDC e-PORTAL (EDUFRUIT) for utilizing towards academic and clinical training.
- Training of faculty in creating quality e-Content for dynamic TLE.
- Training of students through value added, add on certificate & interdisciplinary courses on accessing e-Courses through institutional SDC e-PORTAL, MOOC platforms, Swayam along with e-Journals etc.
- Designing & structuring Smart Classrooms, VC Room, incubation center (SDC – SPARK).
- Training of all faculty and students in online conferencing solutions via Zoom, GMeet, Webex during Covid19 Pandemic.
- Focused programs were conducted on post-pandemic stress and practice management during the COVID-19 to make faculty at ease during the Pandemic period on topics like:
- Impact of COVID 19 on healthcare workers.
- Mental Health Promotion.
- Selfcare and Mindfulness Practice for Professionals.
- Dentistry during COVID & Post-COVID 19 Scenario.
- Oral Heath Inequalities: Learning from the past, paving the way for future.

Gains of faculty development programmes:

- Making faculty **skilled** and **acquainted** with **latest technologies** and **teaching tools.**
- **Positive contribution** by faculty towards pursuance of the **institution's vision and mission.**
- **Improved confidence** and **awareness** of faculty (especially young faculty) by **integrating technology onto their teaching methodology.**
- Improved **moral and ethical values, leadership traits** and **work life balance** for faculty.
- Better knowledge about **R&D practices, IPR, academic writing, industry-academia collaboration** etc. of participants.
- **Improved linkages, collaborations** and **contacts** with learned external resource persons and organizations national international repute.
- Help the faculty members to achieve **career goals** and **professional satisfaction**.
- **Professional enrichment** of faculty through **34 FDPs** achieved in the last 5 years.



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

5. CONCLUSION

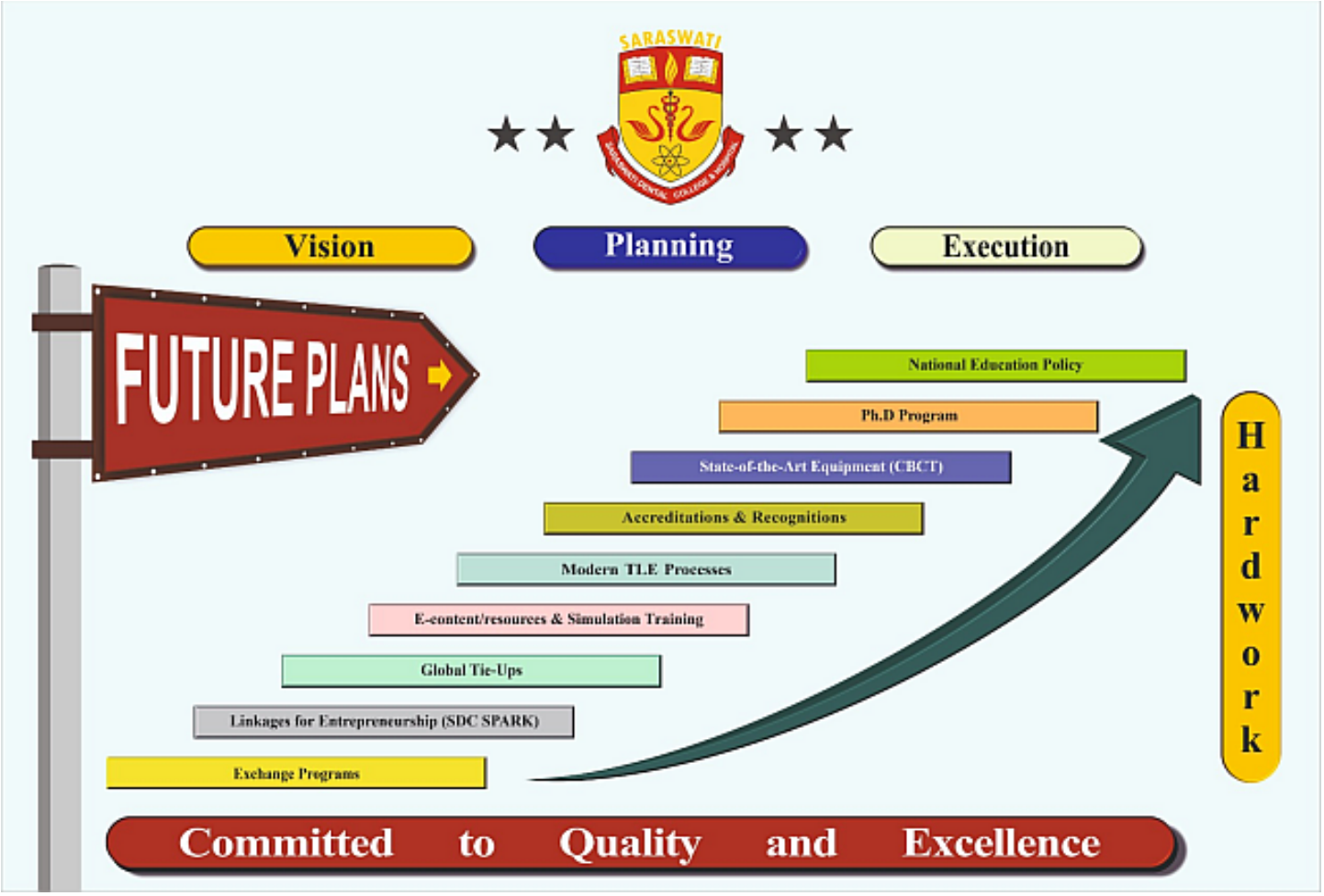
Additional Information :

Future Plans:

SDC&H is currently in its **Silver Jubilee Year**. The transition from a **City College** in **1998** into a **Nationally Reputed Dental Institute** in **25 years** has been possible through **careful planning, strong dedication, sustained hard work** and **quest** for **quality** & **excellence**.

The following are envisaged.

1. Start **Ph.D program** in dental specialities.
2. Augument Department of Oral Medicine and Radiology to provide **CBCT facility.**
3. **Accreditation** of Hospital by **NABH**.
4. Introduce **3D printer** in Teaching-Learning process.
5. Develop **quality e- content/resources for TLE (including simulation based training)**
6. Foster **Global Tie-Ups** for **Knowledge Transfer** specially in **Genetics, Oral Biology and Artificial Intelligence** in dentistry.
7. **Develop linkages for SDC SPARK (Incubation Center)** for promoting **entrepreneurship, innovation** and **out of box thinking.**
8. Enhance **faculty** & **student exchange programs** with reputed **national and international institutions.**
9. **Implement NEP** as per guidelines of Regulatory Bodies.



Concluding Remarks :

In **25 years**, SDC&H has become **intricately connected to nearby rural & urban areas of the Lucknow district** and beyond with its **immense contribution of subsidized quality healthcare treatment**.

Since **1998**, SDC&H has worked **arduously to successfully transform** itself into widely **acclaimed institute** of **highest academic standards and reputation**.

As per its stated **Vision** and **Mission**, Institution has crafted a **comprehensive Strategic Plan** to evolve into a **Global Brand & Center of Excellence** in **Dental Education & Training, Healthcare** and **Research**.

Armed Forces & Dental background of **Management** has admirably **ingrained highest standards** of **discipline** & **work ethics** whilst clearly **establishing a balanced hierarchy** and **Chain of Command for effective decision making**.

The **democratic, participative**, **all inclusive governance** system has enabled the **administration** to **remain abreast** with **changing trends** in **education, healthcare, stakeholder expectations** and **social requirements**.

Institution has **responsibly adapted** to ever-changing needs and **making necessary modifications** for **growth** and **development** to **stay a leader. Institution** has always **complied** with all **regulatory norms** and **worked hard** to **excel through cooperation** and **constructive engagement** of all.

Institution has **diligently updated** and **added to its campus infrastructure facilities** and **vigorously promoted** use of **modern ICT tools & multifarious learning platforms**. Institutional endeavors of **embracing future technologies, blended education and competency based assessments** have yielded **exceptional results. The modern dental & specialty clinics, laboratories and hospital systems** offer **best quality healthcare services** for all age groups.

The **student centric, well-balanced, technologically supported, professionally enriching academic & training activities** support their **holistic development** with **global outlook**. Additionally, the **best practices, exposure to research through collaborations, extra-curricular events** and **dynamic outreach** activities **enable development of outstanding personality traits among students**.

The Institution takes pride that apart from **healing millions suffering from ailments**, it has strongly **contributed to nation building** by creating **thousands of self-reliant leaders and professionals in oral healthcare** and **socially responsible citizens**.

SDC&H is aware that **road to success is long and uphill**. SDC&H is determined to **overcome its weaknesses** and poised to utilize existing **opportunities** while **taking on the challenges** with **immense conviction**. This **SSR highlights the institution's earnest efforts** on all fronts and its **accomplishments**. The Institution will continue to aim high and **strive for excellence**.

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>2.4.5</td><td>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:
<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>24</td><td>21</td><td>28</td><td>20</td><td>13</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>01</td><td>01</td><td>06</td><td>10</td><td>02</td></tr>
</table>
Remark : DVV has made the changes as per clarification.</td></tr>
<tr><td>3.5.2</td><td>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

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
Answer before DVV Verification : 27
Answer after DVV Verification: 15

Remark : DVV has made the changes as per shared report by HEI.</td></tr>
<tr><td>5.3.3</td><td>Average number of sports and cultural activities/competitions organised by the Institution during the last five years

5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution 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>55</td><td>3</td><td>56</td><td>33</td><td>47</td></tr>
</table></td></tr>
</table>

Answer After DVV Verification :

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

Remark : DVV has made the changes as per shared report of annual fest by HEI.

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
38	50	47	20	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
31	50	29	17	12

Remark : DVV has made the changes as per shared report by HEI

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
56	52	38	24	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
35	52	38	12	9

Remark : DVV has considered one teacher once for a year.

2.Extended Profile Deviations

ID	Extended Questions

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
878.76	656.38	1117.81	763.30	685.46

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
760.81	570.13	803.58	539.73	552.43