



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

CHHATTISGARH DENTAL COLLEGE AND RESEARCH INSTITUTE

**CHHATTISGARH DENTAL COLLEGE AND RESEARCH INSTITUTE, GE ROAD
NH-53, V- SUNDRA**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

With the formation of Chhattisgarh as a vibrant 26th state of India, Chhattisgarh Dental College & Research Institute emerged as first dental college of the state and is run by Youth Foundation of India. It was started in 2002 in the rural area of village Sundra in the district of Rajnandgaon.

Every year, an Orientation Program is conducted for newly admitted graduate and post graduate students by detailing the aims and objectives of the course with an insight to ways of excelling in the chosen profession. Courses on Research methodology and Biostatistics are conducted at the beginning of every academic year for the benefit of postgraduates to conduct the research. College encourages its students to have a healthy lifestyle and so conducts yoga classes for the physical and mental wellbeing of the students. Students of dentistry also needs to know the financial aspects of running a practice after their studies, so at the time of internship, we conduct seminar on practice management, as this aspect is not taught in routine syllabus of dentistry.

During the testing time of COVID 19, our institution quickly identified the changing needs in Learning Teaching methods and shifted to online mode of teaching and also conducted numerous webinars.

While we succeeded in certain academic and health domains, we do have our limitations and shortcomings. Research is one area we could have excelled. The academic research is satisfactory but a lot needs to be done with reference to collaboration, patents and winning some prestigious research grants from ICMR, WHO and DBT. Since we have achieved a modicum of academic success, our next target is research and this would be our mantra for the future.

The institute has to do well in the competitive world. Sporadically our students have been getting top ranks in MDS NEET examinations. Sporadic success needs to be converted into a habit and we have to reinvent our approach to coaching and Continuing education of our alumni.

Vision

Chhattisgarh Dental College and Research Institute is first dental college of Chhattisgarh state, thus, being pioneer in the field of dental education in the state. Our Dental College is intended to be recognized as a Center of Excellence in Dental Education and eventually to be known in the dental community for its competent and compassionate graduates, high standard of education, state-of-the-art facilities, Evidence based Treatment and Quality research and innovations. Thus, foreseeing the College as a destination of choice for all aspiring undergraduate and postgraduate students in dentistry not only in Chhattisgarh but all over the country. The institution is intended to provide most affordable, modern preventive and clinical care to local population which by nature is rural and poor. The access to dental implants, orthognathic surgery and cosmetic dentistry should no more be accessible only to the urban elite but to the underprivileged, poor and rural segments of the neighborhood. To train a dental graduate in such a way that he/she is aware of the trials and tribulations of rural people and at the same time not to forego the grass roots and basic tenets of scientific dentistry.

“Chhattisgarh Dental College and Research Institute has a vision and motivation to create quality dental professionals with highest standards of academic knowledge and clinical skills, equipped with evidence

based scientific temperament, professional ethics and commitment to continuously evolve through quality research in order to serve the humanity”

Mission

Chhattisgarh Dental College and research institute is a postgraduate educational and research institute, dedicated to the advancement of dentistry. The faculties teach the principles and skills necessary for the successful practice of complete, quality and predictable dentistry. Our curriculum is designed to support those doctors striving to be physicians and surgeons of the stomatognathic system. Through research, study and clinical practice, our students search for truth in all aspects of dental medicine and endeavor to ensure that the truth is practiced for the benefit of all patients. The entire staff of the college is devoted to coaching, supporting and encouraging dental professionals on the journey to mastery. It is our hope and commitment that we bring logic to the understanding of the stomatognathic system and teach the skills necessary to confidently solve patients' problems, thereby enabling you to love dentistry and lead a happy, balanced life. Starting a dental college in a rural area was a novel, innovative and audacious concept.

The administration and faculty focused essentially on the needs of farmers and rural population. The BDS students will be trained to appreciate the aspirations of rural people tempered with sound scientific rationale.

Some of the glamorous and modern aspects of dentistry like Dental implants and Lasers will be made accessible to rural subjects.

Hence, our mission is

1. To create quality dental professionals with high moral ethical and professional values in order to make them capable of accepting the challenges of dental profession
2. To impart clinical skills in our graduates and postgraduates that enables comprehensive oral health diagnosis and management of orofacial problems
3. To provide quality and evidence-based dental treatment to both rural and urban population in and around Rajnandgaon District
4. To encourage our students for high quality research work by providing them research friendly environment
5. To take initiatives in collaborations with other institutions, research organizations and industries to promote acceptance and sharing of educational resources.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. This is the most preferred college situated in serene rural place of Chhattisgarh. Learned proactive management readily responds to the needs and aspiration of all stake holders towards quality education, placements and good governance.
2. The college has highly decentralized administration, governed by well defined and transparent quality policy makers. College is recognized by Ministry of Health & Family Welfare, Govt. of India, New Delhi dated **7th October 2015**
3. Chhattisgarh Dental College and Research Institute is situated in an opulent green campus that sprawls

across more than **3,50,000 sq. ft of build-up area** nestled in **around 6 acres of land**.

4. College is situated on a well connected National Highway
5. First dental college in the state to get approval from by Ministry of Health & Family Welfare, Govt. of India and Dental Council of India, New Delhi for starting P.G course in 2009
6. Aesthetically designed, spacious and fully computerized library with around **4345 printed books, 39 National and 48 International printed journals** and 210 e- books, 281 e- journals, 6000 + hours of video courses, digital learning resources are made available. Subscription to online journals worth about **Rs.20 lakhs** every year with facilities such as video conferencing, discussion rooms are also made available.
7. Feedback taken periodically from students & stake holders is given due weightage for taking corrective measures to strengthen the teaching learning process .
8. Effective Teaching-learning process with use of ICT.
9. Out of total **484 faculties, 61 (12.6%)** of the teaching faculty in the institution are **recognized as PG guides**
10. The institute has **54 collaborative activities** and **13 Functional MoU's** with reputed Government bodies, NGO's, hospitals and institutions for academic collaborations, research and extension work
11. In-campus free accommodation for our faculty members
12. 24x7 availability of maintenance and emergency services, Internet services etc

Institutional Weakness

1. Overall research publication is still in budding phase
2. As the institution is affiliated to a Government University, we are dependent on the University for course upgradation.
3. For the same reason we have minimal representation of our faculty in University bodies such as Board of Studies
4. Geographically located in rural region.
5. Innovative teaching and evaluation methodology is in budding phase
6. We have no funding from Government or Non -Government Organization
7. Limited Industry-Institution Interaction and limited association with premier academic and R&D organizations.

Institutional Opportunity

1. Emerging financial assistance from Central Government and other funding organizations. Collaboration with R&D organizations and educational institutes of eminence.
2. Geographical location of the institute provides cultural and ethnic diversity among patient, students and faculty
3. Economic Growth of the Chhattisgarh state is improving the affordability of the advanced procedures in Dentistry
4. Post Pandemic shifting on E-Governance and digital learning will provide wide platform for learning
5. Inculcating the culture of entrepreneurship and management skills required for running dental clinics.
6. Enhanced support from Alumni in institutional development and placement opportunities.
7. New courses to attract students (courses such as pg diploma, certification courses to increase

- employability)
8. Upcoming dental healthcare schemes

Institutional Challenge

1. The increased financial drain due to the increasing obsolescence rate with change of technology and need to be updated with advances in the field of dentistry
2. Shifting to digital learning is still a challenge
3. Getting number of admissions in presence of too many Dental Institutes in vicinity
4. To inspire students for progression to higher studies, including research program.
5. Limited resources available for Research studies
6. Geographical location of the institute is rural based, hence learning and communication is a challenge for non-teaching staff & students from rural areas.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Chhattisgarh Dental College and Research Institute is an institute affiliated to Pt. Deendayal Upadhyay Memorial Health Sciences and Ayush University of Chhattisgarh. Hence it is mandatory to run the academic process as per the syllabus and scheme provided by affiliating university and Dental Council of India. The latest amendment to the syllabus of Master of Dental Surgery course was done by Dental council of India in the year 2019. At college level well documented teaching learning process is implemented to ensure that the needs of the students are adequately and appropriately addressed. The curriculum is distributed into Lecture, practical and clinical hours. The courses are allotted slots in the timetable to provide adequate time for coverage of the syllabus. The teachers are encouraged to include content beyond syllabus in their regular theory classes and practical so that the students should get up-to-date knowledge. The students are encouraged to participate in seminars, workshops and conferences which make them abreast with current scenario. Guest lecturers are regularly conducted which give students an opportunity to interact with experts in the respective field. For the all-round development of students' value-added courses are conducted like Basic Life Support, NEET preparation, Research Methodology, yoga etc. The college implements effective feedback system from stakeholders. Feedback collected from various stakeholders is analysed. Continuing Dental education/workshops are conducted to cover the topics requiring greater elaboration. The institution also focusses on cross cutting issues like relevant to gender, environment and sustainability, human values and professional ethics.

Teaching-learning and Evaluation

Chhattisgarh Dental College & Research Institute is crowned as the first dental college with two main programmes, BDS and MDS where students are selected as per Government norms and NEET with preference to minority and female students. The college has a faculty of about 90, who are experienced, talented with

national and international acclaims. The institute has the policy of recruiting faculty members based on their competency matrix, specialization and experience as per DCI norms who has contributed to better implementation of Teaching-Learning process. With the commencement of the course, academic calendar is provided according to which the teachers prepare an elaborate plan for theory classes and practical postings for students. Teaching has been made learner centric with ICT facilities, LMS & skill labs.

The mentors are encouraged to spot the slow learners and give them a helping hand by means of remedial classes. Student knowledge is further strengthened by relevant guest lectures, workshops, conferences and student exchange programme. Students are encouraged for extracurricular activities through student council.

Teaching-Learning-Evaluation is a systematic procedure of formative and summative assessment for the outcomes and the final assessment is annual. The progress of the students are shared & discussed with their parents in parent-teacher meet. Student evaluation of teachers has been practiced through feedback system. In examinations our students have shown decent pass percentages and reasonable grades. The appropriate collective measures are adopted based on the attainment levels observed every year.

Research, Innovations and Extension

The Chhattisgarh Dental College & Research Institute nurture and support the research orientation approach both for faculty and students (PG & UG Students). Out of total **406 faculties, 61 (15.02%)** of the teaching faculty in the institution are **recognized as PG guides**, and **0.73%** of staffs have secured **fellowships** from renowned dental academies. We have total **16 innovations** made so far. We have been conducted **seminars, workshops and CDE programs** regularly (26, 2016-20).

The institution has stated code of ethics for research implementation, and Institutional Research & Ethical Committee oversees the implementation of all research projects.

Our staffs have total **37 papers published** in Indexed Journals, out of which **35 papers were published in UGC Group-2 and 23 in PUBMED indexed journals**. We also have **06 Publications** involving UG students in reputed journals. **Four** of our faculties have significant contributions in textbooks.

CDCRI has been organizing regular extension and outreach activities (**268, 2016-20**) in collaboration with Government/Non-Government bodies such as AYUSH, Youth Red Cross, NSS Schemes, YMCA, Rotary Club International, Lions Club etc. As recognition of these outreach activities, we have received **various appreciation letters, Lion's Club Seva Ratna Award in 2014-15 & Zee Chhattisgarh State Summit Award in 2015, Lion's Club Of Nandgaon- Community Service Award in 2021 and International Dental Excellence- Heroes Of Dentistry- Rural Dental Service Award in 2021** respectively.

The institute has **54 collaborative activities** and **14 Functional MoU's** with reputed Government bodies, NGO's, hospitals and institutions for academic collaborations, research and extension work.

Infrastructure and Learning Resources

Chhattisgarh Dental College and Research Institute is situated in an opulent green campus that sprawls across more than 3,50,000 sq. ft of build up area nestled in around 6 acres of land.

The institute provides state of the art infrastructure that gives the student excellent learning opportunity. We have total 6 Lecture halls which are spacious, augmented with Audio-visual teaching aids. Out of these 3 are equipped with Internet facility and 1 with Smart-board to enhance the learning process. We have museum and posters in each department to educate patients. Seminar hall in each Post-graduate Department is Air-conditioned and well equipped with ICT tools and Internet connectivity. The Institute has fully furnished Clinical and Pre-clinical laboratories with specialized equipments & materials. We have total 314 dental chairs in different departments of institute which includes 10 left-handed chairs. One mobile dental van, & satellite clinic with dental setup is available for community-based learning.

Campus also has facilities like auditorium, gymnasium, and play grounds for various sports activities, staff quarters and canteen. The hostel mess provides good quality, hygienic and well-balanced food. Cafeteria in the campus offers various menu. We have ample parking for staff, student and visitors separately. Staff quarters and separate Hostels are available for boys and girls within the campus. The whole campus is provided with 24 hours high security with security guards and CCTV surveillance.

We have efficient system for disposal of Bio hazardous waste. Patient feedback system is followed regularly and quick remedial actions are taken. We have central library with e-learning resource material, Library Management Software and ICT facilities. All the computers installed in the institution are with high configurations and internet facilities. We have generator and also Solar panels are installed to ensure uninterrupted electricity supply

The institute has MOU with well-equipped 150 bedded multispecialty hospital within the campus with ICU, NICU, CT Scan, Ambulance facility and Pharmacy

The maintenance of the infrastructural facilities is carried out through maintenance systems. The institution is continuously upgrading the infra-structure to meet the emerging trends in dentistry.

Student Support and Progression

Since its establishment, the institution has been working for the all round development of students and their welfare in a rural set up.

The college had adopted 2 students from tribal naxal belt and provided them with free education. Also we provide eligible students with information and documentation to avail various government scholarships.

Students completing their MDS or BDS program from the institution are absorbed as per need in various departments as staff.

I-NEET PG preparation program was started with the aim of guiding interns to prepare for PG entrance.

Various CDE programs, hands on skill development programs, lectures on career avenues after graduation are conducted to make graduating students aware of the current trends of professional practice. Eminent speakers facilitate programs related to mental well being, professional and human values, and soft skill development to help students cope with stress and improve upon their professional skills. Yoga session and meditation by trained faculty is organized for the students.

Cultural and sports events organized each year sees enthusiastic participation from students and staff. Student council takes initiatives especially to organize the events to improve their communication and organizational skills and involvement in college activities.

Anti-ragging program is held each year to make students aware of ragging and their rights. Student grievances related to academics, stay or any other issues are taken up and resolved from time to time.

CDCRI Alumni association is a registered body which helps brings ex-students together. It actively works to organize alumni meet and is regularly involved in college development.

Governance, Leadership and Management

Chhattisgarh Dental College and Research Institute has a clearly stated vision and mission to become a comprehensive organization in the dental education and develop dental professionals with highest standards of academic knowledge, research and clinical skills, human values, professional ethics in order to serve the humanity.

To achieve its vision and mission the institution has a decentralized organizational structure and works on participatory management through various committees. The college has a well-documented functioning of various committees and has a perspective plan for future. The Dean is an integral component of organizational governance who oversees overall performance of the institution at academic and administrative level.

The teaching and non-teaching staff of the college is covered under various welfare schemes like Employee Provident Fund, Employee State Insurance, campus accommodation, concessions in dental treatment and many more. In addition to this, the institution financially supports teaching faculty members for attending National and International conferences. Also, professional programs are organized for Quality Skill Development for teaching and non-teaching staff.

The college conducts Internal and External Audits regularly through qualified chartered accountants. The governing body of the college has a well-defined strategy for mobilization and utilization of funds. The IQAC has contributed significantly towards the development of college. The IQAC methodology includes frequent meetings and proper follow up of decisions taken in meeting. IQAC monitors the internal quality through the comprehensive feedback mechanism for continuous improvement of the curriculum, teaching-learning process by the external academic peers—external examiners help to know the strength and weaknesses of the system evaluation, research, and financial management and student support services.

Institutional Values and Best Practices

Chhattisgarh Dental College and Research Institute operates in the context of larger education system with social responsibility to be proactive in the efforts towards development of society and country. This role of the institution is reflected in terms of programs, activities and values that it incorporates within its regular functioning.

- Institution focuses on gender equality to endorse the ethics and equity through the programs that have been conducted annually through Women Redressal Cell. The cell sensitizes the dental personals through counseling and promotion programs, with prime concern for the equality, safety and security for women. Facilities like common rooms for girls and CCTV cameras are installed with a well-lit campus.
- Institution puts every effort to make campus more eco-friendly through increased awareness by organizing various environmental programs, with emphasis on planting trees in/around campus, management of all type waste in accordance to pollution control board, rain water harvesting, waste water recycling. The bio-medical waste is disposed through private agency, SMS WATERGRACE ENVIROPROTECT PVT. LTD.
- Entries to ambulance only are allowed in college premises. Provisions for parking and pedestrian pathways have been provided. LED bulbs and solar panels are installed for energy conservation.
- The Institution has put efforts to provide special considerations during their visit and treatment in the institution for differently abled patients (Divyangjan).
- Our institution celebrates days of National importance such as Independence Day and Republic Day to instill patriotism. The institution maintains inclusive environment by celebrating various festivals with equal importance. Activities for promoting dental health awareness are conducted by institution.
- The institution runs a fully functional satellite clinic for free at Thelkadih, Rajnandgaon dist. The two best practices identified by the Institution are its Reach through Outreach Activity and Social commitment towards society. Career Guidance and Counselling of the interns for their future endeavors is the institutes' uniqueness.

Dental Part

- Chhattisgarh Dental College offers BDS and MDS course. The admission process in both is as per Dental Council of India and GOI. Students who cleared NEET examination with preference to minority and students with good scores in NEET examination are admitted.
The institution is equipped with well-established pre-clinical laboratories with sufficient equipment's to cater the needs of the students. The institution is strictly following infection control protocols, to avoid spread of infection. Instruments are regularly sterilized along with disinfection of clinical area to prevent cross contamination between patients and caregivers. In case of any event of needle stick injury it is carefully followed up and record is maintained.
The institution organizes Orientation program for newly admitted students (BDS & MDS) and interns. CDE programs are organized on topics like Infection control & biomedical waste management to freshen up knowledge and create awareness among students and faculties. The institution is equipped with high end equipments like endodontic microscope, Laser unit, Imaging and Morphometric Software and research Microscope to train the students and improve their skills.
The college has established special clinics to enhance clinical skills of students and to cater the needs of the patients. College also encourages the faculty members to pursue additional degree such as PhD and

Fellowships. The institution focuses on graduate attributes like knowledge, skills, interaction, professional development and teamwork. Institution takes necessary steps to instill the clinical competencies in students and these competencies are evaluated time to time. All caregivers are immunized against hepatitis B before entering the clinic. Approximately, 8,568/- is spent on consumables for each student each year towards training of students.

Dental education Department of college organize faculty development programs time to time to enhance the teaching skills of teachers specially in health science.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	CHHATTISGARH DENTAL COLLEGE AND RESEARCH INSTITUTE
Address	Chhattisgarh Dental College and Research Institute, GE Road NH-53, V- Sundra
City	Rajnandgaon
State	Chhattisgarh
Pin	491441
Website	www.cdcri.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Hema C. Suryawanshi	07744-281931	8669155941	07744-281930	cdcrirjn@gmail.com
IQAC / CIQA coordinator	Abhijeet Deoghare	07744-286361	9630821579	-	iqaccdcri@gmail.com

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	Yes Minority Certificate.pdf
If Yes, Specify minority status	
Religious	
Linguistic	
Any Other	JAIN MINORITY

Establishment Details	
Date of establishment of the college	09-03-2001

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Chhattisgarh	Ayush and Health Sciences University of Chhattisgarh	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	07-10-2015	12	BDS Hundred Seats recognition

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	Chhattisgarh Dental College and Research Institute, GE Road NH-53, V- Sundra	Rural	5.23	19220.24

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,Bachelor Of Dental Surgery	60	H.SC.	English	100	42
PG	MDS,Conservative Dentistry	36	BDS	English	3	3
PG	MDS,Prosthodontics	36	BDS	English	3	3
PG	MDS,Pedodontics	36	BDS	English	3	3
PG	MDS,Oral Medicine And Radiology	36	BDS	English	3	2
PG	MDS,Oral Surgery	36	BDS	English	2	2
PG	MDS,Periodontics	36	BDS	English	3	2
PG	MDS,Oral Pathology	36	BDS	English	3	0
PG	MDS,Orthodontics	36	BDS	English	3	3

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	8				28				46			
Recruited	4	4	0	8	20	8	0	28	19	27	0	46
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				10				0			
Recruited	0	0	0	0	4	6	0	10	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				171
Recruited	117	54	0	171
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	12	4	0	16
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.	0	0	0	1	1	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	4	4	0	19	7	0	19	27	0	80
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

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
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	9	1	0	0	10
	Female	18	14	0	0	32
	Others	0	0	0	0	0
PG	Male	2	1	0	0	3
	Female	5	10	0	0	15
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	2	0
	Female	0	0	0	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	0	0	1	2
	Female	0	0	2	5
	Others	0	0	0	0
General	Male	9	13	15	17
	Female	41	71	55	79
	Others	0	0	0	0
Others	Male	4	1	0	0
	Female	6	8	6	0
	Others	0	0	0	0
Total		60	93	81	104

General Facilities	
Campus Type: Chhattisgarh Dental College and Research Institute, GE Road NH-53, V- Sundra	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	4
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	4
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	No
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	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	Temple. Generator - support for dental hospital and hostels. Adjacent multispeciality hospital. Quarters for faculties and nonteaching staff in the campus.

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	47
* Girls's hostel	2	201
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The national education policy announced multidisciplinary approach towards education which will make the education more liberal and can unlock all human capacities- intellectual, aesthetic, social, emotional and moral- in an integrated manner. Chhattisgarh Dental College is committed to provide Multidisciplinary and Interdisciplinary education to our students. It was observed that the regular education pattern restricts the students which may suppress the intellectual curiosity, critical thought process, sense of commitment, and professionalism. It is observed that many students while pursuing dentistry are also too good in other fields like music, sports, and drama, economics and management qualities. So it will be good if we can allow the students to pursue their education in more than one degree courses. With creative combinations of subjects, cutting edge curriculum, flexible options and multiple entry and exit option during the undergraduate course students can explore their areas of interest and also choose carrier of their choice. However we are affiliated to and bound by Ayush
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	University. So, as the changes will be integrated by our University we will proactively integrate the changes in our curriculum pattern. The post graduate students of different specialties of dentistry are posted in Government Medical College Rajnandgaon for 6 months in 6 departments like ENT, Ophthalmology, General surgery, General Medicine , Orthopaedics and casualty which fullfills the requirement of Interdisciplinary integration of curriculum. Post graduate students of departments of oral surgery attend 2 months peripheral posting at regional cancer centre Raipur, CG or Tata Memorial Hospital Mumbai during which the students gets the opportunities to observe the surgeries and perform ward duties. Thus multidisciplinary/interdisciplinary approach plays a significant role in shaping the future of budding dentist which ultimately will add up in growth of the nation in the future. Once the NEP is regulated in health sciences and implemented by our Ayush university and Dental Council of India, we will definitely participate in it.
2. Academic bank of credits (ABC):	We at Chhattisgarh Dental College observed that some of the students cannot complete their degree course, sometimes because of lack of interest after taking admission, sometimes because of some unplanned, unforeseen sudden financial constrain's or some family situations. It is very disheartening to see the students discontinuing their education in such circumstances. It will be a boon to have academic bank of credit system. As soon as we are NAAC accredited we will register our self at National Academic Depository to take part in academic bank of credit system, which will help our students to open their accounts and give multiple options for entering and leaving college or university. If any student has completed two years of his academics in dentistry and if he/she cannot complete their further studies, the student can still get diploma as a dental technician or hygienist after completing some due formalities and can still earn their livelihood. Such exit and entry point during the BDS course will help to have the credit record of any student at any given point in time, and help the student to embrace multidisciplinary educational approach. This will help the students to become skilful professionals and help their overall growth.
3. Skill development:	As per national education policy we at Chhattisgarh

	Dental College focus not only on the academic growth but also on skill development which will hold the key to restructure dentistry so as to improve the employability of future generations. We are focusing on all-round training and development of our students. It's routinely observed that many budding health science professionals are not suitable to be hired because of their lack of future skills. This skill gap has a very real economic cost resulting in loss in countries GDP growth over the next few years which is basically a reason of our inadequate education system. So, it is necessary to increase the employability of the emerging work force. So we believe in holistic learning and we encourage our students for creative multidisciplinary learning including sports, music, culture, art and crafts. We also encourage them in soft skill such as communication, cooperation, team work and resilience as life skills. This altered approach helps the student to develop academic expertise with vital leadership skills that can help them in their carrier path.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Dentistry has always found its roots in the ancient Indian knowledge system. Many of the oral conditions and their treatments are described in the Indian scriptures. As per national education policy we at Chhattisgarh Dental College try to explain to our students in local/ regional language also and no particular language is imposed on any student and the students are permitted to explain in their own language, sentences and words during viva. Thus we believe in inclusive atmosphere for which we also celebrate different festivals so that the students get connected with the roots of our own culture. We focus on our teachers so that they should be able to encourage the students to speak in their own mother tongue/language and explore the knowledge of the student. We encourage the teachers to teach in Indian languages.
5. Focus on Outcome based education (OBE):	Because of recent pandemic the faculties and the students rapidly learnt to switch from offline mode of teaching learning to online learning and taking support of digital resources which coincidentally was also one of the motto of national education policy. Chhattisgarh Dental College rapidly distributed the time tables for online classes and emphasis was given on attending the online classes, virtual library and

	using online data base so that the students do not loose continuity in learning and also the syllabus should be completed in prescribed time. Thus it was easy for students to switch from traditional and in person mode of education to alternative mode of quality education which ultimately helps to maintain the academic atmosphere and improve the result even with distance learning method.
6. Distance education/online education:	The main goal by the end of the course is development of the skills and knowledge. The OBE approach is a continuous process of education where curriculum, teaching and learning strategies and assessment tools are improved. The innovative teaching and learning strategy is implemented at Chhattisgarh Dental College as per plan and carry out the assessment for measuring learning outcome and objectives. Thus we are always open to decide what needs to be changed to make improvements in learning. So basic aim is to enhance knowledge and ultimately contributing to increase the GDP of the nation. Thus once the NEP is regulated in health sciences and implemented by our Ayush university and Dental Council of India, we will definitely participate in it.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
392	411	433	479	495
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
121	133	136	117	146
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
60	93	81	104	79
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	82	82	82	78
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	82	82	82	78
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

3 Institution

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
776.99	822.33	1066.71	625.54	564.57
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:

Quality education is imparted through effective curriculum planning, delivery, enrichment and feedback system.



1. Curriculum planning: The Dean of the institute conducts meeting with Academic Council Committee before commencement of each academic year for the meticulous planning of academic calendar in sequence with academic calendar of Pt. Deendayal Upadhyay Memorial Health Sciences and Ayush University of Chhattisgarh and the latest Dental Council of India guidelines. Schedule of examinations, co-curricular and extra-curricular activities are planned well in-advance. Academic calendar and time tables are displayed on notice boards and web-site to aware stakeholders.

Lesson Plan: The Lesson Plan or course description of each department is prepared by concerned faculties at the onset of academic year. The Lesson Plan provides an insight on how classes are to be conducted in a year and the expected outcomes from the students. The course description includes course syllabus, planned schedule of completion of each unit and topic, reference books, time-table, course objectives, daily

teaching plan, delivery methodologies and assessment methods. For the timely completion of Clinical and laboratory experiments, Clinical and Lab Experiment Schedule is prepared by the faculty members. It contains: Clinical and Laboratory objective, expected clinical outcome, planned schedule of completion of each experiment, Assessment of clinical exercise experiment performed by the students. The Vision and Mission of each department is also disseminated to the students through course description.

2. Curriculum delivery: Pedagogy is achieved through theory sessions by lectures, journal club, seminars, symposium and teaching skills. The student centric method like experiential learning, interdisciplinary learning, role play, project based learning, evidence based learning etc. are utilized. Each student work in the clinics on rotatory basis to acquire adequate professional skills and competency in managing various cases. Mentorship faculty members continuously interact and assess performance of mentee and provide assistance to tackle their problems encountered during learning. Slow and advanced learners are identified and special efforts are taken to strengthen them.

3. Curriculum enrichment: Each faculty goes through the course syllabus thoroughly and identify the gap, if any, based on the current scenario and recent advances. Faculties organize and attend seminars and workshops on current scenario of curriculum to disseminate same to students. Guest lecturers are regularly conducted which give students an opportunity to interact with experts in the respective field. The students are encouraged to participate in seminars, workshops and conferences which make them abreast with current scenario. Students are motivated to publish papers. Curriculum is enriched through value-added courses offered by institute, Soft Skill program, Practice management, aptitude program, personality development programs, yoga, meditation, time management, spiritual discourses, awareness program on traditional remedies like ayurvedas, etc.

4. Feedback System: Academic Council Committee conducts review on teaching and other activities through well-designed feedback system. Feedbacks are collected from students, parents, alumni and stakeholders on curriculum and quality-related process and analyzed critically by Academic Council. Any lacuna or problems in teaching or other activities is immediately resolved by taking necessary actions.

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

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

Response: 0.73

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

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

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
Any additional information	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: 57.45	
1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Response: 54	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years Response: 94	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

1.2.2 Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years Response: 0
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1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-wise during the last five years

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

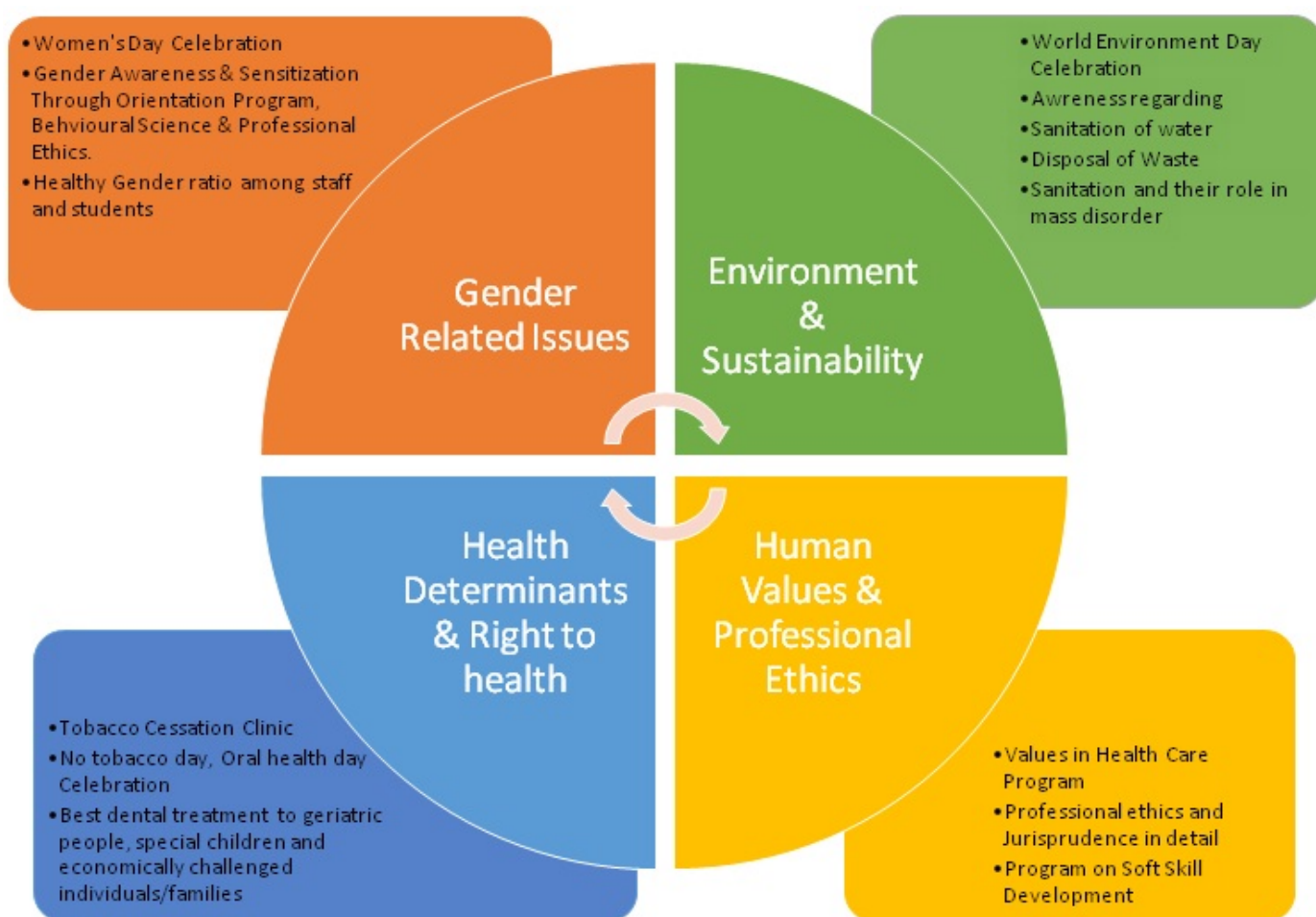
File Description	Document
Institutional data in prescribed format	View Document

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:

Cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics are included in curriculum. The institute regards various cross-cutting issues as key areas in which, students require initiation to enabling them to transform into not only quality professionals but also as socially responsible and morally ethical human beings in the society. In order to achieve this, the college conducts numerous events specific to issues.



Gender Sensitization

Gender Sensitization is a fundamental prerequisite for the standard development of an individual. The curriculum includes all aspects of Gender Sensitization including Anatomy & Physiology, diseases & treatment and Behavioral Science & Professional Ethics. The institute advocates gender equality and promotes a very healthy environment in the institute. The institute conducts International Women's Day Celebration every year. Women Redressal cell organizes awareness program on issues concerning women. Also, gender sensitization is an important aspect of Professional ethics, behavioral science and Orientation Program for newly admitted students to Undergraduate and Post-Graduate courses. All these program helps sensitize students on gender-related issues by:

- Guiding students on appropriate ways of addressing and interacting with female colleagues and patients.
- Highlighting positive as well as discriminatory workplace practices and policies that need attention.
- Empowering women by facilitating access to mentoring and professional guidance on harassment and workplace bias.
- sensitizes women on righteous use of their rights and responsibilities.

Environment and Sustainability

The curriculum teaches concepts and principles of Environmental health. It also includes environmental sanitation of water, disposal of waste, sanitation and their role in mass disorder. Environmental protection acts as well as the legislation related to the environment protection are also included in the syllabus to make the students fully aware and responsible of their surroundings. World Environment Day (WED)

which is run by the United Nations Environment Program (UNEP) is celebrated to raise awareness about environmental issues and inspire students to adopt healthy lifestyles and safe practices to keep our planet healthy.

Health Determinants

The institution prides itself in being a totally non-discriminative hospital in terms of caste, religion, social or economic status of patients. We also ensure that geriatric people, special children and economically challenged individuals/families are provided access to world class dental treatment. The Institute has a functioning Tobacco Cessation Clinic and there is a compulsory rotatory posting for the students. The students are sensitized to various health determinants through various program like No tobacco day, Oral health day etc.

Human Values:

The curriculum helps students to apply reasoning informed by the contextual knowledge to assess social, health, safety and legal issues and the consequent responsibilities relevant to the professional dental practice. A special emphasis is given to Behavioral Science and ethics. The institute conducts Values in Health Care Program for students.

Professional Ethics:

The department of Public Health Dentistry teaches students Professional ethics and Jurisprudence in detail. In dental clinics, all the students undergo ethical sensitization by discussion on ethical issues. It includes professional liabilities, negligence, malpractice, consents, evidence, contracts and cases with an important ethical component.

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

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

Response: 9

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

Response: 9

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: 17.61

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

2020-21	2019-20	2018-19	2017-18	2016-17
110	132	48	36	46

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

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

Response: 71.43

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

Response: 280

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed	View Document
Link for additional information	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

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: 30.84

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	9	11	8	16

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

2020-21	2019-20	2018-19	2017-18	2016-17
42	42	42	29	29

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
Any additional information	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: 73.41

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

2020-21	2019-20	2018-19	2017-18	2016-17
60	93	81	104	79

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

2020-21	2019-20	2018-19	2017-18	2016-17
114	114	114	114	112

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
Any other relevant information	View Document

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

Response: 48.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	32	33	60	51

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
Link for additional information	View Document

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 5:1

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

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

Response:

Extracurricular activities provide a positive impact on student's emotional, intellectual, social, and inter-personal development. By working together with other individuals, students learn to negotiate, communicate, manage conflict, and lead others. The College organizes orientation program for the students at the commencement of new batch every year. The program would help students and parents to get familiarized with the institution, curricular and co-curricular activities, facilities, rules and regulations etc.

Student exchange program is the highlight for post graduates mainly to collaborative learning various skills from KM Shah Dental College Ahmedabad and other institutions like visit for training cum observation in Government District hospital Rajnandgaon, observer ship in TATA memorial hospital and KIDWAI cancer institute, Bangalore.

Various extracurricular activities are conducted throughout the year to keep the students active. College organises annual day and sports day every year so that students can take part in various cultural programmes as well as sports. This helps in student's personality development, communication skills and bonding with others. College provide environment for the various recreational activities such as gym, badminton court inside hostel, Cricket, football, Volley ball, Throw ball, and indoor games like carom, chess etc. The college team has participated in cricket, football at university level and in IDA State level competitions and won various prize. Students have attended various national conferences and participated in national level quiz, e-posters, paper presentations, video making, table clinic etc. and won prizes.

The social highlight of the year is un-doubtfully the annual cultural meet which is well supported and participated by both staff and students alike involving the whole college. The culmination of this event is a formal function which is always remembered for all the right reasons, and is a true celebration of being a student and the associated responsibility. Apart from these, our college celebrates Ganesh Festival every year in the campus for 10 days. It is mainly organised by students which includes dance programs, skit, painting competition, singing and other activities includes participation in state conferences, activities outside the campus like the fashion shows where our students are selected as Mr & Miss Rajnandgaon for the year 2019.

Extramural activities plan

Academic	Art	Media	Social awareness	Sports
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Student exchange program	Drama Club	College band	Oral cancer awareness	Cricket
Training cum observation ship	Best out of waste	Dance group	Treatment camp	Volley ball
National level quiz	Painting	Fashion show team	Screening camp	Throw ball
Table clinic, e-posters, video making	Carving		Oral health talk	Badminton
Nukad Natak			Oral Health Awareness Rally with Nukad Natak	Carom
Peer Tutoring			Aids Awareness rally with Nukad Natak	Chess
				Kho-kho

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:

In addition to traditional teaching-learning methods, the institute is highly interested in providing innovative methods for enriching the learning experience. The methodologies include special lectures, field study, case-studies, project-based-methods, experimental methods and group learning methods. The facilities arranged by the institute are listed below along with orientation programmes for both UG and PG courses is routinely done at the beginning of the Academic year followed by Introduction to Research, Ethical Research, Journal search, Referencing styles, publication ethics, Library & main dissertations, Discussion on synopsis for PGs.

Lecture method:

This conventional method facilitates the teacher to interpret, explain & revise the content of a text only for better understanding of the subject. At the end of instruction of each unit, the students are given specific assignments which enriches their learning.

Interactive method:

Interactive method of learning includes group discussion, role-play, subject quiz & discussion with question/answers. In all the courses, remedial classes are conducted where problem solving skills are imparted.

ICT Enabled Teaching:

ICT enabled teaching methods have been made available in the institute with Wi-Fi facilities. It is supported with Regular Practical/clinical postings, access of Digital Library, online journals, Use of LCD projectors for seminars & workshops, productive use of educational videos for students. Video lectures, webinars and Power point presentation of lectures are taken by staff through online classes. Some procedures are uploaded by the faculty in Google classrooms & LMS for student learning and evaluation. Online Lectures, seminars and JC are done using Zoom app, Webex App and Google meet.

Case Study Discussion:

It is a participatory, discussion based way of learning where students gain skills in critical thinking & communication. Inter-departmental discussions in chosen subjects is arranged by all departments to promote group learning activity.

Project-based Learning & Teaching in the community: Health education and Preventive Dentistry is taught at field level in field programme. The effective phases of survey, case study, implementation, testing & report writing ensure the required project-based learning among the students.

Experiential Learning:

The faculty members foster learning environment through experimentation, demonstration, visual aids, periodical school dental camp visits as well as presenting papers.

Student Seminar:

The Student seminars are mandatory in all programs offered at the institute. Usually students present or submit seminar on topics allotted to them by the faculty.

Internship Project:

UG Students attend a year of compulsory rotary Internship program in the Departments.

Outpatient teaching

Teaching of all clinical dental subjects is out-patient centered and dental chair-oriented. The only exception being Oral & Maxillofacial surgery which is mostly hospital and operation theatre based.

In-patient& Clinical teaching in other sites

In- patient teaching revolves around the subjects of General Medicine, General Surgery and Oral & Maxillofacial Surgery. There are competent teachers, hospital beds and excellent operation theatres to cater

to in-patient teaching at attached government hospital, TATA memorial hospital and KIDWAI cancer institute, Bangalore where MDS students of Oral & Maxillofacial Surgery are posted. The student postings and related correspondence is on record.

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: B. Any three of the above

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

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

Response:

- ICT enabled teaching methods have been made available in the institute with Wi-Fi facilities. The institution provides Internet facility throughout the campus by providing high-speed Optical fibre

and Wi-Fi. UPS and generator support all the Computers and audio-visual systems in small classrooms, lecture halls and seminar halls. It is supported with Regular Practical/clinical postings, access of Digital Library, online journals, Use of LCD projectors for seminars & workshops, productive use of educational videos for students. Video lectures, webinars and Power point presentation of lectures are taken by staff through online classes. Some procedures are uploaded by the faculty in Google classrooms for student learning and evaluation. Online Lectures, seminars and JC are done using Zoom app, Webex App and Google meet.

Video assisted learning through net is also used by the faculty. Some important recorded procedures are uploaded by the faculty in the you tube for Video assisted learning. There are also blogs for student education.

Faculty and students can also access e-journals, e-books and resources from different database and through the internet facilities available on the campus. The quality of the teaching-learning process is enhanced through the utilization of online resources by faculty and students. Access to various online resources is being made available to all students and faculty of the institution. The access is through IP Range of the campus which offers open access to online resources within the campus.

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: 13:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 30

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:

Dentistry is more a fusion of sound basic knowledge and laboratory & technical skills. The faculty are aware of the innovative teaching resources and borrow certain ideas and try their best to inculcate appropriate attitude towards students to develop practical & clinical skills. Outlook is on theoretical excellence but focus is on practical mastery.

In order to make it student centric learning, strategies are evolved at self directed learning, problem solving including PBL, small group discussions, student seminars, tutorials and quiz are conducted during theory classes. Emphasis on recent advances ensures lifelong learning through regular continuous dental education programs where student's participation in these CDE programs, conferences and workshop instill the importance of lifelong learning.

Students are encouraged to participate in paper and poster presentation which involves referring books and journals and also conduct surveys, or short term study. This exercise also exposes them to public speaking, improve communication skills, soft skills, imagination, creativity, scientific temperament, evidence based dentistry and gain confidence. The students organize programs in the college thereby gaining organizational skills.

Journal clubs and seminars are conducted in the departments induce them to refer journals and books and research for evidence based literature improving their self directed learning. Learning is made more interactive and innovative by preclinical work exposure, demonstrations and working on mannequins and in clinics. Phantom head laboratory and skills lab are present for hands on training in various skills in patient care for students.

Project work, chair side procedures and demonstrations, viva are utilized by the faculty to teach the students during the clinical hours. The students work on patients and learn the various method of treatment and develop skills. Vertical and horizontal integration for relevant topics are also conducted. Students are given experience of interdisciplinary dentistry by treating the same patients in different departments. Clinical postings in rural areas, camps, awareness programs are utilized by the faculty for teaching compassion for patients. Speciality wise procedures involves, students watch, observe & assist while performing Microscopic Endodontics, guide to use N2O2 Inhalation Sedation, Laser, advanced diagnostic

tool -Nemoceph orthodontic software for tracing and diagnosis, exposure to giving injections- IM and IV, wound dressings, and casualty postings, gives them an exposure to handle trauma cases and suturing, surgical procedures in the outpatient departments and in surgical theatres. Also, in-patient teaching at attached government hospital, TATA memorial hospital and KIDWAI cancer institute helpful to manage the challenges in their speciality. Simulation is implemented in preclinical work.

BDS programme: Fast learners & advanced learners are encouraged to undertake research projects though it's not mandatory for UGs.

MDS students: Research projects are mandatory as per the statutory requirements. A list of dissertations is available on record. The role of faculty in MDS dissertation projects is crucial and undeniable. The Guides and Co-guides have great influence in seeing the dissertation through and later publication in reputed journals.

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
Links for additional information	View Document

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

Response: 18.71

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2020-21	2019-20	2018-19	2017-18	2016-17
16	16	16	14	14

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document

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

Response: 7.28

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

Response: 597

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

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

Response: 82.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	74	68	61	49

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
Link for 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: 6.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	8	5	4

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

2.5 Evaluation Process and Reforms

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

Response:

An internal examination committee (IEC) is constituted to monitor the activities of examination section continuously for effective and smooth functioning.

Yes, the institute strictly follows the guidelines laid down by Pt Deendayal University of Health Sciences in conducting the examination, evaluation of papers and malpractices by the students, faculty and non-teaching staff.

Continuous internal assessment is an important component in academics which encourages the students to work systematically throughout the year. Hence maintaining the transparency in conducting examinations will enhance the morale of the students. The 3 internal assessment examinations will be scheduled according to the university and planned academic calendar. The question papers are set by the respective department and maintain the confidentiality by personally taking the Xerox copies. A single copy of all the question papers for all the academic years will be preserved in a file. All the examinations will be conducted in a hall which is under strict surveillance by the faculty members as well as by the closed-circuit cameras. The sealed envelope containing question papers will be opened in front of the convener of the internal assessment committee just before the commencement of the examination. Regular internal assessment examinations will be conducted and evaluation will be done as per the predetermined date by the IEC.

Educational objectives are ensured to be compatible with assessment principles and practices by a fusion of didactic teaching, tutorials and internal assessment tests. The student's attitude, aptitude for the subject, interest in the subject and assignments are taken into consideration while awarding the internal assessment marks. Student's performance and participation in paper/ poster presentation, research or survey work, participation in awareness programs and competitions are also taken into consideration for evaluating internal assessment.

Evaluation process for the UG/PG students is explained to the students in the beginning of the course by means of orientation programme.

- For UG students the evaluation of academic progress is made through their performance in internal examinations, attendance in theory and practical classes and group discussions.

- PG students are evaluated for their progress in dissertation, library review, preclinical and clinical skills, seminars and journal presentations. A separate proforma is used for each of these evaluations.

Formative (theory / orals / clinical / practical) internal assessment- It is mostly based on continuous performance either in the preclinical work or on patients. The results of formative assessment are reduced to marks system which has some weightage.

Summative (theory / orals / clinical / practical) is structured and setting of question papers – Essays, long answers & shorts answers. Theory evaluation is strictly as per the prescribed format of the Pt Deendayal University of Health Sciences. Practical is case based, viva-voice and pedodogy.

Innovative examination procedures and process adopted by the departments are

- Problem solving in clinical dentistry.
- MCQ's test
- Google classroom- for receiving assignments from students

- Problem based learning and evaluation

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

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

Response:

During internal assessment examinations, squad team helps in solving the grievance of students and make sure careful valuation of the scripts by the teachers done. The answer scripts are evaluated within a week and the answer scripts are made available to the students for their feedback. The information regarding the performance of the students (internal assessment marks) are displayed on the departmental notice boards, further, the data regarding the performance of students are sent to their parents /guardians through post which provides transparency and accountability to the evaluation process.

Grievance redressal with regard to Annual examinations conducted by the university is addressed by the concerned authorities of the Universities.

Internal Examination

- 1.If a student is not able to attend the examination due to medical or any genuine reason, re-examination is conducted for such students, provided the application is submitted with the required documents.
- 2.If any student scores less marks and wants to improve in that subject, he/she can attend remedial classes.
- 3.The evaluation of the answer sheet is done by the concerned staff within seven days of completion of the examination. All the students are shown the answer sheet and are given the opportunity to get their doubts clarified.
- 4.The student can raise the grievance regarding the assessment of the answer sheet with the concerned staff. The answer sheet of such student is evaluated again by the faculty in the presence of student. All such cases are brought to the notice of the Head of the Department.
- 5.The records of the grievances are maintained at the department. These records are regularly examined by the “Grievance Redressal Committee”.
- 6.Any student who is not satisfied with the assessment can also approach the Grievance redressal committee by filling the “Students Grievance Form”.
- 7.The Grievance redressal committee follows the laid down standard operating protocol and submit the report to the Dean as early as possible.

University Examination

Students who score less than the expected marks in the university examination can apply for the revaluation at the university by paying the prescribed fees.

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

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

Response:

The students are evaluated throughout the year through a well programmed Internal Examination consisting of written, practical and clinical examination. Theoretical knowledge is evaluated through three Internal Examination which is conducted exactly as per the Dental Council of India and University guidelines.

General Format for Theory exam

Max. 70marks.

Duration Max. 3 Hrs.

- 1) Long Answer Question: 2 LAQ of 5 marks each : 20 marks
- 2) Short Answer Questions: 10 SAQ of 5 marks each : 50 marks

Apart from these each department continuously evaluate the student through regular class test, viva, MCQ test etc. All students have to appear for 3 Practical Examination each year. This is conducted as per the Dental Council of India and University guidelines. Also, every department has a system of continuous Practical and Clinical Skill evaluation based on the number and quality of cases done, case discussion, viva, assignments etc.

Assessment and Evaluation

Assessment of the answer sheet is done as soon as possible. The examiner discusses the performance and deficiencies with the student individually. Every student is given the opportunity to go through the checked answer sheet. The student can get their doubts clarified from the examiner. If necessary, re-

evaluation of the answer sheet is done. However, there is no provision for re-checking in case of Clinical/Practical exams.

Processing of the result.

The result is processed in the administrative section using MS-Excel software and the results are sent to the parents through the post.

Remedial Class and Mid-Course Improvement

Revision classes, remedial classes, discussion on exam oriented questions are done to those students with poor attendance, poor performance and slow learners. This helps students to achieve expected competencies to improve the students' academic skills.

This type of special education is designed specifically for the slow learners to achieve their special needs after continuous evaluation and monitoring during their internal assessments and required measures are taken constantly like chair side viva (case based learning), Discussions, mentor mentee counselling sessions.

Rules and Regulations for the examinations

Class Examinations, written, practical and viva will be conducted regularly to assess the student's progress. Since the marks obtained in these examinations will be taken into consideration in determining the results of the university examinations, the rule for the conduct of these examinations will be the same as for the University Examinations.

- The in-charges/HODs of the department will take care of the Xerox of the internal assessment question papers and those papers will be handed over to the internal exam committee in a sealed envelope before the examination.
- Candidates should take their place in the examination hall at least 30 minutes before the time scheduled.
- All the examinations will be conducted in hall which is under a strict surveillance by the faculty members as well as the close circuit cameras.

Before entering the examination hall, all books, notes, mobile phones and papers should be left outside. Candidates must provide themselves with pens, pencils and drawing materials. Answer books or paper will be supplied.

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:

Dental education involves a complex combination of didactic and motor skill learning processes. The major part of the learning is devoted in demonstrations, small group discussions, seminars, clinical work and continuing education programs supported by didactic lectures. The course is designed and integrated in such a way to permit smooth progression from pre-clinical to clinical phase. The teaching schedules, lesson plans and lectures are preplanned and made available to students online. Small group teaching with the incorporation of activities like role play/quiz is part of didactic lectures. Audiovisual aids, computer-assisted learning aids, Medline and internet facilities are provided to assist in self-learning in clinical training. Each student is involved in comprehensive oral health care with a holistic approach to enable them to plan and treat patients as a whole, instead of separate treatments provided in each speciality. Students are encouraged to attend conferences and workshops at state and national level to upgrade knowledge and skills. Continuous assessment is an important component in a competency-based dental curriculum. The educational process is a continuum for at least four years, multiple examinations are required. During the year, 3 internal assessment examinations is conducted for assessment of diagnostic, interpretation, treatment planning and clinical skills.

The process of course outcome assessment is based on mid examination, year-end examination, assignment and quiz/viva voce. Each question in mid/year end/assignment/quiz/viva voce are tagged to the corresponding CO and the overall attainment of that CO is based on average mark is set as target for final attainment.

The following processes & tools are used for the attainment of course outcomes.

i).Mid Examinations: This type of performance assessment is carried out during the examination sessions which are held as internal exams conducted by institution. Each and every exam is focused in attaining the course outcomes.

ii).Year End Examination: Year End examination is a metric for assessing whether all the CO s are attained or not. Examination is more focused on attainment of course outcomes and program outcomes using a descriptive exam.

iii).Assignment: Each and every student is assigned with course related tasks during every course work and assessment will be done based on their performance. Grades/Marks are assigned depending on their innovation in solving/deriving the problems.

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

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

Response: 72.88

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

2020-21	2019-20	2018-19	2017-18	2016-17
107	95	100	92	109

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

2020-21	2019-20	2018-19	2017-18	2016-17
121	133	136	117	146

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

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

Response:

The curriculum consists of a set of required courses providing a core of knowledge in basic medical science and its application to dentistry. Later part of the course further develops the core abilities and provides the student, a set of broadly useful knowledge, practice and skills applicable to a variety of settings. In every case, the required content includes both generic information and dental service applications of the outcome. The study and practice of dentistry are enhanced considerably by opportunities for observation and practice in a perfect professional setting. This places the students in a hands-on situation.

The learning outcomes as stated by the Dental Council of India and Pt Deendayal university, Chhattisgarh are followed by chhattisgarh dental college & research institute. The website of the institution provides a link to the stated outcomes and also effectively communicates the stated learning outcomes (generic and programme-specific) to all the faculty and students making it accessible to the teachers and students. The outcomes are clearly defined for each subject in under graduation and each speciality in post graduation. They are made reachable to all the stakeholders of the program through education, faculty workshops, student awareness workshops, student induction programs and faculty meetings. The program outcomes and program specific outcomes are achieved through a curriculum that offers a number of courses. Each course has defined course outcomes that are linked to the program outcomes and a set of

performance criteria that are used to provide quantitative measurement of how well course outcomes are achieved. The course outcomes are thus directly and quantitatively assessed, and are tied to the program outcomes and program specific outcomes. Therefore if the course outcomes are attained, that provides direct quantitative evidence that program outcomes are attained.

The institute's performance and learning strategies are structured to facilitate the achievement of the intended learning outcomes by:

- Critically evaluating the quality and impact of its own work during and after its implementation.
- Identifying own learning needs and settling own learning goals.
- Engaging in collaborative approach and obtaining feedback.

The litmus test for ensuring that stated learning outcomes are achieved by the student's performances is in the annual university assessment.

Further evidence of success is reflected in the performance of the students in common entrance tests for PG examinations.

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:

The parent teacher's committee will be formed every academic year and meeting will be organized once in the academic year for both the regular and supplementary batch. Feedbacks will be received from the parent through Parent-teacher meet and at the department for implementation of the necessary action.

The slow learners were picked out after the internal examination marks were released. The students who scored less than 40% and those with less percentage of attendance were categorized as slow learners. A letter is send to parents of the slow learners about student's progress. The students were given freedom to express their problems and issues personally which includes language issues, emotionally and academically. Once the student's problems were understood, they were handled with empathy. And if required Students will be send to professional counseling.

Feedback from parents: The parents are satisfied with the facilities provided to their wards and are sufficient and to the satisfaction level.

Outcome: The above practices were positively reflected in the university results where the slow

learners excelled. The following measures are adopted to improve the performance of slow learners

- Extra classes are conducted if there is a difficulty in understanding the content.
- Counseling Sessions are organized for student facing personal problems.
- Mentoring faculty are identified and assigned as mentors for all.

After internal examination we are sending the progress of those students who have less percentage of attendance & marks to the parents by post.

Action taken-

- Student mentors are instructed to continuously monitor and motivate the students to bring out the best in them
- Stress bust facility can be availed from the Ayurvedic College available in the campus
- Library assignments are given to students
- Hostel warden and caretakers are instructed to monitor those students remaining in the hostel during the academic hours. Students are permitted to remain in the hostel only on the health grounds
- On repeated warning if the students still remain absent they will not be allowed to avail the hostel and mess facilities and will be expelled from the hostel
- The concerned supervisor of mess will monitor the food preparations and also the interest of students in mess regarding complaints of mess. The same is informed to the Dean/Management

Students can bring their problems to the hostel warden. As per the vacancy available the students can shift rooms with respect to prior permission from dean.

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: 2.92

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: 15.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	11	15	09	13

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

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

Response: 0.24

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

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

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: 0

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

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

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

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Incubation centers are mainly for technical education (engineering etc.) at University and Deemed University levels not applicable to dentistry/dental education at institute level. Hence, there is no specific incubation centre present in the institute. However, the institute nurture and provide conducive environment for research and innovations, this is made possible by creating favorable ecosystem that propels research and innovations through providing most of the departments with instruments and equipments, materials which are regularly used for innovation practices. The institute also have **Esthetic Clinic, Geriatric Clinic, Oral Implantology Section Lab with Phantom heads & Mannequins etc.**, which are helpful for the undergraduates, post graduates students and researcher to learn, develop skills regarding practice management, behavior management, exposure to the recent techniques and its use respectively. The post graduates students of the institute also participated in **Students Exchange Program** with K.M. Shah Dental College, Vadodara, Gujarat & Terna Dental College, Mumbai, so that they learn and imbibe different clinical and practical approaches practiced worldwide and modify them accordingly. In terms of the innovations and patents made, the institute has **total 16 innovations** out of which 4 innovations made through the Department of Pedodontics & Preventive Dentistry and 2 by the Department of Orthodontics & Dentofacial Orthopedics which were published.

1. RURS Elbow Guard

2. RMS Tactile Scale

3. RMS Pictorial Scale

4. FROG Appliance

5. MKG Angle: New Cephalometric Estimation

6. Proxycrimps: A Transformative Solution

Innovations made but not published yet:

7. Audiovisual Animation Behaviour Guidance Technique (Department of Pedodontics & Preventive Dentistry)

8. Tailor Method Booklet Behaviour Guidance Technique (Department of Pedodontics & Preventive Dentistry)

9. A Combination Spring For Ectopic Correction Of Teeth (Department of Orthodontics & Dentofacial Orthopedics)

10. Incisor Spring For Malposed Canine (Department of Orthodontics & Dentofacial Orthopedics)

11. Innovative Technique For Occlusal Photography (Department of Orthodontics & Dentofacial Orthopedics)

12. DIY Shield For Aerosol Generating Devices (Department of Orthodontics & Dentofacial Orthopedics)

13. Innovative Techniques For Occlusal Photographs (Department of Orthodontics & Dentofacial Orthopedics)

14. Cant-O: An Innovative Tool To Measure Cant Of Occlusion (Department of Orthodontics & Dentofacial Orthopedics)

15. Stylus & Recording Table To Evaluate Centric Relation & Centric Occlusion (Department of Orthodontics & Dentofacial Orthopedics)

16. FEDA (Facial Emotion Detection And Analysis) Software (Department of Pedodontics & Preventive Dentistry)

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: 26

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	4	4	4	1

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

3.3 Research Publications and Awards

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

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

Response: A. All of the above

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

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

Response: 2.18

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: 74

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

Response: 34

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
Link for any additional information	View Document

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

Response: 1.15

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
Link for Additional Information	View Document

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

Response: 0

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

3.4 Extension Activities

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

Response: 268

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

2020-21	2019-20	2018-19	2017-18	2016-17
38	60	49	54	67

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: 45.17

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

2020-21	2019-20	2018-19	2017-18	2016-17
131	228	328	147	151

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
Any 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:



Chhattisgarh Dental College & Research Institute (the 1st ISO: 9000 2001 certified institute), is the Pioneer Dental College of Chhattisgarh State and set a bench mark in providing its Oral Health Services. With the Motto of **“ORAL HEALTH FOR ALL”**, under the immense support and expert guidance of the Management and Dean of the institution, **the Department of Public Health Dentistry** has been regularly organizing various outreach and extension activities, in collaboration with Government/Non-Government bodies such as AYUSH, Youth Red Cross, NSS Schemes, YMCA, Rotary Club International, Lions Club, ABIS etc. had organized various free (Comprehensive Oral Health Care Program) including Screening Camps, Treatment Camps, Oral Health Awareness Programs for general public, school children, special groups (persons with special health care needs, ITBP, industrial workers etc.) During last five years the institution had organized **268 extension activities** including 263 camps with 23856 beneficiaries.

Sealant Program at Torankatta School (2019)



Oral Health Education Program at Dhangaon (2019) and Astha & Abhilasha Divyang Sansthaan (2020)



Toothbrushing Program at Mokhla School (2019)



Mouthwash Program at Motipur School (2019)

In order to provide free oral health care to school children, the institute through **the Department of Pediatric & Preventive Dentistry** has conducted various programs in schools from time to time such as “Muskaan Baal Swasthya Shivir” at Durgukondal in 2015, “Oral Health Education Program” at Dhangaon in 2019, “Sealant Program” at Torankatta School in 2019, “Tooth Brushing Program” at Mokhla School in 2019, “Mouth Wash Program” at Motipur School in 2019, “Oral Health Program” at Astha & Abhilasha Divyang Sansthaan in 2020.

In order to provide services through **“Reach Through Outreach”** approach, the institute has established 1 satellite clinic at Thelkadih Village, Tehsil-Kharagarh, District-Rajnandgaon having population of 1291 which is at the distance of 35 kms away from college campus. It serves as a peripheral unit to attain our motto by providing assessable, affordable oral health care services to rural masses. The institute goes beyond its traditional boundaries by collaborating with NSS and other bodies to reach out large number of masses. The institute had also adopted Thakurtola Village having 1720 population which is at the distance

of 6.7 Kms from our institute.

The institute had also ***celebrated special days*** eg. AIDS Day, Oral Health Day, World Cancer Day/ Oral Cancer Day, World No Tobacco Day, National Tooth Brushing Day etc. with specific themes on regular basis. Rallies, Nukkad Natak enactment had done from time to time at various places to increase awareness among population.

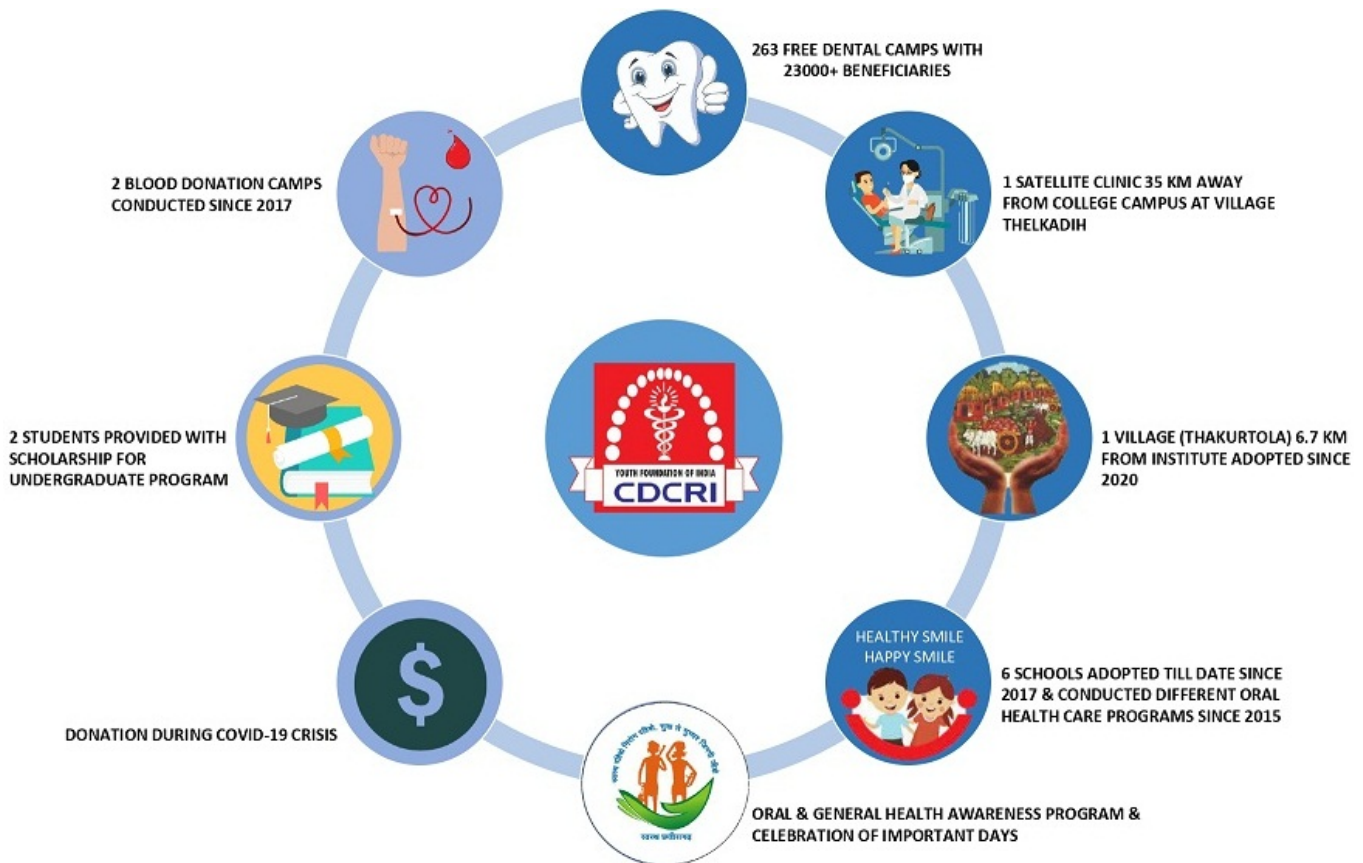
As recognition of extension and outreach activities Chhattisgarh Dental College had awarded with “**SEVA RATNA AWARD**” by Lion’s Club City, Rajnandgaon in 2014-15, “**Zee CHHATTISGARH STATE SUMMIT AWARD**” as a part of Skill Development & Make In Chhattisgarh in 2015, “**COMMUNITY SERVICE AWARD**” by Lion’s Club, Rajnandgaon, & “**INTERNATIONAL DENTAL EXCELLENCE- HEROES OF DENTISTRY- RURAL DENTAL SERVICE AWARD**” in 2021 respectively. Besides these **various appreciation letters, certificates and mementos** were awarded to the departments of the institute, individually & collectively.

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

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

Response:

Alfred Adler has rightly said; “***The only worthwhile achievements of man are those which are socially useful***” with this background the Chhattisgarh Dental College & Research Institute strongly believe that “***The Youth of today will become a promising Adult of tomorrow***”. Hence, the institution abides by the idea of making sensible and responsible citizen, for this, the Chhattisgarh Dental College & Research Institute has undertaken and executed various social activities such as:



1. Organizing Free Camps- With a motto of **“Oral Health For All”** by implementing affordable, accessible oral health care, CDCRI in collaboration with various Govt./ Non-Govt. bodies regularly organize free screening/treatment camps on regular basis targeting general public, school children and special groups including vulnerable sections of the society. Since 2016 we had organized 263 camps through the Department of Public Health Dentistry with more than 23000 beneficiaries.

2. Satellite Clinic In Rural Area: In order to provide services through **“Reach Through Out Reach”** approach, the institute has established 1 satellite clinic at Thelkadih Village, Tehsil-Kharagarh, District-Rajnandgaon.

3. Adopting Village: The institute had also adopted Thakurtola Village population which is at the distance of 6.7 Kms from CDCRI.

4. Adopting Schools & Providing Oral Health Care: The institute has conducted various programs in schools on regular basis.

5. Oral & General Health Awareness Programs & Celebration Of Special Days: In order to create awareness among masses, the institute had also celebrated special days eg. AIDS Day, Oral Health Day, World Cancer Day/ Oral Cancer Day, World No Tobacco Day, National Tooth Brushing Day etc. with specific themes on regular basis. Rallies, Nukkad Natak enactment had organized from time to time at various places.

6. Donation During Public Health Crisis/ Natural Calamities: The Chhattisgarh Dental College & Research Institute has donated sum of Rs 200000/- to PM Care Relief Fund in 2020 to combat with CoVid-19 Crisis.

7. **Providing Scholarship:** With the motto of **“Right Of Education”** by giving admission to 2 students namely Miss. Jyoti Dugga & Mr. Raghuveer Dugga who were the residence of Ramakrishna Mission Ashram at Narayanpur (Core Naxalite & Remote Area) of Chhattisgarh State during Academic Session 2013-14.

8. **Blood Donation Camps Organization:** In order to crater the deficiency of blood supply for Sickie Cell Anemic and Thalassemic patients the institute organized blood donation camp in collaboration with Blood Bank, Department of Pathology, Government Medical College & Hospital Rajnandgaon (C.G.), since 2017.

Exposure to extension and outreach activities brings the holistic development by helping the students to come in contact with communities and develop, inculcate and foster leadership qualities, teamwork, ethical practices and moral values which inclines their attitude towards social responsibilities, by identifying need of an hour, solving problems, identification and proper utilization of resources, serving the underserved, which will make students to stay capable to fulfill societal expectations in their future with compassion, commitment and competence.

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

3.5 Collaboration

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

Response: 10.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	22	10	11	4

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
Any other Information	View Document
Link for Additional Information	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: 14

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: 14

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
Link for 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:

Physical facilities

4.1.1

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

Response:

Adequate facilities exist for teaching-learning like classrooms, seminar halls, laboratories, computing equipments that gives the students excellent learning opportunities and hence the facilities provided are within the requirements of **Dental Council of India and the University**.

The six **Lecture Halls** are spacious, augmented with Integrated Audio-Visual teaching aids, long throw projectors to enhance the learning process, out of which three are with **wifi** connectivity and one with interactive **smart board**.

All eight postgraduate **Seminar Halls** are well-equipped, air conditioned for each dental specialty, with latest audio-visual aids projectors with wifi connectivity for conducting seminars and workshops thus provide best quality of learning experience.

The **State-of-the-art auditorium** with sitting capacity of 300, fully air conditioned, short throw projector and attached wifi, stereo surround sound facility acts as a common ground for students, faculty and guest speakers of various fields for regular interfaces, conferences and other events.

The institution is having a two storey **Central library** with the built-up area of 8219 sqft with seating capacity about 300 students at a time. A separate section for **international and speciality** driven journals with catalogue is present. **Library** is integrated with **Library Management Software**. Browsing room with six computers to facilitate E-learning is available.

The college has a **satellite centre** at Telkadih, where students are posted for preliminary treatment and referral. **A tie up with Government hospital** provides learning material for 3rd year students. The Institute has **MOU** with well-equipped **150 bedded multispeciality hospital** within the campus with **ICU, NICU, CT Scan, Pharmacy and Ambulance Facility**.

The **departments** are spacious and are equipped in accordance with the regulations by Dental Council of India. There are specially designed total 10 **Clinical and Preclinical** labs as per regulatory norms. The **phantom heads skill lab** is available for effective training of simulation training. They help the undergraduate students to have hands-on experience of various dental procedures prior to their clinical

postings.

Advanced Diagnostics such as **Histopathology lab** with Research micro scope, fluroescent phase contrast micro scope and dark field attachment, stereo and penta headed microscope etc helps in accurate diagnosis of lesions and teaches students about differential diagnosis.

Digital dental radiography with both intraoral and extraoral techniques like IOPA, OPG, facilitates student learning from various dimensions. RVG has been provided in various departments like oral medicine, endodontics , prosthodontics, periodontics and pedodontics.

Well-equipped dental operation theatre with the provision of **separate male and female wards** has widened the expertise of treating oral rehabilitation. **Museums** are present in most of the departments for the students and patients to have knowledge of various subjects that they must cover during the BDS course. The museum is upgraded time to time.

There are total **37 computers with 37 access points with wifi connections** provide dedicated online server support to the Institution for its academic and administrative work which is managed by the **A.S.S TECHNOLOGY**

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

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

Response:

Chhattisgarh Dental College and Research Institute has a well equipped **Sports Complex**. The Institution emphasizes on physical activities to provide both fitness and mental relaxation for both staff and students. The college has various options to play various sports. The **cricket & football ground** of 200x250sqft. brings the students together daily for various sports activities. The **volley ball ground** brings the students together for better coordination, team work improving mental and physical health. The indoor stadium is ideal for playing **badminton, shuttle** and indoor games.

Separate badminton courts are available for girls, boys and staff. The Sports complex was established from the beginning of the college.

Well equipped auditorium with 300 seater capacity wifi enabled, air-conditioned. Stereo surround sound

system serves as a beacon of knowledge to our students through various conferences, seminars and various cultural activities in it.

Intracollege Sports meet is being conducted annually. Annual sports & cultural activities are organized by the Co-Curricular activity committee. The upkeep of the sports and recreation facilities is monitored by sports committee and maintenance committee.

The campus has **gymnasium** equipped with **multigym, advanced treadmill, weights for strengthening exercises**. The fitness centre is there to use for all students and has separate timings for girls & boys. Through its excellent sports facilities, the college offers opportunities to students for regular work-out, lifestyle management and interaction.

Regular Yoga classes are conducted in yoga centre for students as per their convenience under the guidance of trained professionals.

Various cultural, prize distribution, and scientific conventions are conducted in well equipped auditorium.

Various festivals like Ganesh festival, Annual Day, Republic Day, Independence day, Teachers day, are celebrated with great enthusiasm.

Dimensions of Sports Facilities in Detail

SPORTS	PLAYING AREA
Volley ball Court	18X9 Mts
Throw ball court	18.30X12.20 Mts
Kho Kho	27X16 Mts
Cricket	200x250sqft.
3 Shuttle badminton	Girls hostel-80x180ft
	Boys Hostel-80x60ft

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The institute provides high class infrastructure situated in green lush campus with royal palm trees, ashoka, and coconut trees with various seasonal flowering and nonflowering plants. We also have two **herbal gardens** within the campus.

The campus houses well ventilated spacious hostels for girls and boys separately. There are total 220 double and single sitter room with 31 air-conditioned room available for girls in the hostel. The boys hostel has total 38 single and double sitter rooms with 7 air-conditioned rooms for boys. The salient features of hostel are study table with cabinet to store books, wardrobes and cots, purified water for drinking, **uninterrupted electricity supply with generator** backup and **24 hours high security with security guards and CCTV surveillance**. Laundry service is available for the convenience of the students. The **hostel mess** provides good quality, hygienic well-balanced food enabling students to experience a sense of “home away from home” while being in the campus.

Staff quarters are available for faculty members including hospital superintendents and hostel wardens residing in them. The campus also houses a **guest house** where external examiners, institutional guests stay as required.

In our Institution, we have **Ayurveda and MoU with 150 bedded multispecialty Hospital** within the campus which provides holistic treatment to patients with extended timings to attend emergencies. We have two **herbal garden** with various **medicinal plants** in the campus. The **emergency ward** is run by experienced doctors and on call clinical specialists.

The **medical ward has 24x7 driver and vehicle**, first aid kit and necessary equipment, on call medical officer is available for any emergency purpose. **Pharmacy** is conveniently located on the ground floor for the patients. **Cafeteria** in the campus offers varied menu and comfortable surroundings, thus becoming student's favourite hangout. The **snack shop** provides snacks, cold beverages to suit the palate.

Along with 125kw generator, Solar panels have been installed with the capacity of **100Kw** in our campus to ensure uninterrupted electrical supply.

Potable water is treated by **Reverse Osmosis (RO)** plant before supplied for drinking purpose. Toilets are provided in each floor with signage boards to make it easy for the patients. Separate bathrooms are provided in each department separate for students & staffs. Highest standard of maintenance of the toilets is daily carried out by sanitary staff.

Sewage treatment plant is present which removes contaminants from sewage water. Solid waste management is done by **SMS WATER GRACE INVIROPROTECT PVT.LTD.**

e-waste management is done by **WELCOME ENGINEERING AND POLLUTION CONTROL SYSTEM.**

Adequate **signages** are present on poles and panels throughout the campus for guiding visitors across the institution. **LED street lights** are available thorough out the campus. **Rain water harvesting** system is available.

We have **ample parking** for staffs, students, visitors separately with good road lanes and signage boards all over the campus.

Campus has **Wi-Fi facilities** for all staff and students members to enable all education services and resources. **Common room** is provided for girls in the hospital block.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	View Document
Link for any other relevant information	View Document

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

Response: 37.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
354.46	353.15	574.66	160.26	105.02

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document
Any additional information	View Document
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Teaching hospitals

Clinical teaching, learning and laboratory facilities are as stipulated by the respective regulatory bodies. The **infrastructural facilities** available for training undergraduate and postgraduate students are in

accordance with the regulations formulated by the **DCI** and are continuously updated. .

The infrastructure contains teaching and learning facilities that include Audio Visual with internet connection classrooms, specialized laboratories, discussion halls, and a well-stocked library. Each specialty has an **outpatient dental clinical facility** equipped with dental chairs connected to a centralized suction unit with **Generator backup**. Total **314 dental chairs** with **10 left handed chairs** are installed in all the departments of the college as well as **satellite clinics** which cater to the needs of the surrounding rural population and the **mobile dental van** fully equipped with a reclining dental chair, suction motor and compressor with emergency equipments like **oxygen cylinder and emergency drugs** for outreach treatment camps intended to improve accessibility to quality dental healthcare.

Two central compressor with 10hp available.

The dental hospital has a fully equipped **operation theatre complex** to perform major and minor surgeries, postoperative care has **ventilator support equipment** which can be used as necessitated. The general wards with separate male and female wings with inpatient **20 beds** allotments and **two recovery rooms** are available to accommodate the inpatients.

Most of the clinical departments such as prosthodontics, oral medicine, periodontics, endodontics, pedodontics are complemented with **Radiovisiographs** as necessitated to minimize the radiation exposure to both the patients and clinicians. Total **three implant kits with physiodispenser** are available in the dept. of **oral surgery, prosthodontics and periodontics**. Dept. of Orthodontics is equipped with the **NEMOCEPH** software acting as a helping aid for cephalometric evaluation. Clinical laboratory services for the patients at nominal costs to carry out hematological investigations as an aid in diagnosis.

Department of Prosthodontics have **Acrylic and ceramic Laboratories** with the cutting-edge equipments. The **Geriatric clinic in prosthodontics and Desensitization and Sedation unit in pedodontics** is well functional. Pre-clinical Prosthodontics and dental material lab is present .

The **Microscopic Clinic & Aesthetic clinic** in the Dept of Conservative dentistry, and **tobacco cessation clinic** is exclusive and specialized as necessitated. preclinical labs are also available.

Department of Periodontology is equipped with **Laser, Implantology surgical units, electrocautery, iontophoresis**. Laboratory for Orthodontics and Pedodontics are well equipped. **Oral surgery** department is well equipped with **Peizosurgery, Defibrillator, Electrocautery, Implant surgical unit**.

Department of Oral pathology is well equipped with **advanced Research microscope, Stereo and Penta headed microscope and Centrifuge machine**.

College is attached with the **Multispeciality 150 bedded Hospital** in the Campus, which is well equipped with **ICU, NICU, MICU, Pharmacy, CT SCAN, Hematological Laboratories and kidney dialysis unit and Ambulance** for best patient care.

Anatomy dissection hall with storage for cadavers, osteology, demonstration room etc. One laboratory for physiology and pathology and microbiology with stores and preparation rooms for individual subjects attached to it. Laboratory for biochemistry and pharmacology with store and preparation rooms separately for both subjects are available.

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: 128138.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
65054	145784	140967	145014	143561

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

2020-21	2019-20	2018-19	2017-18	2016-17
40	52	113	56	50

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

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

Response: 425.2

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.

2020-21	2019-20	2018-19	2017-18	2016-17
338	365	384	443	449

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

2020-21	2019-20	2018-19	2017-18	2016-17
32	30	32	22	31

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: B. Any three of the above

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

4.3 Library as a Learning Resource

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

Response:

ALMS (Advanced Library Management Software) developed by GOLDSOFT SOFTWARE DEVELOPER &CONSULTANT is an advanced integrated automated software, versatile and user friendly, multimedia interface and multiuser web enabled for intranet and internet environments. Sorting and printing large number of reports, articles and printing of records.

It has interface to bar code scanners printers.

1. **Data base management-cataloguing**
books,thesis,conference proceedings,reportsjournals,articles,bound volumes,non bookmaterials,CD, videos,audios. Newspaper clippings,courses,e-books,.list of authors. Publishers,suppliers,key words.
2. **Search** – designed to search the above databases using important fields and print the results in any designed format.
3. **Simple search**
4. **Advanced query builder**
5. **Restricted search**

Future ILMS Library Services:

ILMS will provide services in support of academic and research work.

1. Book Records- complete database for each and every book right from purchase.
2. Every book can be searched by **unique QR Code**.

3. Member Register- details of every members can be recorded with classified categories
4. Every book may be allotted a **unique ID and category**.
5. Issue, return, surcharge, missing book can be recorded.
6. Question Bank facility
7. Every user may be allotted a **unique user ID and Password** to enable them to log on to this software and use.
8. Admin can allot to role of any user
9. It can be used in web with PC and mobile.

Year of automation: JULY 2021

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 main goal of the library is to serve the academic community and in order to do so the primary focus of CDCRI is to keep the library up to date and user friendly for all the staff and students alike. Our library is located in the administrative block and houses books, journals and other study materials for all departments, specific to their field of specialization. There is always a wide range of selections to choose from as per requirements.

The library as the learning resource centre has a total number of **4291 text books** (including reference and rare books) **871 titles, 163 e-books**. Total number of **print journals 87 out of 39 national and 48**. We are having a special collection of textbooks like **PG entrance books, dictionaries**. Library has **94 dissertations** done by post graduate students. Recently total **54 books with 15 title** being added in 2022.

e-Subscription is available which can be accessed through website homepage menu bar, which has lots of

books, research journals, database, videos, thesis and dissertation, institutional repository and lots of news papers etc. Hence we are eligible to access and also download the databases from the web portal with the largest volume of information. In addition **CD/ DVD storages 196** List of CD's are available, which gives list of live surgical demonstrations done in college programmes.

Back volumes of the journals: Back dated journals of almost 12 Years old journals are stored for the benefit of all.

Library maintenance committee looks after purchase of new books, journals as and when recommended by various departments.

Journals are issued for a day while reference materials can be issued for a week. All journals and books can also be reissued as per need. Journals beside being in paperback form is also available online and also different journals can be accessed through online portal. Library timings are also in compliance with student accessibility. Our student can have access to the library from **9:00 a.m to 9:00 p.m**

List of Library Holdings

BOOKS:

TOTAL NO. OF BOOKS- 4291

TOTAL NO. OF REFERENCE BOOKS – 891

TOTAL NO. OF TITLES- 871

TOTAL NO. OF RARE BOOKS- 15

JOURNALS

TOTAL NO. OF JOURNALS -87

NATIONAL 39

INTERNATIONAL 48

BACK VOLUMES 769

NATIONAL 248

INTERNATIONAL 521

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

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

Response: D. Any two of the above

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

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

Response: 7.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
1.13	6.83	4.17	11.65	11.95

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
Links for additional information	View Document

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

Response:

Central library for Dental college and Hospital is a two storied, building in an area of total 8219 sq.ft. The library situated in the vast building providing accommodation of more than three hundred students at once. We, at CDCRI insist the students to inculcate the habit of spending quality and productive hours in the library to upgrade themselves to newer trends in dentistry and a calm and peaceful study environment is present for the students to go on over the exam preparation. The entire library is wifi enabled and well lit and aerated for proper reading ambience. Photocopy machine and color printer facilities and library management softwares are available. A dedicated team is employed to work throughout the day for the benefit of the students. There is a separate study area for students and staff to read library books and their own book. Usually, PG students and staff are permitted to journal section after registering their names in respective register. UG students are allowed to refer journals after getting permission from librarian of the library based on the requirement. The timings of the library are from 9:00 am to 9:00pm. The books are issued for 7 days. The library inperson uses is adequate and movement is documented in the register. Remote access is possible through e-subscription since april 2019 through k-hub subscription till 2021.now e-subscription is accessed through endurance international group pvt ltd.remotely.Remote access is monitored through usage report generated from the service provider. Library usage Programme is regularly being organized during U.G orientation programme and Research Methodology Workshops for all Postgraduate student since last 3 years.

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

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

Response: Any Two of the above

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

4.4 IT Infrastructure

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

Response: 72.73

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

Response: 08

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

Response: 11

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
Links to additional information	View Document

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

Response:

CDCRI is equipped with computers and IT facilities to enhance the learning process of students. The institution provides Internet facility throughout the campus by providing high-speed Optical fibre and Wi-Fi. UPS and generator supports all the Computers and audio-visual systems in small classrooms, lecture halls and seminar halls. The faculty prepare the teaching material using computers provided in their respective department and uses them for delivering their lectures. Faculty and students can also access e-journals, e-books and resources from different database and through the internet facilities available on the campus. The quality of the teaching-learning process is enhanced through the utilization of online resources by faculty and students. Access to various online resources is being made available to all students and faculty of the institution. The access is through IP Range of the campus which offers open access to online resources within the campus. The Institution upgrades the IT infrastructure and associated facilities whenever required. Almost all the departments have LCD projectors and overhead projectors. All the computers have internet facility by wi fii and LAN connections. The institute has high speed 50mbps alliance high speed broadband across the hospital and academic block. There are 06 computers in the library for the student use. Recently ALMS (ADVANCED LIBRARY MANAGEMENT SOFTWARE) is an advanced integrated automated software, is installed in July 2021. It will provide services in support of academic and research work. It will allow students to access educational videos, question papers etc. Computers 35 desktops ensure the faculty and students get adequate computer availability. All desktops are with i3 intel core processor and windows 7OS. Security: all desktops have 10 professional antivirus licenses along with windows defender. LMS: The institutional LMS is with Gold software. Storage: G suite storage of individual departments (15 GB per department) individual external drive for backup (1 TB) Website: The website is managed by the software I Colab lab and ASS technology. Surveillance: There are 46 CCTV cameras with DVR 4TB in the institute and common areas to ensure safety and security. Smart boards: interactive smart white board is present to enhance teaching experience. Access control system: the PG students interns and, Faculties use biometric attendance system (as per DCI norms) for attendance. Biometric is desktop based application by real time biometric. Softwares : software partner I Colab lab, ASS technology. Wireless Network: the Fiber optic LAN fibers have laid out for wifi at canteen, auditorium, library, 4 classrooms, college block.

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

4.4.3 Available bandwidth of internet connection in the Institution (Lease line)**Response:** 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
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: 29.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
161.01	232.19	235.88	221.57	238.16

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

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

Response:

The college has a dedicated maintenance policy responsible for carrying out the duties of maintenance of buildings, clinics, classrooms, laboratories, library, sports facilities, hostels, utilities etc. We have qualified and skilled manpower for civil work, electricwork, plumbing, carpentry work etc. The college has electricity connection from Chhattisgarh electricity board. In addition, the college has solar panels to meet more than 25% of our electricity requirement. High power generator and invertors help us to maintain uninterrupted power supply to clinics, academic buildings etc. Proper log books are maintained in each department to keep record of repair and maintenance of dental chairs, equipments and academic facility. The college also maintain central registers for civil, electrical, plumbing equipments etc in the store. The

electrical equipment are maintained as per the instruments' manufacturer instructions. Instruments and equipments are properly maintained and periodically they are serviced by the technicians. If there is any repair/damage of instruments, buildings, or another basic facilities, one staff member from that particular department has to submit through the proper channel(HOD, A.O, Equipment incharge). Under the supervision of Head of the Department, the efficiency of clinical areas and laboratories of respective departments are properly maintained and periodically they are serviced by technicians. Repair or replacement whichever is feasible. The maintenance of generators, air conditioners, C.CTv cameras and water purifiers are done periodically. The ICT tools and all the computer related facilities are maintained by the technically skilled software technician appointed by the institution. Maintenance of sports ground and garden is done regularly through levelling and weeding. Sewage treatment plant is maintained in the campus for removing contaminants from hospital waste water.

File Description	Document
Link for log book or other records regarding maintenance works	View Document
Link for minutes of the meetings of the Maintenance Committee	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: 1.03

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

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

File Description	Document
List of students who received scholarships/freeships /fee-waivers	View Document
Institutional data in prescribed format	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: B. Any five 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

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: 21.77

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

2020-21	2019-20	2018-19	2017-18	2016-17
226	32	68	65	70

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

Chhattisgarh Dental College and Research Institute is a rural based college located in central India. Though it is well connected by road, rail and air, its geographical location is a major hindrance in attracting international students. But still we have had a couple of international students from neighboring country Bhutan and Saudi Arabia who have completed their degree.

The college is developing rapidly as a center of excellence in dental education and very soon we hope to become a destination for international students. Therefore, though the college caters to all the needs of any admitted student from foreign land, we are in a process of setting up of international student's cell in near future.

File Description	Document
Link for international student cell	View Document

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

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

Response: Any 3 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: 91.49

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

2020-21	2019-20	2018-19	2017-18	2016-17
16	26	7	8	5

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

2020-21	2019-20	2018-19	2017-18	2016-17
21	32	7	8	5

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 7.76

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

2020-21	2019-20	2018-19	2017-18	2016-17
10	17	9	5	10

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
Link for Additional Information	View Document

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

Response: 9.09

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

Response: 11		
File Description	Document	
Institutional data in prescribed format	View Document	
Any proof of admission to higher education	View Document	
Link for Additional Information	View Document	

5.3 Student Participation and Activities

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

Response: 6

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	3	2	0

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

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

Response:

The CDCRI student council is the representative body of all the students at the CDCRI. It has been formed to bridge the gap between the students, staff and the management. It also helps students to develop organizational and leadership skills along with a sense of responsibility towards their colleagues and the institution. The council consists of students with good academic and extracurricular standing selected after an application process for the various posts. Designated post in the council are of the President, General secretary, Joint secretary, Library secretary, Cultural secretary, Sports secretary and members. They manage the overall activities of the council and also work in tandem with other specific designated committees.

The council brings forward the views and suggestions of the entire class related to academics, extracurricular activities or their overall well being in the campus. The student's opinions and suggestions are taken into consideration to understand the overall perception and thus enabling the institute to better apply norms in a better manner and help in decision making. The college provides the necessary support to the council to organize and participate in various academic and extracurricular activities organized throughout the year. This is accomplished by involvement of students at various levels.

Objectives of the council:

- To foster fellow feeling and discipline amongst students
- To encourage students to participate an academic and co-curricular activities
- To represent students as a whole and to bring forth their opinions /suggestions/problems in front of the governing body
- To organize institutional events
- To maintain an environment that is peaceful and progressive for smooth functioning of the institutional activities.

Council activities & Student welfare:

- Actively coordinate academic activities and disseminate information to benefit the fellow students.
- Plan and organize cultural, sports events, activities of day celebration events, competitions and thus maximize their involvement in such events.
- Involving them in various camps like vaccination drive, eye check up camp, blood donation camp and participation in various programs organized for their physical and mental health and professional development.
- Help maintain the college instagram account where in students get an overall view of all college activities.

Representation in various academic and administrative bodies:

- Students are involved directly or are associated with various academic and administrative bodies.

They have representation and contribution in Antiragging committee, library committee, cultural committee, sports committee and IQAC.

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

Other Upload Files	
1	View Document
2	View Document

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

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	5	7	3	3

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 activities with the support of the college during the last five years.

Response:

Chhattisgarh Dental College Alumni Welfare Association, Rajnandgaon is a registered body since 2018. It was formed to create a platform to connect and serve the alumni students of CDCRI and to create an environment where in the alumnus takes active role in the development of the college. The association is run by the office bearers, all of whom are alumni of the institution. The association is governed by set bylaws. Following its inception, the association has grown from a handful of members to around 450 registered members presently whose number is increasing each year.

Contributions of Chhattisgarh Dental College Alumni Welfare Association:

The alumni association is a self sustained body that has been contributing in the development of the institution by involving itself directly or indirectly in various forms like donations, helping students in research, providing jobs and involving in college activities.

Donations:

- The association believes that there is no better contribution than helping the students of CDCRI as they are the backbone of the institution and the future alumni members.
- The association urges the outgoing students and the passed students to donate books or journals or any academic reading material to the central library. Around 55 titles of books/journals have been donated since its inception.
- The association contributed to the welfare of patients by donating a water cooler to the college in the year 2020.
- Sensing the need, the association contributed by donating and installing a smart board with multimedia short throw projector in one of the classroom in year 2021. The motive is to help the staff and students to improve on the teaching and learning aspect.

Research Activity:

- Alumni student help the current students of the institution by supporting them by providing equipment to carry research work in their work place. Qualified alumni provide them guidance in statistical analysis of the research work.

Placements:

- Alumni students who have their own clinical practice provide jobs and exposure to clinical practice to students graduated from this institute. Also may alumni students are presently working in the institution as staff members in various departments rendering their services.

Conducting programs:

- An online yoga session was conducted by certified yoga trainer, also a CDCRI alumnus for the students and staff in 2020.
- The association conducted an alumni meet in the college in 2019 of four batches. The entire cost of the program was borne by the association. Though the college supported by allowing the use its facilities which included the auditorium, logistics and manpower.

Website designing and maintenance:

The association has designed and has been maintaining the website of the association. The entire cost of maintenance is borne by the association.

File Description	Document
Any additional information	View Document
Lin for quantum of financial contribution	View Document
Link for 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

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: C. Any three 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
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

Chhattisgarh Dental College and Research Institute has a vision and motivation to create quality dental professionals with highest standards of academic knowledge and clinical skills, equipped with evidence based scientific temperament, professional ethics and commitment to continuously evolve through quality research in order to serve the humanity

MISSION

- 1.To create quality dental professionals with high moral ethical and professional values in order to make them capable of accepting the challenges of dental profession
- 2.To impart clinical skills in our graduates and postgraduates that enables comprehensive oral health diagnosis and management of orofacial problems
- 3.To provide quality and evidence-based dental treatment to both rural and urban population in and around Rajnandgaon District
- 4.To encourage our students for high quality research work by providing them research friendly environment
- 5.To take initiatives in collaborations with other institutions, research organizations and industries to promote acceptance and sharing of educational resources.

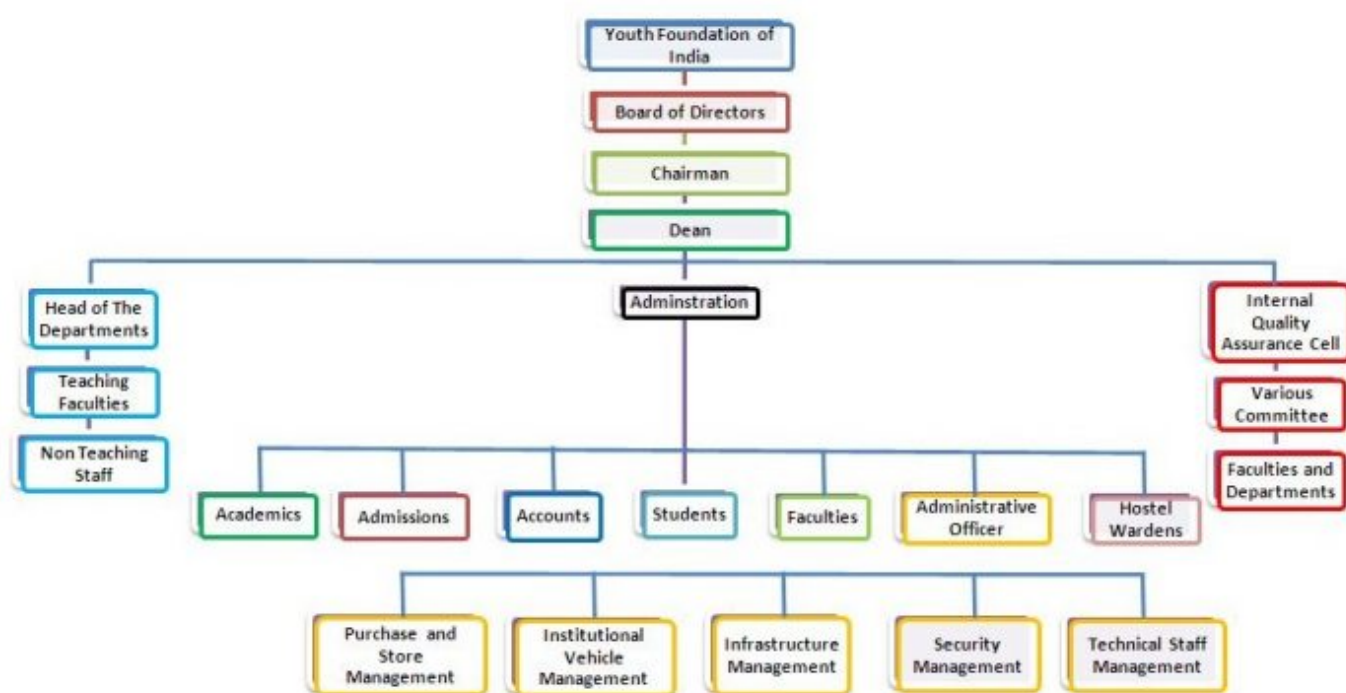
VALUES

These values help the college achieve its vision and mission:

- Excellence
- Integrity
- Collaboration
- Courtesy
- Compassion
- Diversity
- Professionalism

NATURE OF GOVERNANCE

- The management of institution has adopted the governance structure as accepted by UGC, DCI, Ayush University of the state Government. The overall functioning of the college is controlled using authorities and responsibilities assigned to the units shown in organogram.



PERSPECTIVE PLAN

The institution has prepared a perspective plan to be accomplished by next five years. All the stakeholders i.e. students, faculty members, parents, alumina and management members have collectively finalized 'Perspective plan' to be accomplished by the year – 2025.

1. To ensure more than 90% result in UG and PG exams consistently.
2. To have university top ranking by UG and PG students
3. To brand college as nationally premier institute.
4. To modernize facilities.
5. To achieve paperless internal communication system.
6. To have innovations and patents (at least 1 from each Department)
7. To form collaborations with institutes of national and international reput for research and learning.

Following committees are constituted for various activities

- Institutional Ethical Committee
- Research Committee
- Academic and Administrative Audit Committee
- IQAC Committee
- Academic Calendar Committee
- Academic Council Committee
- Internal Audit Committee
- Anti-Ragging Committee&Anti-Ragging Squad

- Women Grievance Redressal Committee
- Women Cell
- Grievance Redressal Committee
- Student Council
- Library Committee
- Attendance Committee
- Time Table Committee
- Syllabus Coverage Committee
- Examination Committee
- Sports Committee
- Cultural Committee
- Infection Control Committee
- Mentor Cell
- Hostel Committee
- Campus Maintenance Committee
- Mess Committee
- IT Cell

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

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

Response:

The college follows the policy of decentralization and participative management to fulfill its vision and mission which is as follows: -

1. The board of directors monitor all the academic and operational decisions by delegating powers to the Dean.
2. The Dean of Institution formulates common working procedures and entrust the implementation to the HOD's.
3. The HOD's manage the day-to-day activities of the department.
4. Faculty members and HOD's in turn coordinate the Co-Curricular and Extra-Curricular activities in the College, under the guidance of the Dean of the institution.
5. Other units of the college like sports, arts, library etc. have operational autonomy under the guidance of the various committees and students are involved in various decision making process.

Following committees are constituted for various Academic, Co-Curricular and Extra-Curricular activities to be conducted during the course of the academic year: ·

- Institutional Ethical Committee
- Research Committee
- Academic and Administrative Audit Committee
- IQAC Committee
- Academic Calendar Committee
- Academic Council Committee
- Internal Audit Committee
- Anti-Ragging Committee&Anti-Ragging Squad
- Women Grievance Redressal Committee
- Women Cell
- Grievance Redressal Committee
- Student Council
- Library Committee
- Attendance Committee
- Time Table Committee
- Syllabus Coverage Committee
- Examination Committee
- Sports Committee
- Cultural Committee
- Infection Control Committee
- Mentor Cell
- Hostel Committee
- Campus Maintenance Committee
- Mess Committee
- IT Cell

Job responsibilities and authorities of the committees are clearly defined and the functioning is monitored through Periodic Reporting System as presented in table 6.1.2 (Uploaded in additional information).

Mechanism of working of various committees meant for Decentralization and Participative Management

1. List of Committees is presented and discussed in HOD's meeting at the commencement of the academic session and circulated to all the departments.
2. The responsibilities are communicated to the faculty members through regular committee meetings.
3. Issues and requirements of the institution in relation to all round growth are discussed as agendas in various committee meetings; decisions taken are mentioned in minutes of the meeting and implemented subsequently and recorded through action taken report.

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

Above description notifies various Decentralization and Participative Management initiatives taken by administration.		
File Description	Document	
Any additional information	View 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:

Chhattisgarh Dental College and Research Institute (CDCRI) has an organizational structure that consists of the Board of Directors, Dean, Teaching Faculty in various committees, employees working in administration, statutory committees, various cells and boards required for smooth functioning of the College.

The college is run on the basis of organizational structure statutorily formed and containing following units

Board of Directors - Youth Foundation of India

Dean as the head of the institution

Heads of the departments

Internal Quality Assurance Cell.

CDCRI has a well-structured administrative setup which is headed by the Dean of the institute. Academic planning, execution and monitoring are ensured by the Dean through the Head of the departments with the help of teaching staff. Dean of the institute supervises activities related to academics, admission, administration, student progression and overall development of the college.

Head of the departments with the help of the faculty members ensures progress of academic and administrative activities of the department. Faculty members are involved for different activities such as student welfare, Research, Examination, training, hostel and sports.

The statutory committees/cells such as anti-ragging committee, grievance cell, Anti Ragging Squad are formed as per the norms and function under the guidance of Dean. Standard Operations Protocol of the committees and other governing bodies as well as operations of the college are formulated for uniformity.

Feedback committee plans and collects feedbacks from all the stakeholders such as students, patients,

teachers, parents and alumni that help in improvement and maintenance of quality of teaching and oral healthcare provision

Academic and administrative committees are formed as per the guidelines of Internal Quality Assurance Committee (IQAC) under the guidance of Dean. All the audits are carried out periodically. Organization of all the activities, authorities and responsibilities in structured manner helps in achieving vision, mission, and goals of the institute, by identification of potential loopholes and deploying corrective action plan.

Administrative Officer is assigned supervision of Purchase and Store, Institutional Vehicle management, Infrastructure management, Security and Technical staff management.

This administrative setup ensures smooth functioning of Academics, Research and development, and administrative aspect of the institute.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The CDCRI has various welfare measures for teaching as well as non-teaching staff. These welfare measures are in line with regulations provided by government, DCI, and various statutory bodies; and are strictly monitored time to time and as felt necessary by the Board of Directors and dean of the institution. Following are the welfare measures provided by the institute –

- Employee Provident Fund
- Employee State Insurance Corporation
- Maternity Leaves
- Special Leaves for conferences
- Free Accommodation
- Dental treatment at Discounted Rates
- Free Medical Check-up
- Discounted/Free Mess Facility
- Transport Facility
- Advance Salary
- Skill Development Programs
- Free High speed Internet Facility

File Description	Document
Link for list of beneficiaries of welfare measures	View Document
Link for policy document on the 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: 0.49

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

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

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

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

Response: 5.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	7	4	7	2

File Description	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

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: 62.59

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

2020-21	2019-20	2018-19	2017-18	2016-17
43	39	51	70	51

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

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

Response:

Chhattisgarh Dental College and Research Institute follows a qualitative assessment of one's performance throughout the academic year. Teaching faculty is expected to utilize the teaching methods and techniques that recognize a variety of learning styles, cultural backgrounds, and institutional settings. Curricular innovation is encouraged, as faculty should provide ways for students to be actively engaged in work of the discipline. One of the key aspects is taking responsibility of the task allotted to them. Hence, we expect our faculty to make sure that the work allotted is being done for which attendance and punctuality is a key factor.

Faculty should provide educational depth and breadth of opportunities in the clinic, the laboratory and demonstrate whenever applicable. For his or her teaching to be designated as outstanding, the candidate must have demonstrated that she or he is an accomplished teacher. Following attributes are evaluated from the faculty of CDCRI:

1. Knowledge of the subject matter
2. Supervision of students (where applicable)
 3. Creation of engaging learning environments
 4. Punctual and regular
 5. Responsible for his or her duties
 6. Availability and receptive to students
 7. Fair evaluation of student performance
 8. Innovative
 9. Research and publication

These attributes are obtained from students and parents' feedback. The candidate can be recommended for increment or incentive based on the following:

1. Participation in community service activities consistent with the departmental, college and university
2. Publication: peer reviewed publications that may include reviews and book chapters
3. Research activity that has been conducted in his or her own department and with other departments or other institution
4. Minimum leaves consumed
5. Using student feedback analysis for excellence in educating students and/or activities directed at student learning
6. Participation in both national and international scientific meetings
7. Receive invitations as speaker or panelist at specialty conferences and for seminars

outside institution

8. Participation in college and/or university governance

9. Service as a reviewer of manuscripts for peer reviewed journals

The above details are collected every year by the concerned head of the department and is submitted to the Dean. The performance of the staffs, both teaching and non-teaching, are appraised by the Dean and the management body.

Similarly, non-teaching faculty is appraised on following attributes

1. Punctuality

2. Regular attendance or minimum leaves

3. Obedience at work

4. Self-development by attending soft skill development courses

5. Attitude and behavior

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:

The Institution is a self- financed organization in which the major financial resource are:

- 1.Students fees
- 2.Hospital collections
- 3.Management contribution

The Institution makes all efforts to secure additional funding such as it collects fee from outsiders to attend Seminars and Workshops organized at the Institute and receives sponsorship for the events. However, the funds so received are mainly utilized for the conduct of such educational events and Honorarium for the guest speakers and delegates

Efficient and effective resource mobilization is ensured through meticulous planning, budget formulation, allocation, expenditure and regular audits.

Annual Budget is prepared for the purpose of regular purchases, staff salaries, implementing infrastructural development and teaching learning processes etc. Regular monitoring is done in order to know the deviations and to take corrective amendments. All income and expenditures of the college are effectively monitored by finance committee in co- ordination with the Heads of various Departments and Management

Budget is prepared for the next academic year for infrastructural development and teaching learning processes such as conferences, CDEs, workshops, etc. The budget is consolidated and normalized based upon the anticipated income from student's tuition fees. The procurement of equipment and instruments are negotiated collectively by the academic council members. Effective utilization of resources is maximized through optimal departmental and interdepartmental usage of the equipments.

Yearly stock check is done by the stores department and internal audit committee to keep in check on the availability and usage of equipments. The charges collected from patients are channelled through the accounts department for purchase of consumable materials for the college hospital and works in a non-profit model.

The finance department is completely computerized and headed by the financial officer and 2 assistants in maintaining the accounts of the institution. They are responsible to prepare monthly statements of income and expenditure and bank reconciliations, fees dues from students and bills payable statements. Bills payable are attested by the Dean/ Management to make sure of the quantity and prices before sanctioning the payments.

Accounts of the college are regularly audited by a team of Chartered Accountants appointed by the College. Any deviation from the sanctioned expenditures is brought to the notice of the Management. The audited statements of the college are regularly submitted to statutory authorities and are available in the college. Financial Audit is regularly performed by C.A Rahul Kumar Jain and internally audited by CA S K Gandhi

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

Accounts of the college are regularly audited by a team of Chartered Accountants appointed by Chhattisgarh Dental College and Research Institute, Rajnandgaon. Any deviation from the sanctioned

expenditures is brought to the notice of the Management. The audited statements of the college are regularly submitted to statutory authorities and are available in the college. Financial Audit is regularly performed by C.A Rahul Kumar Jain. Internal Audit is regularly performed by C.A S K Gandhi.

The books of account are maintained as per government norms. The internal and external auditing plays a vital role in the financial management of the institution. The unbiased and independent audit reports of the external auditors have helped us to understand the organization's systems and processes. Till date there are no major discrepancies reported during both, Internal as well as External Audit

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

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

Response: 0

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

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

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Chhattisgarh Dental College and Research Institute has a streamlined Internal Quality Assurance Mechanism which was established in 2018 and is committed to deliver quality education and channelize all efforts and measures for promoting institutional excellence. The cell imparts mechanisms and procedures for ensuring timely, efficient and progressive performance of academic and administrative tasks. It focuses on integration of curriculum delivery via improving academic standards by fostering faculty and student development on one side and ensuring the adequacy, maintenance and functioning of the support services on the other.



Mechanism of IQAC

The **IQAC committee** has been constituted as per the **NAAC guidelines** i.e. Dean, representatives from faculty, representation of various stakeholders i.e. students, alumni, management, administrative/ technical staff, and **IQAC coordinator from a government college as an external expert**. IQAC conducts regular meetings where different quality related issues are discussed with IQAC members for improvement and implementation. Introducing small upgradations and measures with inclusiveness of various stakeholders, IQAC sets up a dynamic process for achieving quality and sustenance in various domains of activity.

Initiatives and activities of IQAC:

- IQAC has been instrumental in introduction of teaching learning methodologies, e-learning and smart classroom, grading system, remedial teaching, and regular review of student attendance that has helped improve the academic environment.
- Student oriented CDE programs are organized to expose them to current trends in the dental field. Continued participation in community out-reach programs, school and rural health camps and external postings in various hospitals by creating **MOU's**, value added course on **Basic Computer** use and **I-NEET** preparation program for interns and **Research methodology** for PG'S has helped improve students social and academic learning.
- IQAC has channelized various programs on soft skill development, human values and mental health, yoga, antiragging program, various cultural and sports activities and **important day's celebration event**, with active student involvement for their personal development and well being.

- Faculty development programs on Teaching and Learning, **workshop on NAAC manual**, research funding and skill enhancement workshops, and seminars have been organized to improve quality of academic delivery.

Departmental Academic audits and Feedback taken from stakeholders and attendees of various programs help in review and planning of various activities. Infrastructure of the college is reviewed and any issues or enhancement if required is discussed in the IQAC meetings and necessary action is taken. Any new program or initiative is reviewed in the meeting and then it is implemented.

File Description	Document
Any additional informaton	View Document
Link for the structure and mechanism for Internal Quality Assurance	View Document
Link for minutes of the IQAC meetings	View Document
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: 26.34

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

2020-21	2019-20	2018-19	2017-18	2016-17
35	34	38	1	0

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

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
AQAR submitted to NAAC and other applicable certification from accreditation bodies	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 7

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

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

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

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

Response:

Gender sensitivity is basically, the modification of behavior for gender equality by raising awareness about how gender plays an important role in the life of an individual and how it affects the wellbeing of the society. This can be achieved by conducting various sensitization campaigns, training centers, workshop, programs etc. Gender plays a very significant role in the Indian thought processes. Here indicators are seeded in the minds of children at a very early age that ultimately creates distance between men and women. In-fact, female babies are still unwanted & she never enjoys similar attention and care of parents. Empowering women is crucial to the social well being and ultimately economic growth of any country so our constitution has granted equal rights to women as well. India will never flourish itself as a nation unless and until efforts are made to empower women. Institution follows following practices in order to this respect:

A. Freedom

Freedom cannot be achieved unless women have been free from all forms of oppression. Gender sensitization is all about empathy into the views we hold about our own and other gender. Female gender

sensitization is basic requirement to understand the sensitive needs of women. Gender equality is critical to the development and peace of any institution and nation at large. In view of this we put forward the helping hands in achieving our goal to make our country a developed one; we in our Institution celebrate women's day every year signifying harmony. The institution also provides equal opportunities towards employment.

B. Safety & security of women.

Safety & security of women in India is a matter of concern. To address this problem the Institution has provided transport facility to all the girl students and female staff that cover up to 30 km from the college location.

To avoid any kind of misbehavior in the college premises following steps are taken by the Institution

1. Security guards are appointed by the institution for safety of girls & women in the campus.
2. Separate girls and boys mess and hostel facilities are provided
3. Girl's hostel is monitored under the keen vigilance of a warden round the clock 24*7 to ensure safety and need of every student residing there with strict register maintenance for outgoing and incoming timings.

C. Common room

Common rooms are provided for the girl students in the college premises with facility of hygienic washrooms.

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
Link for any other relevant information	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: D. Any two 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
Any additional information	View Document

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

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

Response:

Solid Waste Management

The task of solid-waste management presents complex technical challenges posing a wide variety of administrative, economic and social problems that must be managed and solved. Hostel and college premises have dustbins placed at different locations. All the general solid waste is collected by **Nagar Pallika Nigam, Rajnandgaon** from **13.6.2018** onwards where they are segregated and disposed/ recycled according to the nature of the waste. Excess leaf litter is disposed of to vendors who use it for composting/ agricultural purposes.

Liquid Waste Management:

The liquid wastes generated in the campus include sewage, laboratory, and hostel and canteen effluent waste. The above waste is treated through Sewage Treatment Plant (STP) setup in the institute since **Nov 2020**. The entire treated water is used for watering the gardens and lawns maintained in the campus. The sludge settled in the STP is removed and is dried on drying beds and used as manure for the gardens. This way the institute attempts to utilize the entire waste water generated in the campus through retreatment

Biomedical Waste Management

The **Biomedical Waste** generated in the hospital is collected and segregated as per **Solid Waste**

Management Rules 2016. The waste generated during the treatment and laboratory procedures are collected in appropriate color-coded containers in all departments of CDCRI and disposed safely through private agency, **SMS WATERGRACE ENVIROPROTECT PVT. LTD** an authorized **Waste Collection**

Agency by Chhattisgarh Environment Conservation Board from 2019 onwards.

E- WasteManagement

Electrical and Electronic waste like computers, electrical waste, insulated copper wires circuit boards etc generated from the campus are sent to authorised recycling unit for proper disposal. CDCRI is registered with **WELCOME ENGINEERING AND POLLUTION CONTROL SYSTEM** for the collection and transportation of E waste dated **15-01-2018** and valid up to 5 years

RadioactiveWasteManagement

The radiology equipment's like Intra-oral X-ray machines and OPGs are certified by the AERB (Atomic Energy Regulatory Board) and their guidelines regarding the quality assurance of the radiography units are being followed in the institution. The Institution has made it mandatory for the staff who work in proximity to radiation sources to wear Thermo Luminescent Dosimeter (TLD) badges to ensure radiation safety.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: All of the above

File Description	Document
Institutional data in prescribed format	View Document
Installation or maintenance reports of Water conservation facilities available in the Institution	View Document
Geo tagged photos of the facilities as the claim of the institution	View Document
Geo tagged photo Code of conduct or visitor instruction displayed in the institution	View Document
Any additional information	View Document

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
Link for additional information	View Document

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

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

Response: C. Any three of the above

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

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

Response:

Classroom Inclusivity:

- By Inclusion of activities like model preparation and charts as per departmental quota where students work together in groups while keeping their diversity aside.
- By Source of Information to all like LMS & online library where content is available to all students irrespective of their diverse backgrounds.
- By Prevention of Conflicts and Disturbances in institute through various committees like Code of Conduct, Anti-Ragging, Women's cell and trying to resolve any issues by non-violent means which helps in maintaining peace and harmony.
- By Encouraging Gender Equity by conducting lectures by eminent guests thereby bringing the sense of equality to the diversity of gender.

Linguistic inclusivity:

By conducting a workshop on soft skill development that focuses on improving communication of the student with peers and patients around them thus increasing their confidence.

Social Inclusivity:

- By **Orientation Programs & Mentor Program** to help students to adjust socially in their new surroundings with ease and accept change and challenges.
- By **Students Council** where students with diverse academic/social/skill/religious background come together to run a council and its activities effectively.
- By organizing and attracting active participation of students in celebration of International Yoga Day, OMFS day (**"Nukkad Natak" skit**), Children's Day (at Balika guruh), Cons-Endo day, and others for them to think and act in unison.
- By having a Non-Communal, Ragging Free and Socially Inclusive environment in the Hostels to promote respect for diversity.

Cultural Inclusivity:

- By Extra-Curricular Activities like **Dances** in different Regional Forms, **Rangoli competition**, **Face painting competition**, **Soap carving competition**, **Quiz**, **Sports** Events and other competitions that act as the best approach for supporting diversity and strengthening unity among students.
- By organizing various competitions [inter-school education competition (14/11/2019)] wherein **oral mouthwash programme**, **brushing and sealant programmes** were held in nearby schools that help in oral health education.
- By Celebrating Diwali , Holi, New year celebration, Ganesh Chaturthi Festival, Christmas celebration, Eid all with same zeal and enthusiasm so that students explore the similarity in human values.

Location As Leverage :

The Institute is located in Sundra , which along with the nearby localities of Manki, Somni, Parrinallah, Tumdibod, Dongargarh, Chichola, Devri, Dongargaon, Arjunda and others have a higher percentage of minority population compared to Rajnandgaon city proper. A Good Connectivity by Road (situated on the NH53), Train (5km from Rajnandgaon Railway Station & being 70km away from capital city Raipur) having a good connectivity by road clubbed with the institute's initiative of conducting treatment camps with the use of **"Satellite clinics"** and providing conveyance to patients in nearby villages by means of shuttle bus service has been efficient in attracting patients to the hospital for their oral health needs. The institute is sensitive towards the socio-economic status of the masses that visit the hospital and hence kept the treatment cost as minimal as possible.

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
Any other relevant information	View Document

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

Response:

National Commemorative Days

- **National Oral Health Day and National Health Day-** Patients and general public are made aware of the importance of oral health and hygiene for overall healthy lifestyle.
- **National Prosthodontist Day** – Celebrated in association with Indian Prosthodontics Society with oral health camps to small/remote places with Mobile Dental Van.
- **National Disability Day-** Was celebrated on 5th December 2019 at Astha Muk-Badhir Sansthan, Rajnandgaon, with a theme – “**THE FUTURE IS ACCESSIBLE.**” On this day Oral health screening, distribution of tooth paste & tooth brush along with demonstration of brushing technique.
- **Oral Pathology Day-** It is observed at the institution level every year since 2018. Other privilege like free blood tests camps and others.
- **Indian Orthodontic Society Day-** It is celebrated as the **foundation day** of **Indian Orthodontic society on 5th Oct 2021**, with distribution of Oral Hygiene Aids among the department patients, with emphasis on maintenance of orthodontic appliance.
- **Cons Endo day** – It is celebrated on 5th March of every year since in association with IACDE, by holding competitions for students and staffs, and certificates to all participants.

Inter-national Commemorative Days

- **Women’s Day** – It is celebrated on 8 march every yearS, where women are educated and made aware of their **rights & empowerment** emphasizing on **Mental peace** via speeches, seminars or Dramas. In 2019 security of women was main topic of discussion for which ‘**Raksha Team**’ from District Police Rajnandgaon was invited. Senior women staffs are felicitated.

- **World Orthodontists Day**- Celebrated on 15th October at institution level, to promote strength of beautiful smiles.
- **World Cancer Day** - Patient education and awareness programs through camps, video messages are carried out every year on 4th Feb, since 2017.
- **International Oral & Maxillofacial Surgeons Day** – General public awareness through skits, camps the role of oral and maxillofacial surgeons in correction of oral diseases.
- **World Oral Health Day**- It is celebrated on 17th Mar by the Dept. of Public Health Dentistry, outreach activities are conducted on the day with prior information to authority (Sarpanch)
- **World No Tobacco Day**- Patient education and awareness programs through camps, video messages, and skits are carried out every year on the day since 2016.
- **World AIDS Day**- AIDS awareness through Rallies/ Programs and/or competitions is practiced in local regions by the institution since 2018. To have maximum participation from students, different activities like Slogan writing, Poster making and video message competitions are held.
- **Blood Donation Day**- It is observed in association with Govt. Medical College & Hospital, Rajnandgaon, on 14th June every year. A good number of donors participate and collected samples are donated to the blood bank free of cost. Donors are provided with valid card for the same

National Events

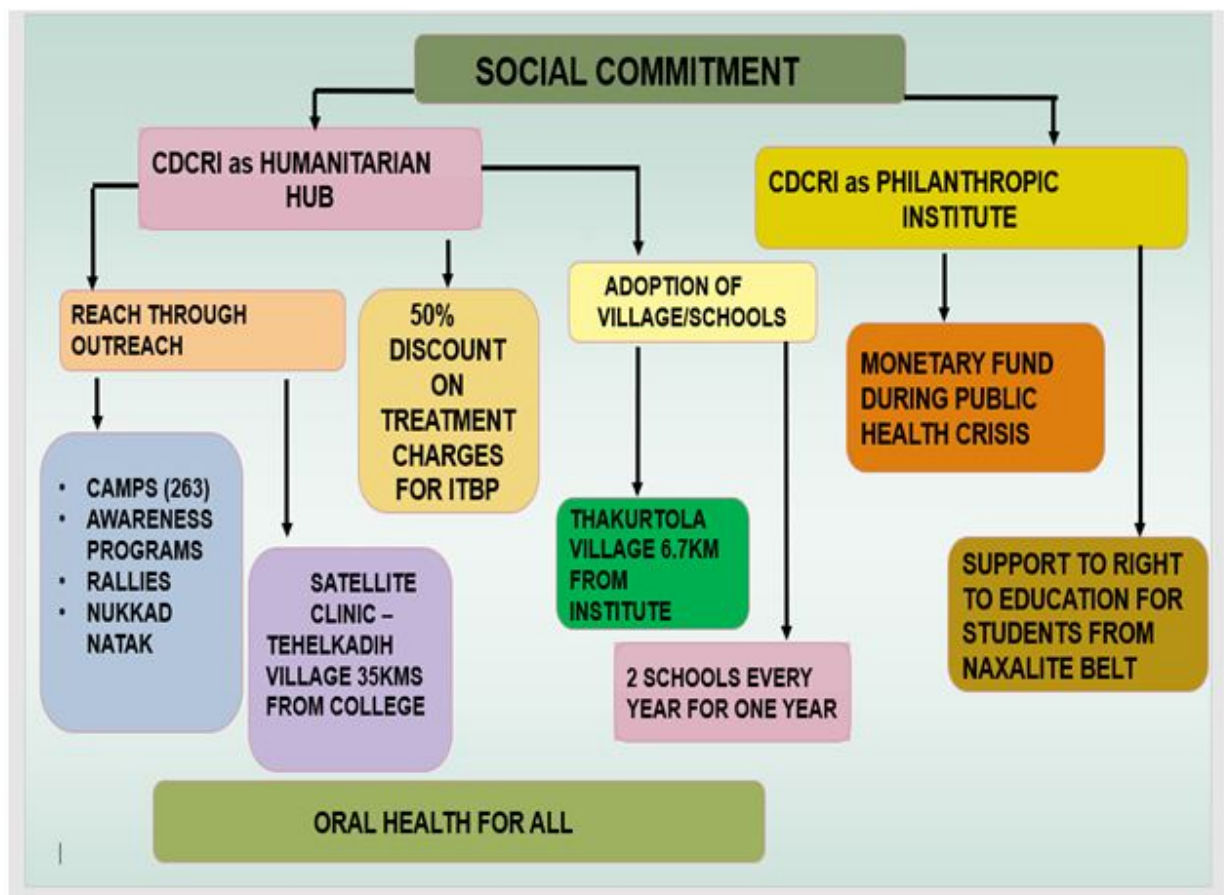
- **Republic Day & Independence Day**- National Flag is hoisted with all taking parts from Dental (CDCRI) and Ayurvedic (MACS) Department together
- **Teacher's Day** – It is celebrated by college with felicitation of senior professors and few cultural programs organized by intern students for all teaching staff.

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

7.2 Best Practices

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

Response:



7.2.INSTITUTIONALBESTPRACTICES

(A)Best practice – 1 Reach through Outreach Activity

Objective of the practice

- 1.To provide the basic dental service to all including the vulnerable sections of the society.
- 2.To provide oral health promotion to all the individuals and groups by implementing affordable oral health care.

The Context

The institution conducts free dental camps at rural and sub-urban areas around Rajnandgaon. This is to create awareness amongst the village population towards oral health care and enlightens them about the various preventive and treatment modalities that are available to them. The treatment offered to the patients is of highest quality and at affordable cost.

The institution as signed MOU's with a few government/non-government bodies such as Youth Red Cross, NSS Schemes, VSSS and YMCA to assist in delivering oral health care services in remote areas. The department of Public Health Dentistry in collaboration with AYUSH, Youth Red Cross, NSS Schemes, YMCA, Rotary Club International, Lions Club, ABIS etc. organized various free Comprehensive Oral Health Care Program including General Health Awareness Programs for general public, school children, special groups. The department of Pedodontics & Preventive Dentistry also organised various camps for the benefit and dental health education of school children.

The Practice

Since 2016, we have organized 268 extension and outreach activities including camps with 23000 beneficiaries. Staffs & students were regularly posted in individual programs. In collaboration with MAA NGO Nagpur (M.H.), our institution through the department of public Health dentistry extended their services to provide oral health care to orphanage students residing in Gurukul Aashram Udas, Umed Road Nagpur (M.H.)

In order to provide services, the institute has established one satellite clinic at Thelkadih Village, Tehsil-Kharagarh, District-Rajnandgaon. Interns posted in the department of public health dentistry visit satellite center with staff on regular basis. The department also has well equipped Mobile Dental Unit which serves as means to provide services in inaccessible areas.

The department of Public Health Dentistry of CDCRI organizes Rallies, Nukkad Natak from time to time at various places to increase awareness of dental health among masses on the special days like AIDS Day, Oral Health Day, World No Tobacco Day, National Tooth Brushing Day etc.

Evidence of Success–

On behalf of the institution, the dept. of Public Health Dentistry. The department has received various appreciation letters in respective camps and **Community Service Award by Lion's Club Rajnandgaon & International Dental Excellence Award for Rural Dental Service**, in the year 2021.

Problems Encountered and Resources Required

1. Problem – reaching to every village is difficult sometimes, but college makes effort to cover all the near-by areas and extend services to further areas.
2. Resources- the institution makes every effort to provide the facilities they would be needing for conducting for such camps.

(B) Title of the Practice –Development and wellbeing of society

Objectives of the practice –

The ultimate objective of our institution is not only to impart good knowledge to the future dentist of our society and make them a good human being but to work and serve for the wellbeing of the society.

The Context-

1. Few sensitive areas in the state need special attention for their improvement as these areas are socio-economically backward and are under the continuous threat of naxalism. Providing a Right to Education is one small step taken by our institute towards the betterment of the society
2. To provide dental health service to the Indo-Tibetan Border Police at 50% discounted rate.
3. Adopting a Village and providing oral health care for the benefit of public
4. Adopting two schools every year and providing oral health care and education to the children
5. Providing monetary help towards the health crisis

The practices are-

1.Provision of free education to the students belonging to Naxal hit region of Chhattisgarh.

The state of Chhattisgarh is infamous for naxal activities in few districts. Due to this, development has taken a back seat in the areas of Sukma, Narayanpur& others. Living in utter poverty and constant threat of losing lives have led to increase in the number of school dropouts. Keeping in mind the same, the institution has come forward voluntarily and unconditionally to help students of these areas by providing free education (BDS) including all the amenities of food and hostel facilities. Evident changes are appreciated in the outlook of the students.

ii) In terms of providing social service to our country, our institute provides **50% concession in the treatment charges ITBP (Indo-Tibetan border police) employees** posted in the Naxal areas of Chhattisgarh.ITBP employees will need to produce their ID proof at the time of their registration in order to avail the concession for any treatment.

Evidence of success-

Provision of Scholarship: Two students(year 2013-14) of Ramakrishna Mission Vivekananda Vidyapeeth, Narayanpur, C.G.-494661 namelyMiss Jyothi Dugga and Mr. Raghuveer Dugga, on request fromthe Authority to Chhattisgarh Dental College and Research Institute, Sundra, Rajnandgaon, were admitted for B.D.S. and also College Authority had given exemption on allcharges i.e. College fees, hostel fees, Mess fees, Books, Instrumentsand other facilities absolutely free of cost till the completion of Internship 2018. In support of this, a document has been added.

Adoption of Village and Schools:Our institute adopted a village and 2 schools in order to provide oral health care for the benefit of public and children. The institute has since 2020 adopted Thakurtola village having a 1720 population which is at a distance of 6.7kms from our institute. Similarly, 2 rural schools have been adopted every year for a period of one year for providing complete oral health care as part of the contribution towards betterment of society.

Donation During Public Health Crisis/Natural Calamities:To help combat the crisis of Covid 19, our institute has donated a sum of rupees 200000/- towards **PM CareRelief Fund in the year 2020**

Problems encountered and Resources required-

- A minimal of infrastructure was needed to initiate and follow up the practice.
- The institution managed these expenditures from its own fund for the welfare of society.

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

7.3 Institutional Distinctiveness

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

Response:

Just imagine if one is not having the road map to guide from start to finish is actually like plunging into learning without an effective strategy because otherwise, the learner will be lost in the learning content. Besides if any learning is designed and developed without right goals in mind, it will be a waste of time and money as the problems will need to be addressed again from other perspectives. Keeping all these things in mind, the institution has taken interest in helping students to prepare well for further competitive examination through 'I-NEET' by conducting classes and biweekly objective type tests. Our college is the **first and only college in Chhattisgarh** and in Central India conducting I NEET Program at college level.

'I-NEET' PG preparation program has been inducted by our college as a part of internship training program. The college under the program "I NEET" has been providing books for PG preparation and an MCQ's bank has been created at the departmental level. As a part of departmental submission, interns were asked to formulate and submit MCQ's under the guidance of staff to make them understand preparation for exam. But it was observed that the interns still lacked focus and direction for PG preparation. Therefore, I-NEET program was started where students would acquire subject wise guidance by faculty members. This provides them a platform to learn individual subject from staff members, MCQ discussion, and clear doubts and to freely interact with staff regarding various aspects of PG entrance preparation. Also an online platform has been created to conduct MCQ exams as a part of practice tests.

Also Various CDE programs are organized time to time for students wherein they are exposed, trained and made aware of scope of their subject and current advancement. This practice has brought about positive changes in the students of our institution. Main objectives behind this practice are:

- Help students to prepare well for competitive examinations for those who aspire further education via regular classes offline/online through conducting classes and biweekly objective type tests.
- Enhance the quality of learning and teaching.
- Improve user accessibility and time flexibility to engage learners in the learning process.
- Meet the learning style or needs of students.
- Direct the students for postgraduation preparation in more focussed manner.

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: 69

8.1.1.1 Institutional mean NEET percentile score

Response: 68.9992

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:

Pre-clinical subjects are taught to promote the development of competency, confidence and expertise before they work on patients. The college is equipped with adequate infrastructure and experienced faculty members to train the students into highly trained doctors. As per the guidelines by DCI and University various preclinical exercises are conducted by different departments.

The students in Department of Oral Pathology are trained to carve permanent teeth on wax blocks to make them understand the basic morphology of the permanent teeth. Department of Prosthodontics has a well-equipped dental material and pre-clinical prosthodontics lab. The preclinical lab consists of 31 working tables with 65 attached burners and 55 working stools. It also has 7 plaster dispensers, 7 model trimmers, 3 geyser, 50 phantom heads (conservative preclinical), 2 staff table, 3 staff chair, 1 mechanical press, 16 high speed lathe, 2 vibrator, 5 acrylizer, 5 dewaxing unit, 5 hydraulic press and mechanical press, 2 spindle grinder 24,000 RPM with vacuum suction, 1 heavy duty lathe with suction, 2 preheating furnace, 1 dry model trimmer, 4 deflasking unit.

1st and 2nd year BDS students learn and practice the manipulation of various dental materials used to treat patient ailments. They also learn and practice various laboratory steps in fabrication of removable prosthesis. This helps the undergraduate student have hands on experience of various dental procedures prior to their clinical postings. A well-defined teaching and assessment method is followed throughout the year.

Department of Conservative Dentistry and Endodontics has a well-equipped simulation unit in the form of

phantom laboratory where students are trained for various restorative procedures. The laboratory has seating arrangement for 60 students at a time. Each phantom unit has a model mimicking human face with jaws and cheeks. Positions of this phantom head are adjustable according to the arch on which student is working. The units are well illuminated with overhead halogen lamps. 12-15 hours a week is reserved for pre-clinical practical work. Regular tests are conducted to assess the students' performance. The students are trained in the use of micromotor handpiece, manipulation and use of various dental materials along with a brief hands-on on casting procedures. Stepwise demonstration for each exercise is given by the faculties. The students are clustered into small batches and each such batch is supervised by an instructor. This preclinical practical work is an early exposure of students to the restorative procedures before the students begin to work on the patients in the clinical postings.

In the Department of Oral Surgery students learn various suturing techniques on sponge model, intermaxillary fixation on stone casts to learn wiring techniques used in maxillofacial trauma. Students learn to fabricate various orthodontic and myofunctional appliances in the department of orthodontic.

Various preclinical exercises are also carried out by postgraduate students as specified by Dental Council of India.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	View Document

8.1.3 Institution follows infection control protocols during clinical teaching

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

Response: B. Any 4 of the above

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

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

Response:

Every year institution organize orientation programs for undergraduate (BDS 1st Year and Interns) and postgraduate students after their admission in the college. The institute welcome newly joined BDS first year students after admission through orientation program. The program provides necessary information about dentistry, its scope, various specialities of dentistry along with a brief description of each specialty.

Through these program freshers gets an opportunity to know the Dean along with Heads & faculties of various departments. The program also sensitizing the newly joined students on the aspects of undergraduate curriculum, Examination Pattern, rules and regulations of the college, hostel and premises. This program also includes information about anti-ragging initiatives taken by college to relieve the anxiety among newly joined students. The students are also made aware about institutional anti-ragging committee, anti-ragging squad, anti-women harassment cell and members of these committee along with their contact numbers so that they can contact them in case of emergency.

The students are also briefed about the pattern of institutional working, academic calendar, infrastructure, scientific activities, sports events along with the other extra-curricular activities that promote learning environment among students thereby contributing to the overall development of students.

Upon entering the internship, one day Interns orientation program is organized by Department of Orthodontics & Dentofacial Orthopaedics. In this orientation program the students are oriented about the quota as designated by Dental Council of India, do's and don'ts during internship and the program also provides information about various carrier options that are available in India and abroad after completing BDS.

Postgraduate students (MDS) after their admissions are oriented through one day orientation program which includes the information about the curriculum, do's & Don'ts, other academic activities they are supposed to perform over next three year by their respective department in-charge. The students were also oriented about how to present seminar, case presentation and journal club. The post graduate students also undergo "workshop on Research Methodology& Biostatistics" which include various topics related to

research such as introduction to research, research strategies and design, selection of study and role of study design, experimental epidemiology, sampling methods and sample size and so on along with hands on program on “how to conduct basic statistical tests using SPSS” by eminent faculties.

In addition to these programs workshops on infection control is also organized by institution. This Workshop orient students with infection control protocol, which is utmost important to prevent and reducing the possibility of cross infection in hospital.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

Response: B. Any 4 of the above

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

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

- 1.Comprehensive / integrated clinic**
- 2.Implant clinic**
- 3.Geriatric clinic**

- 4.Special health care needs clinic
- 5.Tobacco cessation clinic
- 6.Esthetic clinic

Response: A. Any 5 of the above

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

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

Response: 0.73

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

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

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

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

Response:

The Chhattisgarh Dental College & Research Institute follows the curriculum as specified by Pt. Deendayal Upadhyay Memorial Health Sciences & Ayush University of Chhattisgarh, Raipur and by Dental Council of India, New Delhi.

Every year after the admissions of student in the institution, fresher's orientation programme is conducted in which students are sensitised about various clinical competencies and it is also emphasized that they should attain those competencies at the end of their course.

Apart from that, when students enter clinical department, various clinical competencies are taught and demonstrated by the faculties of the concerned department before they started working on the patients.

Students posted in different departments, are allotted to different faculties and each & every student is closely monitored by their respective faculty in-charge regarding case history, diagnosis, treatment plan and their treatment.

All the procedures performed by students on patients are carefully monitored and recorded in their record books in order to full fill the requirements of cases (indifferent specialities) as per the guidelines laid down by Dental Council of India/ University under the supervision of faculty and HOD.

Periodic assessment of clinical competencies of students is done time-to-time by evaluation of students either in the form of chair side discussion or viva (during posting as well as during end posting examination/ Internal Assessment examination).

Clinical competencies of interns are also evaluated during one year compulsory rotatory internship training programme which develops skills and acquire clinical expertise and ability to manage patients independently. The internship training program also promotes enhancement of learning, addition of new information and skills.

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: 15.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	0	0	0	0

8.1.9.2 Number of first year Students addmitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60	93	81	104	79

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

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

Response:

The Chhattisgarh Dental College& Research Institute has adopted methods to define and implement dental graduate attributes with a system of evaluation of the attainment of the same.

We at Chhattisgarh Dental College & Research Institute believes in overall/holistic development of all the students(Undergraduate and Postgraduatestudents) studying in the college rather than only learning and practicing dentistry. The vision of the institution is to develop dental professionals with highest standards of academic knowledge and clinical skills and the mission of the institute is to inculcate skills and competencies that enables comprehensive oral health assessment and deliver integrated treatment.Making students clinically competent is an important aspect of dental education so exposing the students to clinical environment is utmost important.

Students are informed about dental graduate/post-graduate attributes right from the initiation of their course and students are continuously enlightened to develop good human values. Every year college organizes orientation programmes for newly joined UG & PG students and interns in which students are

informed about course objectives. The students are also made aware of high standard of professional ethics, professional honesty & integrity, humble & responsible behaviour, and professional etiquette.

Right from the beginning of BDS course students are made competent enough so that they can work on patients confidently during their clinical postings. The performance of students is evaluated regularly through viva voce and examinations. To train students adequately case discussions, group discussion and demonstrations are arranged.

College also organises many out-reach programme and dental camps so that students can understand the problems and need of the rural and urban society. College also has a functional tobacco cessation unit in the college premises where students are trained for counselling of tobacco addict patients. College also organises many awareness programmes time to time such as world environment day, AIDS awareness day, World no tobacco day etc in order to spread awareness among general population. Patient's feedback are also collected from time to time regarding students behaviour, attitude and competency of students towards patient. The college also has satellite clinic in rural area, which also helps students to develop good attributes and human nature in dealing with under privileged people. Various CDE programmes, workshops, seminars and various other competitions are also organised by the college throughout the academic year where students can participate and acquire knowledge about recent developments in dentistry. Students are also motivated to carry out research activity and also to participate in various State level/national conferences and present scientific papers/ posters.

File Description	Document
Dental graduate attributes as described in the website of the College.	View Document
Any other relevant information	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: 0.08

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

2020-21	2019-20	2018-19	2017-18	2016-17
19	35	39	45	51

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

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

Response:

Teaching process has many educational challenges, to convey the knowledge acquired by the faculty. In order to compete this ever-changing world Chhattisgarh Dental College & Research Institute has established dental education department which is constantly working towards contribution for the development of faculty in the area of emerging Dental Education Technology. Various faculty development programs were organised to strengthen the faculty so that they can meet the demand of current time. The main goal of dental education department is to upgrade the knowledge and skills of teaching faculty by means of conducting various Faculty development programs from time to time. These FDP also enables faculty to work in a uniform manner which is reflected in significant increase in student learning retention and outcome in the form of better pass percentage.

Every year workshop on basic research methodology& biostatistics is organised by Dental education department. All the teaching faculty members and post graduate students are trained for biostatics and designing research protocols through this workshop. The unit conducts one day faculty development program in dental education technology in collaboration with Department of Medical education DMMC, Nagpur for the dental faculties.

Program on basic life support was organised to train the faculties and students to handle life-threatening illnesses or injuries. Program on Grant and Funding opportunities provides information about various funding agencies and how to apply for the same. Program on fostering human values in health science institution enlightens the faculties and students about importance of human values in dental profession. The speaker of the program was Dr. Manoj Matnani who is eminent paediatric nephrologist and chief co-founder of VIHASA. He also conducted program titled - 'being positive no matter what' , to boost the morale of faculties and students during covid 19 pandemis days.

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

Other Upload Files	
1	View Document

5. CONCLUSION

Additional Information :

Chhattisgarh Dental college and Research Institute has a beautiful and serene **Temple** within the campus which is surrounded by lush vegetation. The temple is well maintained and have a full-time priest devoted to the temple.

The institute is fortunate to have a 150 bedded **multi-specialty hospital** adjacent to campus which is run by the same management. This provides 24x7 emergency medical care as well as non-emergency medical support to our Teaching & Non-Teaching Faculty, Students and patients.

Chhattisgarh Dental college and Research Institute is working upon increasing collaboration and linkages with engineering, technical and other institutes for facilitating Research activities in the institute for advancements in Dental Practice. Also, this will facilitate culture of innovations in the institute for the progress of evidence-based practice and also reducing the cost of some of expensive dental procedures for the benefit of mankind.

Concluding Remarks :

Chhattisgarh Dental College and Research Institute operates in the context of larger education system with social responsibility to be proactive in the efforts towards development of society especially the rural and tribal population of Chhattisgarh and neighbouring states. The economic resources of the institution is only through tuition fee and is regulated by 'Fee Fixation Committee. The tuition fee of our institute is almost one third of the fee in colleges of urban area. The management not only provides the crucial resources, but also ensures its effective utilisation through plan of actions and directions in all aspects of the functioning of the institution.

Management entrusts the Dean for the achievement of its vision and mission who in-turn converts the crude resources of men, machines, and materials into an effective and useful enterprise.

Institution has a well-organised, hierarchical structure of management that work in team towards a common objective. The institute is progressing from its inception towards excellence which is evident by the fact that the institute attracts students from far away states.

The curriculum planning and regulations are provided by the affiliating university and the Dental Council of India, thus the institution has a limited flexibility in this aspect, however its proper implementation is strictly carried out through an efficient academic calendar which is thoroughly planned ahead of the session. Academic functioning is strictly monitored and supervised by various committees of staff and students. Institution gives personal attention to every students through a system of mentoring, and regular communication to parents regarding the attendance, and performance of the students is done.

All the departments of the institution has well-equipped infrastructure and lab facilities that consist of advanced and modern treatment facilities like implant system, endo-microscope and rotary endodontics, advanced surgical setup for major maxillofacial surgeries, aligners, and advanced aesthetic dentistry, which not only ensures overall competencies of our students but the patients are provided with the most advanced dental care. This is evident by the high patient inflow rate of the institution which was not affected even during the pandemic.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																																								
2.1.2	Average percentage of seats filled in for the various programmes as against the approved intake 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: Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>392</td><td>411</td><td>433</td><td>479</td><td>495</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>60</td><td>93</td><td>81</td><td>104</td><td>79</td></tr></table> 2.1.2.2. Number of approved seats for the same programme in that year Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>569</td><td>569</td><td>569</td><td>569</td><td>563</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>114</td><td>114</td><td>114</td><td>114</td><td>112</td></tr></table> Remark : Input edited as per the supporting documents	2020-21	2019-20	2018-19	2017-18	2016-17	392	411	433	479	495	2020-21	2019-20	2018-19	2017-18	2016-17	60	93	81	104	79	2020-21	2019-20	2018-19	2017-18	2016-17	569	569	569	569	563	2020-21	2019-20	2018-19	2017-18	2016-17	114	114	114	114	112
2020-21	2019-20	2018-19	2017-18	2016-17																																					
392	411	433	479	495																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
60	93	81	104	79																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
569	569	569	569	563																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					
114	114	114	114	112																																					
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. 2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered. Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>21</td><td>22</td><td>23</td><td>21</td><td>22</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	21	22	23	21	22	2020-21	2019-20	2018-19	2017-18	2016-17																									
2020-21	2019-20	2018-19	2017-18	2016-17																																					
21	22	23	21	22																																					
2020-21	2019-20	2018-19	2017-18	2016-17																																					

16	16	16	14	14
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2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10	10	12	13	9

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	6	8	5	4

Remark : Input edited as per the supporting document considering only State, National, International levels from Government / Government-recognized bodies only considered

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

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

Remark : Input edited as per the supportive documents.

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

4.2.3.1. Number of UG students exposed to learning resource such as Laboratories, Animal House

& Herbal Garden year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
802	1009	1169	1208	1240

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
338	365	384	443	449

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
32	30	32	22	31

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
32	30	32	22	31

Remark : Input edited as per the supporting documents.

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 Answer before DVV Verification : B. Any three of the above Answer After DVV Verification: B. Any three of the above Remark : Input edited as per the supporting documents
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) 4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Answer before DVV Verification : 11 Answer after DVV Verification: 08 4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution Answer before DVV Verification : 14

	Answer after DVV Verification: 11																				
5.3.1	Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years. 5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years . Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>0</td><td>2</td><td>7</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>1</td><td>3</td><td>2</td><td>0</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	0	0	2	7	2	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	3	2	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	0	2	7	2																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	1	3	2	0																	
6.5.2	Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years 6.5.2.1. Number of teachers attending programs/workshops/seminars specific to quality improvement year-wise during last five years Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>42</td><td>72</td><td>75</td><td>1</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>35</td><td>34</td><td>38</td><td>1</td><td>0</td></tr></table> Remark : Input edited as per the supportive documents.	2020-21	2019-20	2018-19	2017-18	2016-17	42	72	75	1	0	2020-21	2019-20	2018-19	2017-18	2016-17	35	34	38	1	0
2020-21	2019-20	2018-19	2017-18	2016-17																	
42	72	75	1	0																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
35	34	38	1	0																	

2.Extended Profile Deviations

ID	Extended Questions				
1.2	Number of outgoing / final year students year-wise during the last five years				
	Answer before DVV Verification:				
	2020-21	2019-20	2018-19	2017-18	2016-17
	107	95	100	92	109
	Answer After DVV Verification:				

2020-21	2019-20	2018-19	2017-18	2016-17
121	133	136	117	146