



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

J K K NATTRAJA DENTAL COLLEGE AND HOSPITAL

**NATARAJAPURAM, NH-544, KUMARAPALAYAM, NAMAKKAL DISTRICT
638183**

www.dental.jkkn.ac.in

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

J.K.K.Nattraja Dental College & Hospital, located in Kumarapalyam, Namakkal, Tamil Nadu, is a prestigious self-financing institution. Established in 1987 by philanthropist Kodaivallal J.K.K.Nattraja Chettiar, it is situated along the Salem to Coimbatore National Highway. Our college offers comprehensive dental education and is affiliated with the Tamil Nadu Dr.M.G.R. Medical University in Chennai. Furthermore, we are recognized by the Dental Council of India, New Delhi.

Other Institutions Under the Trust

The trust operates a diverse range of institutions:

- **J.K.K.N Dental College and Hospital**
- **Sri Sakthimayil College of Nursing**
- **J.K.K.N College of Pharmacy**
- **J.K.K.N College of Arts and Science**
- **J.K.K.N Engineering College**
- **J.K.K.N Matriculation Higher Secondary School**
- **J.K.K.N Allied Health Science Institute**
- **J.K.K.N Rural Health Centres**

Our Achievements and Contributions:

Since its inception, J.K.K.Nattraja Dental College & Hospital has achieved numerous milestones and made significant contributions to the field of Dentistry. Our institution is proud to house a team of highly qualified, talented, dedicated, and experienced faculty members. These esteemed teachers provide invaluable guidance and support to our BDS and MDS students, equipping them with practical skills that will enable them to excel in their future dental clinical practice and academic pursuits.

Facilities and Infrastructure

The College has a Hospital block, Basic Science Block and Administrative Block. The Hospital building houses 9 Dental departments with 282 dental chairs, adequate pre-clinical laboratories, clinical areas, and patient waiting areas, seminar rooms with state-of-the-art equipment. The Institution has provided facilities for indoor and outdoor sports.

At our dental college, we prioritize the dissemination of up-to-date dental knowledge across all domains. We ensure that our students are well-versed in the latest dental materials and techniques through continuous education and training. To facilitate this, our institution boasts state-of-the-art laboratory and clinical facilities, where students can hone their skills in a conducive learning environment.

Research and Information Access

We understand the pivotal role that research and access to information play in advancing the field of Dentistry. Therefore, we have established a well-equipped library that houses an extensive collection of resources. Additionally, we have embraced technology by implementing an online electronic library information system, providing our students with easy access to a wealth of dental literature.

Vision

To be a Leading Global Innovative Solutions provider for the ever-changing needs of society.

Mission

Help learners become great Dentists through top-quality education, research, and clinical skill development. Facilitate their understanding of how to use bioconvergence to improve oral healthcare and become leaders in their field.

CORE VALUES

C-Creation of Confidence and Competency O- Offering dental health service to the local rural community R- Remodeling and evolving with innovative trends and creativity E- Excel in Education, Research, and Entrepreneurism

RAISE VALUES

R-Reliable and Responsible A-Accountable and Admirable I-Intellectual and Innovative S-Social responsibility and Service minded E- Excellent and Ethical

ADDITIONAL VALUES AND GOALS

- 1. Professionalism: Fostering a culture of professionalism and instilling professional values, ethics, and responsibility in students, faculty, and staff.**
- 2. OKR Model: Adoption of Objectives & Key Results model to bring greater clarity, alignment, and accountability towards the vision of our Institution.**
- 3. Excellence: Commitment to providing excellent dental education, research, and patient care**

through continuous improvement and Innovation

- 4. Integrity: Upholding high ethical standards, honesty, and transparency in all aspects of dental education, research, and practice.**
- 5. Compassion: Demonstrating empathy, compassion, and respect towards patients, colleagues, and the community and providing patient-centered care.**
- 6. Collaboration: Encouraging teamwork, interdisciplinary collaboration, and partnerships within the dental college with other healthcare professionals and the broader community.**
- 7. Culture Sensitivity and Diversity: Valuing and respecting individual differences, promoting cultural sensitivity, and embracing diversity in all aspects of dental education and practice.**
- 8. Community Engagement: Actively engaging with the community, addressing oral health needs, and promoting oral health education and awareness.**
- 9. Innovation: Encouraging and fostering a spirit of innovation, creativity, and research to advance dental education, patient care, and oral health outcomes.**
- 10. Social Responsibility: Emphasizing social responsibility and the importance of giving back to society through outreach programs, volunteerism, and public health initiatives.**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

The strength of our institution lies in:

- Comprehensive outlining of the vision and mission of the college**
- Over 36 years of service to society in terms of service to mankind and imparting quality education**
- Highly dedicated and talented management and faculty**
- High patient volume for the teaching-learning process**
- Free quality treatment for the rural people and outreach programs for tribals**
- Immensely dedicated, competent, and experienced faculty committed to efficient teaching, learning process duly supported by a proficient administration**
- Multidisciplinary approach in the teaching-learning process with foci on continuous learning.**

- **More emphasis towards holistic education**
- **Regular updating of equipment and infrastructure**
- **Library with very good ambiance providing excellent learning environment**
- **Active and energetic alumni support, contributing to the upliftment of the institution**
- **New initiatives such as digitalization of records and education**
- **Adaptation to changes in education methodologies**
- **Extensive research and innovation opportunities**
- **Strive to increase program outcomes**
- **Equal importance to Co-curricular and extra-curricular activities aimed at the holistic development of students**
- **Ragging free campus**
- **Goodwill of society**

Institutional Weakness

In terms of weaknesses, our institution faces:

- **Limited autonomy in curriculum development due to guidelines set by regulatory bodies**
- **Need for identification of research funds, grants, and patents from external sources**
- **Requirement of more steps to conduct international conferences improved facilities to organise international conferences**

Institutional Opportunity

- **Organized digital documentation**
- **Installation of latest dental imaging and dental technology**
- **360-degree appraisal system for motivation and team building**
- **Regularized budget allocation**

- **Incentives for achievement to the departments and faculties**
- **Tree plantation and indoor plantations**
- **Student - Faculty interactions through regular mentor-mentee sessions**

Institutional Challenge

In terms of challenges, we are dealing with:

- **Arranging funds for conferences and research activities from UGC and other government schemes**
- **Lack of dental awareness among the rural population**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Key Indicator 1.1 deals about effective curriculum planning, delivery and evaluation. At JKKN the curricular aspects committee, comprising experienced faculty members and educational experts, assesses the requirements and formulates a framework for the curriculum. The curriculum is delivered through a combination of didactic lectures, hands-on practical sessions, clinical rotations, and research projects. Faculty members utilize modern teaching aids, including multimedia presentations, quizziz (app), Jam board (app) and simulation labs, to enhance the learning experience of students.

Key Indicator 1.2 focuses on assessing and evaluating the design and development process of the curriculum in JKKN Institution. Curriculum is further enriched by the introduction of an interdisciplinary approach, integrating knowledge from various disciplines to provide a holistic understanding of the subject matter. Add on courses in HANDS ON WORKSHOP ON CORTICOBASAL IMPLANTS and U ME AND COMPOSITE - AN ADVANCED TOOL IN DENTAL MATERIALS which were provided by the institution to undergraduate and postgraduate students had helped them to keep in track with the emerging national and global trends and also allows them to tailor their academic paths according to their interests, career goals, and learning styles.

Key Indicator 1.3 deals about cross cutting issues, value added courses, field visits/ Clinical visits/ Industry internship/ research projects/ industry visits/ community postings. Cross cutting issues like gender, environment and sustainability, human values, health determinants, right to health ,emerging demographic issues and professional ethics are integrated into the curriculum.

A total of 19 value added courses were conducted in last five years. In 2018-2019 a total of 520 students participated, in 2019-2020 a total of 522 students participated, in 2020-2021 a total of 522 students

participated, in 2021- 2022 a total of 534 students participated and in 2022- 2023 a total of 493 students participated in value added courses. A total of 501 students participated in various visits and community postings in preceding year.

Key Indicator 1.4 deals about structured feedback on curricula/syllabi from various stake holders like students, teachers, employers, alumni and professionals. It contains details about feedback collected, analysed , action taken and website link of these details.

Teaching-learning and Evaluation

JKKN Dental College & Hospital Ensuring a holistic approach to teaching and learning evaluation is crucial in today's educational landscape. In accordance with government policies on reserved categories admission, our institution embraces diversity and provides equal opportunities for all students. We also welcome students from other states, fostering a rich cultural and intellectual environment.

We understand the varying needs of students, including slow and advanced learners. To cater to these needs, we offer personalized support and interventions such as remedial classes for slow learners and advanced courses for those seeking greater challenges.

Maintaining an optimal student-teacher ratio ensures that each student receives adequate attention and guidance. Our faculty members are not just educators but mentors who nurture students' growth and development. We also prioritize continuous professional development, encouraging faculty to pursue Ph.D. programs and stay updated with the latest teaching methodologies and ICT-enabled tools.

Innovative teaching methods are integrated into our curriculum, promoting active learning and critical thinking among students. We leverage e-content and e-courses, enhancing accessibility and flexibility in learning. Our institution follows a transparent academic calendar, available on our website, ensuring clarity and accountability.

Continuous internal evaluation and external examinations are conducted transparently and efficiently, with mechanisms in place for addressing examination grievances. We emphasize program and course outcomes, regularly assessing and refining our curriculum to meet industry standards and student expectations.

Beyond academics, we foster holistic development through extracurricular activities and clubs like YUVA, promoting leadership, teamwork, and community engagement. We facilitate mind mapping exercises, organize parent-teacher meetings, and maintain a commendable pass percentage, reflecting our commitment to student success and well-being.

Overall, our institution is dedicated to creating a conducive learning environment that empowers students, nurtures talent, and prepares them for future challenges and opportunities.

Research, Innovations and Extension

3.1 RESOURCE MOBILIZATION FOR RESEARCH

At JKKN Dental College and Hospital, our faculty, recognized as PG research guides by The Tamilnadu MGR Medical University, create a research-conducive environment. We track the percentage of faculty receiving

national or international fellowships and manage funded research projects and clinical trials, underscoring our dedication to dental science advancement.

3.2 INNOVATION ECOSYSTEM

The Institution Innovation Council (IIC) at JKKN Dental College fosters a culture of innovation and entrepreneurship. We host hackathons and workshops to encourage students to develop and present ideas. By inviting entrepreneurs to share insights, we enrich our academic community. Additionally, we promote research grant acquisition and presentation of findings through specialized workshops.

3.3 RESEARCH PUBLICATIONS AND AWARDS

JKKN adheres to a strict Code of Ethics to ensure ethical research practices and protect human subjects. Our Institutional Review Board (IRB) and Institutional Ethical Committee (IEC) annually review research proposals to ensure ethical compliance. From 2018 to 2023, our faculty has notably guided postgraduate students to academic and professional excellence, publishing numerous research papers in top journals like UGC-CARE, Scopus, and PubMed.

3.4 EXTENSION ACTIVITIES

For over three decades, JKKN Dental College has been actively involved in community service through camps and awareness programs in Komarapalayam and nearby districts. Our activities, including dental and road safety awareness camps and anti-tobacco events, are all government-approved, enhancing student involvement in human welfare.

3.5 COLLABORATION

From 2018 to 2023, JKKN has demonstrated a robust commitment to collaboration, initiating an average of two to three research projects yearly. We have also signed approximately 23 Memorandums of Understanding (MoUs) during this period, fostering a network that enhances our academic environment and promotes continuous learning and development.

Infrastructure and Learning Resources

JKKN Dental College sets a remarkable standard in the realm of dental education boasting an impressive infrastructure and learning resources that serve as a benchmark for others in the field. Aligning meticulously with DCI guidelines, the college's facilities include state-of-the-art clinics, laboratories, seminar halls, and simulation labs, all meticulously designed to enhance the educational experience.

Our college is equipped with cutting-edge biometric and facial recognition attendance systems, along with outstanding ICT facilities, ensuring seamless administrative processes and fostering a conducive learning environment. The campus is further bolstered by a leased internet connection and a dedicated IT support team, ensuring uninterrupted access to resources.

Auditorium stand ready to host a myriad of scientific and extracurricular events, catering to the diverse needs of the student body. The college's commitment to safety is evident through 24-hour CCTV surveillance and stringent security measures, providing a secure environment for all members of the community. Moreover, a robust power backup generator ensures uninterrupted power supply across the campus.

In terms of residential facilities, JKKN Dental College excels with well-ventilated hostels, accompanied by spacious mess and cafeteria areas, promoting a comfortable living environment.

Recognizing the importance of holistic development, the college offers extensive sports facilities, including separate, well-equipped gymnasiums for both male and female. This emphasis on physical activity complements the academic curriculum, fostering well-rounded individuals.

The college's commitment to academic excellence is reflected in its comprehensive library, stocked with a wide range of textbooks, national and international journals. Partial automation and oversight by the library committee ensure efficient management and accessibility of resources.

Moreover, JKKN Dental College remains at the forefront of dental technology, continuously investing in advanced equipment such as CBCT, intraoral scanners, lasers, and dental operating microscopes, to meet the demands of patient care and student training. patient care and educational outcomes.

With a dedicated team overseeing infrastructure maintenance and a proactive approach to addressing issues, the college ensures that facilities remain in optimal condition. Budgetary provisions are allocated strategically to prioritize maintenance and upgrades, ensuring that the institution continues to provide a superior educational experience for students.

Student Support and Progression

The institute extends its full support to the students in the financial assistance through government scholarships. It also provides institutional scholarships for meritorious students and also for the economically weaker students. The college provides facilities and infrastructure for capacity building and enhancement initiatives, guidance for competitive examinations and career counselling. There is a redressal committee constituted for student complaints including ragging and harassment cases. It has a robust system to provide support to students for placements, entrepreneurship and progression to higher education. The institute provides opportunities to participate in co-curricular and extra-curricular activities. It also encourages and motivates students who win awards or medals in sports and cultural activities. The college has constituted various committees with student representation and engagement in various activities. The institute periodically engages with alumni through alumni meets and the alumni committee strengthens the bridge between the institution and the alumnae. In addition, contribution of alumni has become a great source of inspiration and support to the college.

Governance, Leadership and Management

INTRODUCTION

The Governance, Leadership, and Management Committee at JKKN Dental College and Hospital is dedicated to realizing the institution's visionary objectives, positioning the college as a leader in innovative dental education and healthcare. This is evident through their strategic initiatives, management practices, and dedication to academic and operational excellence.

VISION AND MISSION

The college's vision centers on producing skilled dental professionals and advancing oral healthcare through bio convergence and research. It aims to become a global leader in dental education, facilitated by strategic planning that prioritizes innovation and a fully digitalized campus. This modern approach aligns with technological advancements in dentistry, promoting a progressive educational environment.

ADMINISTRATION

Administration at the college is efficiently managed using the CAMU e-governance system, which integrates various campus management aspects like academic scheduling and student enrollment. This system supports the implementation of Outcome-Based Education (OBE) and Learning Management Systems (LMS), essential for upholding high educational standards and effective learning pathways.

FACULTY WELFARE AND PERFORMANCE APPRAISAL

Faculty welfare is prioritized with comprehensive benefits that enhance both professional and personal lives, including structured paid leave, quality dining, recreational amenities, and transportation options. The college also invests in faculty development, conducting annual programs to refine teaching methods and patient care practices. Regular performance appraisals for teaching and non-teaching staff ensure the maintenance of high educational and administrative standards.

FINANCIAL MANAGEMENT

Financial management involves rigorous auditing and strategic funding to support research and development, reflecting the committee's commitment to innovation and practical knowledge application.

IQAC MECHANISM

Under the Internal Quality Assurance Cell (IQAC), led by the Principal and Vice Principal since 2022, the college continuously evaluates and improves quality standards. This mechanism ensures that all activities align with strategic goals. Annual reports at JKKN Dental College are extensive, reflecting the college's progress and maintaining stakeholder involvement through transparent communication of developments and decisions.

CONCLUSION

In conclusion, the systematic approach to governance and strategic planning by the committee has uniquely positioned JKKN Dental College and Hospital as a distinguished leader in dental education and healthcare, continuously advancing toward global leadership and innovation.

Institutional Values and Best Practices

JKKN Dental College and Hospital actively fosters gender equity by organising a multitude of programs and events. These initiatives ensure equal participation and representation of both men and women across all academic and administrative levels. The institution's Mentor-Mentee system has significantly improved academic performance and instilled self-confidence among students.

To create a more inclusive environment, JKKN Dental and Hospital follows a decentralised governance approach. Various committees address critical issues such as anti-ragging, prevention of sexual harassment, and

adherence to a code of conduct. This practice has resulted in better governance, faster dispute resolution, and informed decision-making.

JKKN Dental and Hospital is committed to environmental consciousness. The campus embraces eco-friendly measures, including repurposing rainwater harvesting systems, adopting LED appliances, utilising solar power, and enhancing green spaces. Effective waste disposal methods contribute to sustainability.

The campus infrastructure is designed for accessibility. Ramps, lifts, divyangjan-friendly washrooms, clear signage, display boards, and helpful information desks cater to diverse needs. Students from various backgrounds coexist actively participating in cultural and regional activities.

Furthermore, JKKN Dental and Hospital conducts regular sensitization programs for students and employees, emphasising constitutional obligations. A prescribed code of conduct ensures adherence, and the college consistently organises relevant programs. Students also engage in community outreach, fostering social responsibility. NSS volunteers play a crucial role in positively impacting the local neighbourhood.

Institutional values and Best Practices are “Rural Smiles –Building Bridges for Oral Health “ which describes about Rural areas that were covered by our community outreach services like Screening and Treatment camps ,“LEAD JKKN- Leveraging OKR to Enhance Accountability & Transparency” which describes our Institution’s OKR –Objectives and Key Results policy involves structured coordination, with Learning Facilitators responsible for implementing Key Results and “Conflux –Ed” –Innovative Teaching Methods which describes Practising “Positioning statements” for each department as Center of Excellence and conducting programs based on DISE , Student led conferences and Unconferences.

Institutional distinctiveness as “Innovative Solution Providers” involves a holistic approach. It encompasses curriculum design, research endeavours, entrepreneurial zeal, industry collaborations, technological prowess, and societal impact. By embracing these facets, JKKN institutions not only stand out but also contribute significantly to global progress.

Dental Part

JKKN Dental College and Hospital is established by a visionary philanthropist and healthcare experts with abundant clinical resources and a committed faculty.

Students undergo stage-wise orientation programs aimed at fostering greater acceptance of the course and curriculum, as well as enhancing their skill sets, thereby promoting their overall development. The white coat ceremony, anti-ragging initiatives and mentorship programs conducted in the institution are designed to instill in new students the discipline needed to evolve into professionals, characterized by a combination of superior knowledge, empathy and compassion.

Through the integration of simulation models within the pre-clinical skill training labs of our institution and its attached professional bodies, students engage directly in training that mirrors real patient treatment scenarios. This proactive approach ensures that students are well-prepared for their clinical rotations by participating in institute-led programs focused on patient care, infection control protocols and biomedical waste management, highlighting the institute's emphasis on comprehensive healthcare training.

Our institution offers skill-building opportunities in various areas such as implant procedures, geriatric dental

care, special care dentistry, comprehensive clinic management and tobacco cessation counselling. Additionally, students receive training in advanced equipment use, including cone beam computed tomogram, endodontic microscopes, imaging and morphometric software, fluorescence microscopes and dental laser units.

The institute focuses on developing Dental graduate attributes and achieving specific clinical competencies through a range of activities. These include regular skill enhancement lectures and workshops, capacity-building programs, as well as testing and certification of theoretical knowledge and clinical skills. These assessments are conducted using meticulous and objective methods, in addition to the standard university-prescribed methods.

Our institution is supported by a team of full-time, committed faculty members, some of whom hold additional degrees and fellowships, adding depth and expertise to their teaching roles. These faculty members contribute significantly to the institution's academic strength and student learning experience.

The Dental Education Unit (DEU) serves as a centralized hub within the institution, facilitating communication and coordination among administration, teaching faculty, departments, and students. The DEU plays a vital role in organizing and coordinating academic events across different committees, contributing significantly to the institution's academic endeavours.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | J K K NATTRAJA DENTAL COLLEGE AND HOSPITAL |
| Address | Natarajapuram, NH-544, Kumarapalayam, Namakkal District |
| City | Kumarapalayam |
| State | Tamil Nadu |
| Pin | 638183 |
| Website | www.dental.jkkn.ac.in |

| Contacts for Communication | | | | | |
|----------------------------|----------------|-------------------------|------------|-----|----------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | S Elanchezhian | 944-4279647 | 9043157770 | - | dental@jkkn.ac.in |
| IQAC / CIQA coordinator | B Sasirekha | 00075-02638325 | 9500506024 | - | hodoralmedicine@jkkn.ac.in |

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

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|--|
| If it is a recognized minority institution | Yes Minority Order compressed.pdf |
| If Yes, Specify minority status | |
| Religious | |
| Linguistic | Kannada |
| Any Other | |

| Establishment Details | |
|--------------------------------------|------------|
| Date of establishment of the college | 27-05-1987 |

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

| State | University name | Document |
|------------|---|-------------------------------|
| Tamil Nadu | The Tamilnadu Dr Mgr Medical University | View Document |

Details of UGC recognition

| Under Section | Date | View Document |
|---------------|------|---------------|
| 2f of UGC | | |
| 12B of UGC | | |

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| DCI | View Document | 18-01-2013 | 36 | |

| 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 | Natarajapuram, NH-544, Kumarapalayam, Namakkal District | Rural | 10.23 | 17982.6 |

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 | NEET UG | English | 100 | 100 |
| PG | MDS,Prosthodontics And Crown And Bridge, | 36 | NEET MDS | English | 1 | 1 |
| PG | MDS,Periodontology, | 36 | NEET MDS | English | 2 | 2 |
| PG | MDS,Conservative Dentistry And Endodontics, | 36 | NEET MDS | English | 2 | 2 |
| PG | MDS,Orthodontics And Dentofacial Orthopaedics , | 36 | NEET MDS | English | 2 | 2 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|------------------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 19 | | | | 22 | | | | 33 | | | |
| Recruited | 16 | 3 | 0 | 19 | 15 | 7 | 0 | 22 | 12 | 21 | 0 | 33 |
| 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 | 19 | | | | 10 | | | | 0 | | | |
| Recruited | 14 | 5 | 0 | 19 | 2 | 8 | 0 | 10 | 0 | 0 | 0 | 0 |
| 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 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 107 |
| Recruited | 34 | 73 | 0 | 107 |
| 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 | 13 | 8 | 0 | 21 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 0 |
| Recruited | 0 | 0 | 0 | 0 |
| 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. | 2 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 4 |
| M.Phil. | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 2 |
| PG | 14 | 3 | 0 | 11 | 7 | 0 | 12 | 21 | 0 | 68 |
| 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 | 2 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|------------------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 |
| 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 | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| 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 | 115 | 2 | 0 | 0 | 117 |
| | Female | 363 | 4 | 0 | 0 | 367 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 10 | 0 | 0 | 0 | 10 |
| | Female | 11 | 0 | 0 | 0 | 11 |
| | 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 | 6 | 6 | 5 | 4 |
| | Female | 35 | 20 | 15 | 12 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 1 | 0 | 0 |
| | Female | 1 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 9 | 14 | 34 | 20 |
| | Female | 48 | 29 | 57 | 68 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 0 | 0 | 1 |
| | Female | 1 | 2 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 6 | 0 | 0 | 2 |
| | Female | 1 | 0 | 1 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 107 | 72 | 112 | 108 |

| General Facilities | |
|---|---------------|
| Campus Type: Natarajapuram, NH-544, Kumarapalayam, Namakkal District | |
| Facility | Status |
| • Auditorium/seminar complex with infrastructural facilities | Yes |
| • Sports facilities | |
| * Outdoor | Yes |
| * Indoor | Yes |
| • Residential facilities for faculty and non-teaching staff | Yes |
| • Cafeteria | Yes |
| • Health Centre | |
| * First aid facility | Yes |
| * Outpatient facility | Yes |
| * Inpatient facility | Yes |
| * Ambulance facility | Yes |
| * Emergency care facility | Yes |
| • Health centre staff | |
| * Qualified Doctor (Full time) | 2 |
| * Qualified Doctor (Part time) | 0 |
| * Qualified Nurse (Full time) | 2 |
| * Qualified Nurse (Part time) | 0 |
| • Facilities like banking, post office, book shops, etc. | Yes |
| • Transport facilities to cater to the needs of the students and staff | Yes |
| • Facilities for persons with disabilities | Yes |
| • Animal house | Yes |
| • Power house | Yes |
| • Fire safety measures | Yes |
| • Waste management facility, particularly bio-hazardous waste | Yes |
| • Potable water and water treatment | Yes |

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

| Hostel Details | | |
|----------------------------|---------------|---------------|
| Hostel Type | No Of Hostels | No Of Inmates |
| * Boys' hostel | 1 | 154 |
| * Girls's hostel | 1 | 253 |
| * Overseas students hostel | 0 | 0 |
| * Hostel for interns | 1 | 5 |
| * PG Hostel | 1 | 0 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | We integrate various subject areas in their curriculum to create opportunities for students to explore the intersections between dentistry, medicine, behavioral sciences and technology. Encourage the collaboration between faculty and researchers from diverse disciplines to address complex oral health issues through innovative research projects. Training future dental professionals to consider not only the clinical aspects of oral health but also the social, psychological, and cultural factors that influence patient well-being. This approach aligns with the NEP's emphasis on holistic education. Facilitating opportunities for students from various healthcare disciplines (such as dentistry, medicine, nursing, and pharmacy) to learn together, fostering teamwork and effective communication skills for comprehensive patient care. Leveraging advancements in technology to enhance teaching, learning, and patient care. |
| 2. Academic bank of credits (ABC): | Since the concept is new to the teaching institution of Dental science. The institution has planned to conduct the following programs Organizing university level workshop for the faculty with regards to ABC Various add on courses are incorporated into the curriculum so ensure skill development and credit gain. MOOC courses based on NPTEL and Swayam can be availed through institutional portal. |
| | |

| | |
|--|--|
| 3. Skill development: | For skill development of UG/PG students well equipped pre-clinical labs are available including the simulator labs and CBCT. Integrating vocational education with general education is the most promising way to provide for the holistic development of students, equipping them with knowledge, skills, and competencies which would prepare them for life and work. We have identified collaborating with industries for internships to expose the students to the work environment and get the experience of hands-on practice. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | NEP 2020 envisages a greater Promotion of Indian Languages, Arts, and Culture. The NEP document elaborates on the cultural and knowledge heritage of India, the importance of Indian Philosophy in the renewed perception and influence on world events, the importance of the Multilanguage multicultural background of the country, and the necessity for revitalizing these realms for the betterment of the country and the world. This strategy calls for a paradigm shift in our immediate past educational system (which, in general opinion, has devalued the Indian traditional knowledge). |
| 5. Focus on Outcome based education (OBE): | Learning outcomes through the Faculty Development Programs. Faculty explains the outcomes by mapping Course and Program outcomes to the students. The learning outcome is assessed through the evaluation methods adopted. Based on the Formative assessments additional support is given for slow learners. Also, Advanced learners are given opportunities to enhance their knowledge by taking part in beyond the classroom activities like Conferences, Seminar and so on. With the formation of the Dental Education Unit intensive approach is given OBE concepts in the curriculum, syllabus, and evaluation. |
| 6. Distance education/online education: | There is a perceptible change in the modes of Teaching-Learning all over the world and there is a significant shift from all classroom teaching and learning to partly classroom partly online Teaching Learning. This is exhibited in the worldwide popularity of Online education like MOOCs, etc. India is also keeping abreast of this new paradigm. We encourage our students and faculty to register and write examinations under SWAYAM-NPTEL for several years. |

Institutional Initiatives for Electoral Literacy

| | |
|---|---|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>Yes .Electoral Literacy Club(ELC) has been set up in our college as Civic Engagement Committee with Dr.S. Elanchezhian,MDS as Head of the Committee, Dr. B.Sasirekha,MDS as Chief coordinator of the Committee. The Civic Engagement committee at JKKN Dental College and Hospital encompasses a broad spectrum of activities and programs that integrate dental education with community service and social responsibilities. The goal is to produce not only skilled dental professionals but the Civic Engagement Initiative at JKKN Dental College and Hospital seeks to cultivate civic knowledge, social responsibility, civility, and mutual respect within the campus community.</p> |
| <p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p> | <p>Yes .Student Coordinator and Coordinating faculty members are appointed by the college.Faculty Coordinators are Dr.N.Jayaprakash,MDS and Dr.V.Monnica ,MDS as Joint Coordinator and Dr.N.Kalaranjeni,MDS as Executive member.The student coordinators are Benita, Kanisha, Saaivignesh and Yuvarani from CRRI students, s.Yashwanthini, from Third year.</p> |
| <p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p> | <p>National voters day awareness programme was conducted in JKKN dental college premises at 10 am-12:00 pm on 24 th January 2024. The basic objective of the programme was to raise awareness about importance of voting and voters registration. The event was organised by Dental YI team and civic engagement committee. The programme was graced by the presence of our respected principal Dr. Elanchezhian and Vice Principal Dr. Sasirekha. The event was coordinated by faculties Dr. Kalaranjeni and Dr. GokulaPriya. The highlight of event included a skit performance by our students demonstrating the importance of every citizens voting to attain 100% voting. The learners of our institution who going to vote notably with 18 year of completion has gained deeper understanding of the importance of voting and how the individual vote impacts the democratic process in each election. The event was concluded by taking a pledge stating significance of democracy and</p> |

| | |
|---|---|
| | <p>secularism to choose the right leader. The event ends with DISE which makes the learners uphold the democratic values, actively participate in the electoral process and recognize the importance of each citizens role in shaping the future. The Outpatients also observed the programme and has given their valuable positive feedback and the students were awarded with Certificate for their valuable participation.</p> |
| <p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p> | <p>Voter's Awareness campaign was conducted highlighting their contribution to advancing democratic values and participation in electoral process and Voter's Pledge was taken at the end of the program.</p> |
| <p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p> | <p>Students from the first and second years who were around 17 or 18 years who were not yet registered for their Voter's ID are motivated about the importance of democratic values of our democracy. And they have provided a positive feedback regarding the awareness campaign .The outcome of the awareness campaign was successful as many students were registered and received their voter IDs.</p> |

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 510 | 559 | 561 | 550 | 555 |
| 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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 105 | 125 | 88 | 95 | 107 |
| 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.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 79 | 103 | 107 | 107 | 107 |
| 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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 80 | 79 | 80 | 81 | 80 |
| 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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 80 | 80 | 80 | 80 | 80 |
| 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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|--|---------|-------------------------------|---------|---------|
| 422.28 | 300.51 | 273.82 | 324.15 | 299.87 |
| File Description | | Document | | |
| Institutional data in prescribed format(Data templ | | View Document | | |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

CURRICULUM PLANNING AND IMPLEMENTATION DESCRIPTION:

CURRICULUM PLANNING:

At JKKN Dental College and Hospital, the curriculum planning process begins with a comprehensive analysis of the guidelines provided by regulatory councils such as the Dental Council of India (DCI) and the affiliating MGR Medical university. This involves studying the recommended syllabus, learning objectives, and competencies expected from dental graduates. The curricular aspects committee, comprising experienced faculty members and educational experts, assesses the requirements and formulates a framework for the curriculum. Any changes or updates in the regulatory requirements are promptly incorporated into the curriculum framework.

STAKEHOLDER CONSULTATION:

The curricular aspects committee conducts consultations with various stakeholders, including faculty members, employers, alumni, and students. Their input is valuable in understanding the evolving needs of the dental profession and aligning the curriculum accordingly. Feedback obtained from stakeholders is carefully considered in refining the curriculum structure and content.

DEVELOPMENT OF CURRICULUM MODULES:

Based on the identified learning objectives and competencies, the curricular aspects committee develops curriculum modules for each academic year. These modules outline the topics to be covered, teaching methodologies to be employed, and assessment strategies to measure student learning outcomes. Our Institution uses the LMS system, CAMU platform for development and implementation of curriculum.

FACULTY TRAINING AND DEVELOPMENT:

Prior to the implementation of the revised curriculum, faculty members undergo training sessions to familiarize themselves with the updated content, innovative teaching methodologies, and assessment techniques. Workshops and seminars are organized to enhance their pedagogical skills and ensure uniformity in curriculum delivery across different departments.

CURRICULUM DELIVERY:

The curriculum is delivered through a combination of didactic lectures, hands-on practical sessions, clinical rotations, and research projects. Faculty members utilize modern teaching aids, including multimedia presentations, quizziz (app), Jam board (app) and simulation labs, to enhance the learning experience of students. Emphasis is laid on interactive teaching methods that promote student engagement and critical thinking by implementation of OSCE and OBE.

CONTINUOUS MONITORING AND EVALUATION:

Throughout the academic year, the curriculum implementation is monitored closely to identify any areas of improvement or deviation from the intended learning outcomes. Regular feedback is obtained from students through surveys and class assessments. Faculty members conduct continuous formative and summative assessments to gauge student progress and provide timely intervention if required.

CURRICULUM REVIEW AND REVISION:

At the end of each academic year, the curricular aspects committee conducts a comprehensive review of the curriculum effectiveness based on feedback received from various stakeholders and performance indicators. The curriculum is updated periodically to ensure its relevance in the rapidly evolving field of dentistry.

In conclusion, JKKN Dental College and Hospital follows a systematic and comprehensive approach to curriculum planning, delivery, and evaluation to ensure the highest standards of education in dentistry. By engaging stakeholders, fostering faculty development, and embracing innovation, the institution remains committed to providing students with a dynamic and relevant learning experience that prepares them for successful careers in the dental profession.

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

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
| 2 | View Document |

1.1.2

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

Response: 2

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 01 | 02 | 02 | 02 | 01 |

| 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 |
| Link for details of participation of teachers in various bodies | View Document |
| Link for 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: 75.76

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

Response: 25

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

Response: 33

| File Description | Document |
|--|-------------------------------|
| Minutes of relevant Academic Council/BoS meetings | View Document |
| List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years | View Document |
| Institutional data in prescribed format | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

1.2.2

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

Response: 84.58

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 482 | 479 | 462 | 448 | 438 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

1.3 Curriculum Enrichment

1.3.1

The Institution integrates cross-cutting issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and

Professional Ethics into the Curriculum as prescribed by the University / respective regulative councils

Response:

In the field of dentistry, the syllabus of Tamil Nadu Dr. M.G.R. Medical University for BDS (Bachelor of Dental Surgery) covers a wide range of subjects and topics essential for aspiring dental professionals. Among these, there are several cross-cutting issues that hold significant importance in contemporary dentistry. These issues address various aspects of dental education, practice, and healthcare, and they play a crucial role in shaping the future of dental professionals in Tamil Nadu and beyond

1. **Ethics and Professionalism:** Dentistry is a noble profession, and ethical considerations are paramount. Dental students are taught about the ethical principles and professional conduct expected from them. They learn about patient confidentiality, informed consent, and the importance of maintaining patient trust.
2. **Infection Control and Safety:** Cross-infection control is a critical issue in dentistry. Students are educated on standard precautions, sterilization techniques, and personal protective equipment (PPE) to ensure patient and practitioner safety, particularly in the context of infectious diseases like HIV and hepatitis.
3. **Cultural Competence:** In a diverse society like Tamil Nadu, cultural competence is vital. Students are taught to respect cultural differences and adapt their approaches to provide effective care to patients from various backgrounds, considering cultural beliefs and values.
4. **Patient-Centered Care:** The concept of patient-centered care emphasizes involving patients in treatment decisions and considering their preferences and values. BDS students are taught to communicate effectively with patients and engage them in their own care plans.
5. **Community Outreach and Public Health:** Dental students are exposed to community outreach programs, including dental camps and oral health education initiatives. These programs promote preventive dentistry and improve access to dental care, especially in underserved communities.
6. **Environmental Sustainability:** Sustainable dental practices are gaining importance. Students are educated on the environmental impact of dental materials and are encouraged to adopt eco-friendly practices in their clinics.
7. **Mental Health Awareness:** Dentistry can be a stressful profession. Students are made aware of the importance of mental health and well-being. They learn to recognize signs of stress and burnout and seek help when needed.
8. **Patient Records and Data Privacy:** Students are educated about the importance of maintaining accurate patient records and complying with data privacy regulations to protect patient information.

In conclusion the BDS syllabus at Tamil nadu Dr. M.G.R Medical University addresses a variety of cross- cutting issues that are crucial for future dental professionals. These issues encompass ethical considerations, patient safety, technological advancements, cultural competence, public health initiatives, and more. By incorporation these elements into their education, dental students are not only prepared to deliver quality dental care but also address the evolving challenges and opportunities in the field of dentistry. This comprehensive approach ensures that graduates are well- equipped to serve the oral health needs of the diverse population of Tamilnadu and beyond while upholding the highest ethical and professional standards.

| File Description | Document |
|--|-------------------------------|
| Link for any other relevant information | View 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: 19

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

Response: 19

| File Description | Document |
|--|-------------------------------|
| List of-value added courses | View Document |
| Institutional data in prescribed format | View Document |
| Brochure or any other document related to value-added course/s | View Document |
| Any additional information | View Document |
| Links for additional information | View Document |

1.3.3

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

Response: 94.77

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 493 | 534 | 522 | 522 | 520 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Attendance copy of the students enrolled for the course | View Document |
| Any additional information | 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: 98.24

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

Response: 501

| File Description | Document |
|---|-------------------------------|
| Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided | View Document |
| Institutional data in prescribed format | View Document |
| Community posting certificate should be duly certified by the Head of the institution | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |
| Links to scanned copy of completion certificate of field visits/Clinical / industry internships/research projects/industry visits/community postings from the organization where internship was completed | View Document |

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee | View Document |
| Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

1.4.2

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

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

| File Description | Document |
|---|-------------------------------|
| Stakeholder feedback report | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | 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 |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | 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: 90.81

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 65 | 73 | 70 | 67 | 61 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 74 | 74 | 74 | 74 | 74 |

| 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 |
| Link for Any other relevant informatio | View Document |

2.1.2

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

Response: 94.02

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:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 79 | 103 | 107 | 107 | 107 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 107 | 107 | 107 | 107 | 107 |

| 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: 3.43

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 01 | 00 | 00 | 02 | 15 |

| 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 |
| Any other relevant information | 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: 6.38

| 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 |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

2.2.3

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

Response:

INTRODUCTION:

JKK Nattraja dental college and hospital believes extracurricular activities play a vital role in our academics. Our institution's motive is to enhance the aptitude of individual students. We believe that extramural activities build up the teamwork, leadership, innovation of the individual, bonding between the students and social support.

EXTRAMURAL ACTIVITIES:

- 1. CULTURALS CLUB**
- 2. INNOVATION AND RESEARCH CLUB**
- 3. SPORTS CLUB**
- 4. LITERARY CLUB**
- 5. PHOTOGRAPHY CLUB**
- 6. FINE ARTS & SOCIAL CLUB**

1. CULTURALS CLUB

We have started a cultural club, to celebrate and provide a platform for all the souls who tap with music. Our main objective is to identify the students who are exceptionally talented in the field of cultural, dance, singing and drama and make them feel included and appreciate them for what they do best. We are planning to organise events and awareness campaigns each month to ascertain that our art burns fiercely with rage and passion.

2. INNOVATION AND RESEARCH CLUB

We organised a club in the memory of THOMAS ALVA EDISON, students participated in various innovation programmes and conferences with our innovative ideologies and won prizes and awards for different thinking. To turn those ideas into existence, the club works tirelessly and also conducts camps.

3. SPORTS CLUB

We have initiated with the motto "PUSH THE LIMIT TO KNOW THE LIMIT". Our mission is to identify the individual and group talent in sports and games within the college and around the community. To help them reach greater heights in the field. To provide support and guidance to those who need it is our root to build a strong sports community.

4. LITERARY CLUB

The literary club was commemorated in the memory of famous crime novelist AGASTHA CHRISTIE which encourages everyone to publish their own interests in various fields. Words enlighten the world is our axiom which emphasizes the knowledge among budding dentists. Our club supports various activities including Poetry, Short stories, Journals, Debate and Magazines. 'DENT TALE' is our monthly issue that showcases all the events happening in and around the college. The monthly issue has a special mention "BEST STUDENT OF THE MONTH" which is judged in terms of both curriculum & extra curriculum.

5. PHOTOGRAPHY CLUB

On memorial of JOSEPH NICEPHORE NIEOCE who made the first photograph with camera OBSCURA. A well clicked photograph is worth more than a thousand words. In this club, we would capture the events in college which will hold a moment in history for future generations to witness tragedy or joy.

6. FINE ARTS CLUB & SOCIAL CLUB

On the memorial of PAUL CEZANNE, who is considered the father of modern arts, in this club, we are paving a way to develop and discover existing talents. We conduct an intercollegiate art fest "ART BEAT" to explore and encourage young artist's artwork.

On behalf of ABHAY BANG AND RANI BANG, who are better known for de addiction among college students .The vision of the club shall be "TO EMPOWER INDIVIDUALS AND MAKE THEM BETTER CITIZENS THROUGH EDUCATION"

| 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:

INTRODUCTION:

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

EXPERIENTIAL LEARNING:

To implement knowledge to the undergraduate and postgraduate students' great importance is given to active student participation by providing a better learning environment and arranging various learning methods like discussions using simulation models, case discussions and preclinical & clinical works in every Departments.

INTEGRATED /INTERDISCIPLINARY LEARNING:

We implement Clinical Integration to develop a comprehensive treatment plan for the patients which can encourage students to engage in research that crosses disciplinary boundaries, potentially leading to innovative approaches to oral healthcare. We conduct regular Clinical society meetings (Dental consortium) to improve Interdisciplinary learning among students.

PARTICIPATORY LEARNING:

Seminar presentation, Journal club, case presentations and group discussion are conducted on regular basis. Students participate in various programs falling under 3 categories namely DISE (Driven by Innovation Solution and Experience), Unconference, Student led conference where students actively participate and develop communication skills.

PROBLEM SOLVING METHODOLOGIES:

Implementing problem based learning skills by case discussions, OSCE – Brainstorm sessions, interdepartmental meetings to improve students diagnostic skills, and giving clinical case based scenario for discussion. Formative assessment is done by giving MCQs to students using Quizizz App and LMS. The Design thinking session is implemented using Jamboard App to improve innovation skills and enhance critical thinking among students. Mentor mentee program is used as one of the problem solving methodology to give individual attention to students.

SELF DIRECTED LEARNING:

The main motive of Self Directed learning is to develop students' individual decision making and to develop problem solving approaches. Students use central library for referring books and journals and E-resources for self directed learning.

PATIENT CENTRIC AND PROBLEM BASED LEARNING:

Students are encouraged to collect evidence for each clinical scenario and the institution provides all the essential sources from the Department library, central library and by providing high impact pubmed and scopus indexed journals. Case discussion and demonstration is done by faculty based on recent scientific evidence available in the literature.

LEARNING IN HUMANITIES :

Students are trained in effective communication, ethics and professionalism which is crucial in building rapport with patients, understanding their concerns, and explaining treatment options in a compassionate and clear manner leading to Holistic approach in Dental practice. Frequent Dental camps are conducted, Tobacco cessation counselling and are being provided by students to integrate humanities learning into dentistry.

PROJECT BASED LEARNING:

Institutional ethical committees and Institutional review boards are conducted on a regular basis and encourage the students to come up with new research ideas. Institution Innovation Council (IIC) instilled in college helps students engage in innovative projects.

ROLE PLAY:

Role play is implemented to enhance the understanding of the student by simulation based learning and 3 dimensional models, displaying posters in each department and by conducting Dental camps and implementing role play to educate the patients where students conduct skit and mime for public awareness.

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

2.3.2

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

The Institution:

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

Response: A. All of the above

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

2.3.3

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

resources

Response:

JKKN Dental College and Hospital provides excellent education and healthcare services to aspiring dental professionals. In line with the advancements in technology and the growing importance of information and communication technology (ICT) in the field of dentistry, we have incorporated a state-of-the-art Learning Management System (LMS) and implemented various ICT facilities throughout our campus.

These facilities are designed to augment learning, research, and patient care, ensuring our students are equipped with the necessary skills and knowledge to thrive in the digital age. Training programs are regularly conducted for faculty members to enable them to update and reinforce ICT Tools in teaching learning process and patient care. The ICT facilities available at our dental college include:

ICT FACILITY FOR TEACHING LEARNING PROCESS-

- All Lecture Halls are equipped with LCD Projectors with screen, uninterrupted internet connection, CCTV Camera and Biometric system.
- All Department seminar rooms are provided with SMART TV, LCD Projectors with screen, computer with wifi connection, Printer and CCTV Camera.

APP BASED TEACHING AND LEARNING-

- DESIGN THINKING – An Innovative Teaching methodology implemented in lecture class through JAMBOARD APP to promote innovative skill and critical thinking among students.
- QUIZZZ APP for providing MCQs to students.
- MCQs and Assignments are given to students through LMS for formative assessment.
- AI Tools are used in classroom lectures and discussions to enhance learning experience and improve outcome in dental education.

LEARNING MANAGEMENT SYSTEM (LMS):

- Our dental college has implemented a robust Learning Management System (LMS) - CAMU software for digital management of the campus. The LMS serves as a comprehensive platform that facilitates the management, delivery, and tracking of educational content and activities. It provides a centralized hub for students, and faculty to access teaching plan with course materials, submit assignments & MCQs and assessment of students.

INSTITUTIONAL WEB SITE BASED E -LEARNING

- Our College Website enables easy access to PowerPoint presentation, Demo videos, and Lecture

videos.

WEB BASED LEARNING

- SHODH SINDHU -E CONSORTIUM-used for online access of E -Journals.
- SHODH GANGA- is an online resource for research assistance.
- E-learning resources -SWAYAM and NPTEL Platforms

DIGITAL LIBRARY

- ILMS (Integrated Library Management System) Software: Koha software-is used for Staff interface (Check in / Check out), OPAC (Open Access Catalog and Gate Entry).
- E- Library: DELNET (Developing Library Network) -for accessing E. Books and E -Journals.

ADVANCED DIGITAL EQUIPMENTS FOR TEACHING LEARNING PROCESS AND PATIENT CARE

- CBCT-FOR 3D IMAGING
- DIGITAL RADIOGRAH -RVG
- NEMO CEPH -DIGITAL CEPH TRACING SOFTWARE
- INTRAORAL CAMERA
- PENTAHEAD MICROSCOPE
- ENDODONTIC MICROSCOPE

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 10.2

2.3.4.1 Total number of mentors in the preceding academic year

Response: 50

| 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 |
| Link for any other information | View Document |

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

JKKN Dental College and Hospital rely on Student a centric teaching method which nurtures creativity, analytical skills and innovation among students which is essential for the dynamic and evolving healthcare landscape.

CREATIVITY:

Creativity is a vital skill for dental students, enabling them to approach patient care, problem-solving, and research with innovative perspectives.

Our institution encourages to organize various programs like Doctor's day, Dentist day, World oral hygiene day, World No Tobacco day, International Yoga Day etc where students participate in various competitions like poster presentation, table clinic competition, essay writing, rangoli competition and role play by performing flash mob, skit and mime for patient awareness .We conduct programs falling under the category of DISE(Driven by Innovation Solutions and Experiences),Student led conference and Unconference for active participation of students which enables them to improve communication skills.

ANALYTICAL SKILLS:

Analytical skills are essential for dental students to critically assess patient cases, research findings, and

clinical procedures. Implementing Problem based learning in dental education involves assigning students to solve real-world dental problems and conduct innovative research. Problem based learning fosters creativity by encouraging students to explore different approaches and develop novel solutions. To improve the students' knowledge and provide better understanding of the subject our institution implements an innovative teaching methodology Design thinking which is a problem solving methodology by using Jam board App. Viva flash cards and mind maps are used by all the department faculties which are used for the teaching purpose to provide better understanding of the subject.

Preclinical works are done by the students before clinical postings to improve their skills and the progress is monitored and evaluated on a regular basis. Group discussion and role play are regularly conducted to improve the clinical knowledge and skills under the guidance of a mentor, so that the students are able to understand the subject effectively and efficiently. Mentor Mentee program is implemented for individual attention and motivation of students. Formative assessment of students are done on regular basis by giving MCQs, assignments and by conducting viva voce. AI Tools are incorporated in lectures and discussions to elevate learning experience. Incorporation of analytical skill in dental curriculum leads to better treatment planning and treatment outcome.

INNOVATION:

Design thinking session implemented helps foster innovation and critical thinking among students. Students are encouraged to do research work with interdisciplinary collaboration and they present their innovations as papers and posters in scientific conferences. Our College is equipped with advanced technology for patient care and research purpose. Institutional Innovation Council (IIC) instilled in our college helps in encouraging innovation culture among the students facilitating entrepreneurship and incubating startups by conducting hackathons. Institutional review boards and Institutional ethical committee are functioning in our institution to analyse and increase the standard of the research works done by the students.

| File Description | Document |
|---|-------------------------------|
| Link for appropriate documentary evidence | View Document |
| Link for any other relevant information | View Document |

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English) | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| 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: 50

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.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 38 | 40 | 41 | 41 | 40 |

| 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 |
| Link for additional information | View Document |

2.4.3

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

Response: 10.34

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

Response: 827

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Consolidated Experience certificate duly certified by the Head of the institution | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

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

Response: 87.99

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 78 | 65 | 65 | 70 | 74 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations | View Document |
| Any additional information | View Document |
| Web-link to the contents delivered by the faculty hosted in the HEI's website | View Document |
| Link for additional information | 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:** 12.24

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 10 | 08 | 12 | 12 | 07 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| e-Copies of award letters (scanned or soft copy) for achievements | View Document |
| Awards claimed without certificates will not be considered | 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:**INTRODUCTION:**

The academic calendar at JKKN Dental College and Hospital serves as a vital tool for coordinating and organizing various activities and programs that contribute to the academic and professional development of both students and staff. It plays a pivotal role in ensuring the smooth functioning of educational activities, examination schedules, faculty development programs, and other related activities.

Examination Schedule:

One of the primary uses of the academic calendar is to outline the examination schedule for students. The calendar provides clear timelines for internal exams, university exams, practical assessments, and any

other evaluations that students are required to undergo to prepare for each assessment.

Faculty Development Programs:

The academic calendar also incorporates faculty development programs aimed at enhancing the skills and knowledge of teaching staff. These programs may include workshops, seminars, conferences, and training sessions conducted by experts in various fields related to dental education and healthcare. By scheduling these programs strategically within the academic calendar, JKKN Dental College ensures that faculty members have opportunities for continuous learning and professional growth. This, in turn, contributes to the overall quality of education and enhances the teaching methods and techniques employed by faculty members.

Clinical Rotations and Internship Schedules:

For students undergoing clinical rotations or internships, the academic calendar plays a crucial role in outlining their schedules. It specifies the duration and timing of clinical rotations, and other clinical activities. This structured approach enables students to gain hands-on experience in dental practice while adhering to a structured timeline set by the academic calendar.

Research and Academic Projects:

The academic calendar also accommodates research activities, academic projects, and review of the ongoing research for undergraduate and postgraduate students engaging in research-oriented projects. It delineates deadlines for project proposals for approval in ethical committee and review of the ongoing projects in review board meetings. Students manage their research work effectively,

Continuing Education Programs:

JKKN Dental College and Hospital may also offer continuing education programs for dental professionals and alumni. These programs, which could include workshops, seminars, and advanced training sessions, are integrated into the academic calendar to provide ongoing learning opportunities beyond formal academic courses. By incorporating these programs into the calendar, JKKN Dental College encourages lifelong learning among dental professionals and promotes the exchange of knowledge and expertise within the dental community.

Co-curricular and Extracurricular Activities:

Apart from academic and professional development activities, the academic calendar may include co-curricular and extracurricular events such as sports tournaments, cultural festivals and community outreach programs. These events contribute to the overall growth and development of students, fostering a well-rounded educational experience beyond the classroom.

Conclusion:

Our institution serves as a comprehensive roadmap that guides students and staff through various academic, professional, and extracurricular activities throughout the academic year. It facilitates effective planning, coordination, and execution of programs related to examinations, faculty development, clinical rotations, research projects, continuing education, and co-curricular activities. By leveraging the

academic calendar effectively, JKKN Institution ensures a conducive learning environment that promotes academic excellence, professional growth, and holistic development among its stakeholders.

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

2.5.2

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

Response:

2.5.2. Mechanism to Deal with Examination-Related Grievances: Ensuring Transparency, Timeliness, and Efficiency

Introduction: Examinations are a pivotal aspect of the academic journey, and it's crucial to establish a robust mechanism to address grievances related to them. JKKN Institution places great emphasis on creating a transparent, time-bound, and efficient process that not only addresses student concerns but also upholds the integrity of the examination system.

Transparency in Addressing Grievances: Transparency is the foundation of the grievance redressal mechanism. The institution ensures that students are well-informed about the procedure to raise grievances, along with the relevant guidelines and timelines. Clear communication channels are established to enable students to voice their concerns without hesitation. This transparency fosters trust in the system and reassures students that their grievances will be treated fairly.

Timely Resolution: Recognizing the urgency of addressing grievances, JKKN Institution has implemented a time-bound approach. Grievances are categorized based on their nature and urgency, with corresponding timelines for resolution. This proactive approach prevents undue delays and ensures that students' concerns are addressed promptly, minimizing disruptions to their academic progress.

Efficient Process: Efficiency is a hallmark of the institution's grievance redressal mechanism. Grievances are directed to a examination committee with the expertise to evaluate and resolve them effectively. The process involves a systematic review of the grievance, gathering relevant information, and engaging with all parties involved. This streamlined process not only resolves issues efficiently but also maintains the focus on providing a conducive learning environment.

Steps in the Grievance Redressal Process:

- 1. Submission of Grievance:** Students can submit grievances through a designated online platform- LMS or a physical form, detailing the nature of the concern and providing any supporting

documentation.

2. **Initial Assessment:** The grievance redressal team conducts an initial assessment to categorize the grievance and determine the appropriate course of action.
3. **Investigation:** For more complex grievances, a thorough investigation may be conducted, involving interviews, document reviews, and consultations with relevant parties.
4. **Resolution and Communication:** Once the investigation is complete, a resolution plan is formulated. The student is informed of the outcome, along with the rationale behind the decision.
5. **Appeals:** In cases where the student is dissatisfied with the resolution, an appeals process is in place. This process is clearly outlined and ensures an unbiased review of the initial decision.
6. **Feedback Loop:** The institution values continuous improvement and invites students to provide feedback on the grievance redressal process. This feedback loop aids in refining the mechanism and addressing any shortcomings.

Conclusion: JKKN Institution's mechanism to deal with examination-related grievances stands as a testament to its commitment to transparency, timeliness, and efficiency. By providing a clear and structured process, the institution ensures that students' concerns are addressed promptly and fairly, maintaining the integrity of the examination system and contributing to an overall positive learning experience

| 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:

INTRODUCTION

The university holds exams for each subject twice a year. Around forty-five days before the exams start, the tentative dates are put up on the Dr. MGR University website. All exams are monitored under CCTV surveillance as per the regulations of Dr. MGR Medical University. The procedure for theory exams follows the guidelines outlined in the university's examination manual, which includes online transmission of question papers, video recording of proceedings, and the use of barcoded answer booklets.

EXAM SCHEDULE AND MONITORING

Question papers are chosen by the Dr. MGR Medical University system and dispatched to exam centers just thirty minutes before the start of exams. They are downloaded in the presence of observers, chief superintendents, and in front of cameras to ensure transparency. Electronic jammers are installed in exam halls as a mandatory measure by the university.

THEORY PAPER EVALUATION

Answer booklets for theory exams and practical exam records are sent to the university on the same day of the exam, and practical marks are entered online by exam centers on the same day as well. For BDS exams, theory answer booklets undergo double valuation by appointed examiners. If there's a significant difference in marks between two evaluations, exceeding fifteen percent, the papers undergo a third and final valuation.

PRACTICAL EVALUATION

Practical exams are conducted with both external and internal examiners designated by the university. The results are published by the controller of examinations after the first and second evaluations, with approval from the Vice-Chancellor, Controller of Examination.

CONTINUOUS INTERNAL EVALUATION

Additionally, Our institution follows a Continuous Internal Assessment System, which includes three internal assessment exams and one model exam per academic year. These assessments cover theory, pre-clinical, and clinical examinations. Dates are communicated to students and displayed on notice boards thirty days prior to the exam, and theory papers are evaluated by faculty and HOD and results will be published within 7 to 15 days.

Competency-Based Assessment involves assigning patients to interns, who are then evaluated on their application of concepts during treatment and their communication skills during counseling and treatment. Work-based assessments involve direct observation of interns by examiners during clinical encounters with real patients to assess performance in real-life situations and procedural skills.

Self-assessment is encouraged through the formal assessment of a patient's treatment course by both students and clinical instructors, with feedback provided to students. The use of clinical guidelines fosters an increased understanding of decision-making processes in clinical practice.

Objective Structured Clinical Examinations(OSCE): It involve rotating students through different pre-defined response stations, where they are tasked with answering short objective questions, identifying objects/instruments, or interpreting data within specified time limits. This exam format is reliable and widely accepted by students. Online assessment tools like quizzes and Google Meet are also utilized for internal assessment exams.

| File Description | Document |
|---|-------------------------------|
| Link for Information on examination reforms | View Document |
| Link for any other relevant information | View Document |

Other Upload Files

1

[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 |
| Any additional information | View Document |
| Links for additional information | 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:

INTRODUCTION

Dental education encompasses a multifaceted approach to prepare the students for the dynamic challenges of oral health care. Central to this preparation are Generic Learning Outcomes (GLOs), Program-Specific Learning Outcomes (PSLOs), and Graduate Attributes (GAs). These frameworks serve as guiding principles, delineating the knowledge, skills, and attributes that students must acquire to thrive in the dental profession.

Generic Learning Outcomes (GLOs):

GLOs represent foundational competencies that transcend disciplinary boundaries, nurturing the holistic development of dental students. These outcomes encapsulate essential skills and attributes essential for professional success:

1. **Communication Skills:** Effective communication lies at the heart of dental practice, enabling practitioners to establish rapport with patients, collaborate with colleagues, and convey complex information with clarity and empathy.
2. **Critical Thinking:** Dental professionals must possess the ability to analyze clinical data, evaluate treatment options, and make informed decisions based on evidence-based practice principles. Critical thinking skills empower students to navigate complex clinical scenarios with confidence and precision.
3. **Problem-Solving Abilities:** The practice of dentistry often presents multifaceted challenges that demand innovative solutions. Dental students must cultivate strong problem-solving abilities, enabling them to devise creative strategies to address patient needs and overcome clinical obstacles.

Program-Specific Learning Outcomes (PSLOs):

PSLOs delineate the specialized knowledge and competencies that are unique to dental education programs. Tailored to the distinct needs and objectives of each program, PSLOs provide a roadmap for student learning and assessment:

1. **Clinical Competence:** PSLOs articulate the clinical skills and proficiencies that students must acquire to deliver comprehensive dental care.
2. **Evidence-Based Practice:** PSLOs underscore the importance of evidence-based practice, equipping students with the tools to critically evaluate scientific literature and apply research findings to clinical scenarios.
3. **Interprofessional Collaboration:** PSLOs emphasize the development of interpersonal skills, teamwork, and the ability to collaborate effectively within multidisciplinary healthcare teams.
4. **Cultural Competence:** PSLOs emphasize the importance of understanding and respecting the

cultural, social, and linguistic needs of diverse patient populations.

5. **Professional Development:** PSLOs encompass professional competencies such as ethical leadership, practice management, and continuing education.

Graduate Attributes (GAs) of Dental Programs:

GAs encapsulate the overarching qualities and characteristics that distinguish graduates of dental programs as competent and compassionate dental professionals:

1. **Clinical Excellence:** Dental graduates are characterized by their commitment to excellence in clinical practice, demonstrating proficiency in diagnostic, preventive, and therapeutic interventions to promote oral health and well-being.
2. **Patient-Centred Care:** GAs emphasise the importance of patient-centred care, emphasizing empathy, compassion, and respect for patient autonomy in all aspects of clinical practice.
3. **Professional Integrity:** Dental professionals adhere to the highest standards of professional integrity, upholding ethical principles, and maintaining patient confidentiality and trust.
4. **Lifelong Learning and Innovation:** Dental graduates embrace a culture of lifelong learning and innovation, adaptable, and proactive in response to evolving patient needs, technological advancements, and scientific discoveries in the field of dentistry.

In conclusion, Generic Learning Outcomes, Program-Specific Learning Outcomes, and Graduate Attributes serve as guiding frameworks that shape the educational experiences and professional identities of dental students.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View 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 |

2.6.2

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

Response: 100

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 106 | 125 | 88 | 95 | 107 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 106 | 125 | 88 | 95 | 107 |

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

2.6.3

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

Response:

INTRODUCTION

In the pursuit of shaping dynamic leaders who are committed to innovation and excellence, JKKN Institution envisions a comprehensive Program-Specific Learning Outcome (PSLO) for dental students. A meticulous blend of bioconvergence with contemporary dental sciences, our PSLO aims to seize exponential opportunities that are responsive to the ever-changing needs of society.

The cornerstone of our PSLO lies in the technical mastery of dental practices, from basic procedures like oral exams to complex surgeries. Students undergo a rich learning experience aimed at honing their dexterity and precision, elements unequivocally essential in dental care. The curriculum integrates real-world scenarios and digital dentistry techniques like CAD/CAM, fostering a commitment to innovation.

INTEGRATION OF BIOCONVERGENCE

Parallely, the PSLO equips students with a robust understanding of oral biology and pathophysiology. The integration of bioconvergence serves as a linchpin, enabling students to explore the synergy between dental sciences and other biological disciplines. This not only provides a multi-dimensional understanding of oral health but also enables students to venture into cutting-edge areas like genetic predisposition to dental ailments.

Communication stands as another critical pillar. Given that dentists often serve as the first line of healthcare providers, the PSLO emphasizes the mastery of patient-dentist communication. From ethical considerations to cultural sensitivities, students are trained to navigate complex interpersonal dynamics, underpinned by the institution's value of integrity.

LEADERSHIP DEVELOPMENT: Aligned with the mission to cultivate dynamic leaders, takes a central stage in the PSLO. Through courses in healthcare management and involvement in dental camps and community programs, students are channelled to think big. They learn to make data-driven decisions, manage teams, and most importantly, effect positive change in oral healthcare on a societal level.

However, the success of PSLO is not merely in the acquisition of these skills and competencies, but in their ethical application. The pedagogical approach places a significant emphasis on real-world ethical dilemmas specific to dentistry—such as issues related to insurance fraud, patient consent, and data privacy—infused with the core values of teamwork and commitment to excellence.

THE PROGRAM-SPECIFIC LEARNING OUTCOME: For dental students at JKKN Institution is a meticulously designed educational roadmap. It engages students in a holistic manner, from technical skills and bioconvergent knowledge to communication and leadership, always rooted in ethical practices. These are not just learning outcomes but are the building blocks to becoming a dynamic leader, fully equipped to shape the future of dental healthcare.

CONCLUSION:

Thus, JKKN Institution empowers dental students to not just be proficient clinicians but visionaries who are attuned to the exponential opportunities that arise from the bioconvergence of sciences, all while staying committed to the core values of innovation, excellence, integrity, and teamwork.

| 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:

INTRODUCTION:

Parent-Teacher Association (PTA) meetings are the ultimate rendezvous where parents and teachers merge their insights, concerns, and aspirations for the educational journey ahead. These gatherings serve as a platform for collaboration, communication, and community building, where the common goal is the success and well-being of the students.

PTA in JKKN Dental College:

In our PTA meetings, parents get a backstage pass to the inner workings of the college—updates on curriculum enhancements, upcoming events, and initiatives to enrich the learning experience. They can also voice their opinions, share feedback, and contribute ideas on how to make the educational environment even more nurturing and engaging.

For our learning facilitators, PTA meetings offer a valuable opportunity to connect with parents on a deeper level. They can provide insights into their teaching methods, address concerns, and showcase the progress and achievements of their students. It's a chance to bridge the gap between home and school, fostering a sense of partnership and mutual support in the educational journey.

Parents teachers meeting is given great importance in JKKN Dental College and Hospital fostering collaboration for the holistic development of students. The primary purpose of the PTM is to facilitate effective communication between parents and teachers regarding students' academic progress, attendance, and overall development.

PARENT TEACHER ASSOCIATION:

JKKN Dental College and Hospital has a Parent Teachers Association committee of both staff and parents as members. We follow separate Standard Operating Protocol (SOP) for the Parent-teacher committee.

PTA COMMITTEE GATHERING:

For every academic year, the PTA – Committee Meeting occurs in the beginning half of the year before the PTA meeting, which involves discussion among the PTA Committee president, Vice President, Secretary, Joint Secretary, executive Members, and Parent Members on the proceedings

of the PTA committee for that particular academic year. The intimation for this meeting is conveyed through circular to staffs and students. Intimation regarding Parents teachers meeting is done by sending SMS to the parents.

Parent Teacher Meeting:

The PTA meeting Occurs twice a year according to the SOP for discussion of academic performance, attendance, discipline and extracurricular activities, and career guidance of the students. Special attention is given to slow learners and their performance is noticed. During the meeting after the discussion, Feedback from parents is collected manually.

Outcomes of PTA meeting:

The feedback responses are compiled and subjected to further analysis and evaluation. Based on this feedback, action taken – measures are being performed. Like measures for alteration in lunchtime for students, bus timings, quota alterations in clinical department, clinical hour alterations and Career guidance programs like “What After BDS?” are conducted. Also additional mentorship counselling, retest are conducted for students who need additional attention.

In the time of the COVID pandemic, online platforms were utilized for PTA meetings instead of usual in-person meetings. After the meetings, the action procedures are ensured to reflect the best possible measures to achieve overall excellence.

| 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:

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: 50.25

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 39 | 40 | 41 | 41 | 40 |

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](#)

Link for 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: 28.26

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23 | 25 | 21 | 24 | 20 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Fellowship award letter / grant letter from the funding agency | View Document |
| Link for Additional Information | View Document |

3.1.3

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

Response: 16

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 05 | 04 | 02 | 02 | 03 |

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

NATTRAJA INCUBATION FORUM-INNOVATION HUB

Introduction

Healthcare and Innovation is a new frontier of scientific collaboration that brings together experts,

processes and technologies across biotech, software and engineering.

Vision

NIF aspires to be a leading enabler of innovation and entrepreneurship in Healthcare and Innovation and beyond, offering startups high-quality infrastructure, expert mentorship, funding, and robust networking opportunities.

Mission

NIF's mission is to empower startups to develop transformative solutions in Healthcare and Innovation and beyond, with an aim to incubate 100 Healthcare and Innovation -focused startups, create 10,000 jobs, generate \$1 billion in revenue, file 500 patents, and publish 1000 academic papers by 2033. We provide comprehensive support including research assistance, industry connections, and access to testbeds, facilitating their progress and market entry.

Infrastructure Support:

1. Access to dedicated workspace within the JKKN Institutions campus
2. Access to state-of-the-art labs, equipment, and facilities designed for Healthcare and Innovation research and development. These include bioreactors, microfluidics, biosensors, bioinformatics, and cloud computing facilities. Additionally, NIF provides technical support and training on using these resources effectively.
3. Specialized resources for Healthcare and Innovation startups such as Ethical Clearance, Animal House, and Sample Collection, subject to the approval of an established ethical committee.
4. Use of the Visual Communication studio, which comprises a VFX production space with a green screen, a video editing room, an audio recording and mixing room, a voice booth, and a green room.
5. Shared services, including IT support, administrative services, campus facilities, 24-hour free WiFi, free drinking water, electricity, and bike parking.
6. Ability to utilize the lab beyond regular hours for emergency cases, with prior permission from the head of the incubator.
7. Free biometric attendance system for all incubated startups.
8. Facility rental options for startups needing individual cabins or specific infrastructure on a rental basis, with possible waivers on instrumentation usage charges based on the workflow and impact of their work.

Mentorship and Expertise:

1. Access to mentors, advisors, and experts from academia, industry, and government for guidance and feedback on product or service development. These mentors are drawn from NIF's network of faculty members, researchers, alumni, industry partners, and government agencies.
2. Access to monthly seminars and mentoring sessions with industry experts to discuss technical feasibility.
3. Biannual open mentoring sessions for all Healthcare and Innovation startups addressing ethical clearance, clinical sample collection, animal handling, ICMR regulations, IMC guidelines, CDSCO, Ayush guidelines, and interactions with clinicians.
4. Opportunities for potential collaborations across JKKN Institutions' colleges, schools, and hospitals, allowing startups to tap into a wide variety of resources and expertise
5. Access to research capabilities, including cutting-edge research technologies, scientific expertise, and potential partnerships on joint research projects.

| File Description | Document |
|---|-------------------------------|
| Link for details of the facilities and innovations made | View Document |
| Link for any other relevant information | 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: 29

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 05 | 03 | 05 | 05 |

| 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 forma | View Document |
| Link for Additional Information | View Document |

3.3.2

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

Response: 5

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: 35

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

Response: 7

| 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: 0

| 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 |
| 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: 513

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.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 159 | 64 | 24 | 110 | 156 |

| 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 |
| Any additional informatio | View Document |
| Link for Additional Information | View Document |

3.4.2

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

Response: 61.37

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 316 | 389 | 289 | 320 | 364 |

| 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 |
| Link for additional information | View Document |

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

JKKN Dental College and Hospital Komarapalayam along with other constituent college of our institution have organized Multiple Medical cum dental screening cum treatment dental camp, Oral hygiene awareness rally, Road Safety Awareness rally, Several Youth awareness and motivation programme. After obtaining permission from the government agencies and local municipal authority initial medical screening and further treatment will be carried out in the peripheral out reach centre and satellite clinics located in and around namakkal district. This include colony hospital, sadaiyampalayam, Elanthakuttai, Pallipalayam palakapalayam. The purpose of unit is to provide free dental services to the rural community and also enable the students for exposure to the field activities.

RECOGNITION FOR CONTRIBUTIONS IN MEDICAL CUM DENTAL HEALTH SCREENING AND TREATMENT CAMPS: Oral health screening and treatment camps were conducted in schools every year. The Municipal as well private School, private local industries as well agencies, Rural as well Town people were benefited through our screening/treatment camps. They have issued appreciation letters as acknowledgment for the services rendered by the institution.

RECOGNITION FOR CONDUCTING HELMET AWARENESS RALLY:

The institute conduct regular Road safety and Helmet awareness rally along the main roadway of komarapalayam town claiming the mandatory advantages of using helmet through placards and flyer distribution.

RECOGNITION OF NO TOBACCO DAY AWARENESS RALLY:

Every year the institution has conducted No Tobacco awareness rally tobacco associated premalignant lesion screening and its early intervention thereby preventing associated morbidities and mortality. Appreciation letters were issue by the local bodies

RECOGNITION FOR CONDUCTING NATIONAL DENTIST DAY AWARENESS RALLY:

Every year the institute is conducting National dentist day awareness rally with mime story to raise awareness about oral hygiene and its significant important facts that revelatory makes bright healthy smile, bright healthy world.

RECOGNITION FOR CONDUCTING BLOOD DONATION CAMPS: The institution has organized Mega blood donation camps in association with nearby Government medical college -Department of transfusion Medicine. The efforts were duly recognized with letters, through certificate of appreciation and acknowledgment in newspaper, becoming a major events in local newspapers.

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

INTRODUCTION:

JKKN Dental College and Hospital Komaraplayam along with other constituent college of our institution have organized Multiple Medical cum dental screening cum treatment dental camp, Oral hygiene awareness rally, Road Safety Awareness rally, Several Youth awareness and motivation programme. After obtaining permission from the government agencies and local municipal authority for initial medical, dental screening and out reach camp. Patients will be treated in the nearby peripheral out reach centre and satellite clinics located in and around Namakkal , Erode and Salem district to provide free dental services to the rural community and also enable our students for exposure to the field activities. The Institution has made numerous collaboration with neighbourhood communities which includes village and town panchayat school, Hospital, Cancer Centre, Social clubs, WORD,CARE, to screen the people and do the needful treatment on a regular basis.

AWARENESS PROGRAM ARE AS FOLLOWS:

ROLE OF INDIAN YOUTH IN NATION BUILDING : Our Educational institution in association with Yuva, Young Indian-Erode chapter proudly hosted the session on “Role of Indian Youth in Nation Building “by Dr.P.T.R PALANIVEL THIYAGARAJAN,MLA MADURAI CENTRAL.Since the Youth of the country is great asset, this programme significantly motivates the thousand of participant of our institution.

ORAL HYGIENE DAY: Every year the institute is conducting oral hygiene day dental screening camp, awareness rally and mime shows portraing importance of dental hygiene to raise awareness.

ROAD SAFETY AND HELMET AWARENESS RALLY: Every year the institution conducted awareness programme on of helmet usage.

ROAD SAFETY AWARENESS RALLY - GOOD FARISHTEY SAMARITAN LAW: The institute along with Yi conducted road safety awareness programme as well as rally. The chief guest speakers includes, Yi Regional chair-Road safety vertical, Retd joint transport commissioner trained the students

and the staff.

PLASTIC BAN: The institution actively conducted awareness programme on international plastic bag free day. As the institution supports sustainable development goals-2030 to improve the lives of people in our country.

MEGA BLOOD DONATION MOTIVATION: Every year the institution conducted Mega blood donation camp in association Government Hospital Erode, IRT Perundurai Medical college at college campus.

BEGGAR FREE INDIA REHABILITATION FUND COLLECTION: The institution conducted fund collection programme. As the institution supports sustainable development goals -2030 to improve the lives of people in our country.

RALLY ON ANTITOBACCO DAY -: Every year the institution has conducted No Tobacco awareness rally and tobacco associated premalignant lesion screening and its early intervention thereby preventing associated morbidities and mortality. Short film and placard, flyers ,poster used to motivate educate and campaign people.

BLEEDER'S DISEASES -SCREENING OF PEOPLE ON WORLD HEMOPHILIA DAY: The institution has organised a screening of all outpatient attended the on the day of World haemophilia day. Further social awareness art gallery and table clinic representing the significance of symptoms associated bleeders diseases is empathizing the awareness of the diseases.

HERITAGE WALK TO KALINGARAYAN CANAL: Our institution has organised heritage walks to reminds us the students, staffs about the significant existence of historical heritage and diverse culture of India.

| 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: 2.4

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02 | 03 | 03 | 02 | 02 |

| 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: 23

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: 23

| 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:

Introduction

JKKN Dental College and Hospital leaves no stone unturned to provide world class infrastructure in the campus. Physical infrastructure for academic requirements is extensively planned and augmented.

Teaching and Learning:

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

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

- 4 Lecture halls with all necessary ICT Facilities
- An Auditorium with 500 seating capacity for CDE programs, guest lectures etc.
- A Seminar Hall with a seating capacity of 20 in PG departments with options for projecting lecture sessions, case discussions, seminars and journal clubs
- Each of the lecture halls is equipped with a projector along with a computer system. Pre-clinical Laboratories Anatomy Cadaver Hall
- Human Anatomy lab with dissection Hall
- Biochemistry Lab
- Physiology Lab
- Microbiology Lab
- General Pathology Lab
- Pharmacology Lab
- Oral Pathology and Oral Histology Lab
- Pre-clinical work area

-Pre-clinical Prosthodontics Lab with Phantom Head Models

-Pre-clinical Conservative Dentistry Lab with Phantom Head Models

- Research Lab for basic research
- Central Library

All laboratories have demonstration rooms which can accommodate 50 students at a time with well-maintained state-of-the-art equipment. The college provides LMS to the students where all subject related materials like syllabus, lesson plan, lecture notes, power point presentations, assignments, seminar topics and question bank are uploaded.

Facilities for Clinical Learning:

- There are 9 clinical dental departments where the students can learn the clinical aspects of the curriculum. The students are allowed to observe and then subsequently treat patients in each clinical department under the supervision of a faculty.
- The clinical teaching-learning happens in these departments where there is one to one interaction between the students and teachers.
- There are also Ceramic Lab, Acrylic Lab, Casting Lab where the student can learn the laboratory based clinical procedures like fabrication of crowns, bridges and other dental prosthesis.

Medical College Teaching

- JKKNDCH has a tie-up with Bhavani Medical Hospital and Government Medical hospital, Erode caters to the teaching of Medical subjects like General Medicine and General Surgery.
- The out-patient area, in-patient wards and minor surgical theatres are provided with the latest equipment based on latest technology and highly qualified and experienced faculties to cater to the learning needs of our students.

Library

- The college library is equipped with a large number of books and journals.
- The library services are strengthened with 40 computers with KOHA software and e -learning resources are provided using DELNET Software.
- All books are barcoded and issued.
- Every department also has a department library with relevant subject textbooks to enable students and faculty to get instant access for reference purposes.

| 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:****INTRODUCTION:**

In the vibrant tapestry of student life, physical and recreational activities weave threads of camaraderie, discipline, and holistic development. At JKKN Dental College, we understand the profound impact of such pursuits on the well-being and character formation of our students and staff. Thus, we take pride in providing comprehensive facilities to support their physical, recreational, and cultural endeavours.

SPORTS FACILITIES: Here at JKKN Dental College, we believe in the power of sports to not only foster physical fitness but also to instil valuable life skills. Our sprawling grounds offer an array of outdoor sports facilities, from the exhilarating fast-paced games like volleyball, throwball, and basketball to the strategic brilliance of football and cricket. These fields aren't just patches of grass; they're fertile grounds where athletic prowess blossoms and friendships flourish. And when the weather turns, our indoor facilities ensure that the game goes on, with options like badminton, table tennis, tennikoit, carroms, and chess available year-round

GYMNASIUM: Nestled within our campus is a sanctuary dedicated to health and vitality – our well-equipped gymnasium. Here, amidst the hum of exercise machines and the guidance of knowledgeable trainers, students and staff alike sculpt their physique, invigorate their spirits, and cultivate lifelong habits of wellness. It's not just about lifting weights; it's about lifting spirits and building resilience.

AUDITORIUMS: In the heart of our institution lie our auditoriums, where creativity meets community. With seating for around five hundred and cutting-edge audio-visual amenities, these spaces are more than just venues for events; they're stages for transformation. Whether it's a captivating lecture, a soul-stirring performance, or a thought-provoking debate, our auditoriums serve as crucibles for enlightenment and communal celebration.

CULTURAL ACTIVITIES: Cultural enrichment is not just an addendum to our curriculum; it's woven into the very fabric of daily life at JKKN Dental College. Our calendar is brimming with events and festivities that celebrate diversity, nurture talent, and foster a sense of belonging. From our annual fest teeming with vibrant rangoli, mesmerizing dance performances, and delectable culinary delights to special occasions like Teachers' Day and Independence Day, every event is an opportunity for expression, camaraderie, and joy.

SPORTS AND CULTURAL COMMITTEES: Guiding the pulse of our dynamic campus life are dedicated committees focused on sports and cultural activities. Under their stewardship, tournaments, competitions, and festivals unfold seamlessly, empowering students and staff to showcase their talents, forge bonds, and create memories that last a lifetime.

CONCLUSION: In essence, JKKN Dental College is more than just an institution of academic excellence; it's a nurturing ecosystem where every aspect of student life is valued and cultivated. Through our unwavering commitment to providing top-tier facilities and fostering a vibrant campus culture, we don't just produce dental professionals; we shape well-rounded individuals ready to thrive in all facets of life.

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

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

INTRODUCTION:

The campus facilities at JKKN Dental College are not just about meeting basic needs; they're about enhancing the quality of life for everyone within our community. From our commitment to sustainability to ensuring safety and convenience, every aspect of our campus reflects our dedication to creating an environment where students, faculty, and guests can thrive.

Campus Facilities

GREEN CAMPUS:

At JKKN Dental College, we take pride in our "Go Green" ethos, which is more than just a slogan – it's a way of life. Our campus is adorned with lush greenery, creating a vibrant and pollution-free environment. Expert gardeners meticulously tend to the plants and trees, ensuring that our surroundings remain lively and well-maintained.

ELECTRIC VEHICLE:

To facilitate movement within our expansive campus, we provide electric-powered vehicles, including electric cars, for the convenience of faculty, guests, and dignitaries. Our well-designed roadways ensure comfortable access to all areas, with clear signage guiding patients, visitors, and staff alike.

SECURITY:

The safety and security of everyone on campus are paramount. That's why we've implemented comprehensive security measures, including CCTV surveillance at every corner of the campus. Our exit points are equipped with turnstiles requiring biometric scans and ID cards, ensuring that only authorized individuals have access to specific areas. Trained security personnel are stationed strategically throughout the campus to provide a reassuring presence.

HOSTELS:

For those who reside on campus, our girls' and boys' hostels offer both single and shared

accommodations, along with study areas and recreation rooms. With 24/7 CCTV surveillance, students can feel safe and secure in their living environment. Our hostel facilities also prioritize nutritious and varied meals to nourish both body and mind.

POST OFFICE AND ATM:

We understand the importance of accessibility to banking and postal services. That's why we have a Post Office branch and an Indian Bank ATM on campus, ensuring that faculty, employees, and patients have convenient access to banking facilities. Our Micro ATM and courier services further streamline financial transactions and mail handling within the campus.

CANTEEN:

Our food court is more than just a place to grab a meal; it's a culinary journey offering a diverse range of cuisines, from traditional South Indian fare to tantalizing North Indian and tandoori dishes. With options to suit every palate, our food court ensures that dining on campus is a delightful experience for all.

ADDITIONAL AMENITIES FOR CONVENIENCE:

In addition to the essentials, we provide extra amenities to enhance convenience and comfort for everyone on campus. From Xerox and computer centres to a student store offering stationery and other essentials, we strive to cater to the diverse needs of our community.

CONCLUSION:

At JKKN Dental College, our campus facilities are designed with one goal in mind: to create a supportive and enriching environment where everyone can thrive. From sustainable practices to state-of-the-art security measures and convenient amenities, we're committed to enhancing the overall experience for our students, faculty, and guests.

| 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: 45.92

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 210.72 | 137.08 | 105.12 | 147.75 | 150.30 |

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

INTRODUCTION:

In the pursuit of excellence in healthcare education and delivery, a robust infrastructure coupled with adherence to regulatory standards is paramount. JKKN Teaching Hospital stands as a beacon of innovation and commitment to fulfilling the requirements set forth by the relevant regulatory bodies, ensuring optimal teaching-learning experiences and clinical facilities.

LABORATORY FACILITIES:

At the heart of our institution lies a state-of-the-art clinical setup boasting 282 dental chairs meticulously designed for student training. Each department is equipped with dedicated undergraduate and postgraduate clinics, alongside cutting-edge laboratories for preclinical and clinical exercises. Our well-stocked library provides essential resources essential for each department's academic pursuits.

DEPARTMENT OF ORAL MEDICINE AND RADIOLOGY:

Here, students gain hands-on experience with basic equipment like Digital x ray unit and reader as well as advanced diagnostic aids such as Cone Beam Computed Tomography (CBCT), elevating their imaging and diagnostic proficiency.

DEPARTMENT OF ORAL AND MAXILLOFACIAL SURGERY:

With fully equipped minor operation theatre and in-patient facilities, this department spearheads the surgical management of maxillofacial pathologies, providing invaluable training opportunities for aspiring oral surgeons.

DEPARTMENT OF PROSTHODONTICS:

Featuring separate labs for acrylic, ceramic, and casting, alongside state-of-the-art equipment like the intraoral camera, students hone their clinical skills and engage in cutting-edge research in digital dentistry.

DEPARTMENT OF PERIODONTICS:

Incorporating state-of-the-art equipment such as a Dental Laser Unit, Piezo Surgical Unit, physiodispenser with an implant kit, and an electrocautery kit, students hone their clinical skills in periodontal therapy and also receive comprehensive training in advanced dental implantology techniques.

DEPARTMENT OF ENDODONTICS:

Instrument retrieval kits, thermoplastized injectable gutta percha, rubber dam, Endo motor.

DEPARTMENT OF ORTHODONTICS: Equipped with specialized machinery such as an digital cephalometric software (nemoceph), hydrosolder and welders students hone their skills in fabricating orthodontic retainers with unparalleled precision. This advanced technology enables them to craft retainers tailored to each patient's unique needs, optimal fit and effectiveness in orthodontic treatment.

DEPARTMENT OF PEDIODONTICS:

Here, specialized equipment such as Digital X-ray machines, endo motors, apex locators, and rubber dams tailored for patients are available, ensuring comprehensive dental care from preventive measures to complex treatments.

DEPARTMENT OF ORAL PATHOLOGY:

Equipped with advanced microscopy tools including a penta-head microscope and fluorescent microscope, students delve into the intricacies of oral pathology diagnosis and research.

DEPARTMENT OF PUBLIC HEALTH DENTISTRY:

With well-equipped patient and student education museums, alongside mobile dental clinics and community dental vans, this department spearheads community-based dental outreach programs, fostering oral health awareness and accessibility to underserved populations. An attached tobacco cessation centre further enhances students' clinical acumen by addressing prevalent oral health

challenges.

CONCLUSION

JKKN Teaching Hospital stands at the forefront of dental education and healthcare delivery, with facilities and resources meticulously aligned with regulatory standards. Through our commitment to excellence and innovation, we empower students to embark on their professional journeys equipped with the knowledge, skills make a meaningful impact in the field of dentistry.

| 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: 219912.8

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 204192 | 207852 | 77082 | 220665 | 271656 |

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23313 | 21091 | 21409 | 24338 | 27966 |

| File Description | Document |
|--|-------------------------------|
| Year-wise outpatient and inpatient statistics for the last 5 years | View Document |
| Institutional data in prescribed format | View Document |
| Extract of patient details duly attested by the Head of the institution | View Document |
| Details of the teaching hospitals (attached hospital or shared hospitals after due approval by the Regulatory Council / University) where the students receive their clinical training | View Document |
| Any additional information | View Document |
| Link for additional information | 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: 547.4

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.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 488 | 538 | 541 | 529 | 536 |

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.

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 21 | 21 | 21 | 21 | 21 |

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

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: A. All of the above

| File Description | Document |
|------------------------------------|-------------------------------|
| Institutional prescribed format | View Document |
| Geotagged photos of health centres | View Document |
| Documents of resident facility | 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:

INTRODUCTION:

At JKKN Dental College, our library isn't just a repository of books; it's a gateway to a world of knowledge, seamlessly integrated with the latest technology to enhance accessibility and efficiency. Through the implementation of the Integrated Library Management System (ILMS), known as KOHA, we've revolutionized the way our library operates, aligning with the standards set by the Dental Council of India and our affiliating University.

EFFICIENCY THROUGH AUTOMATION:

Gone are the days of manual processes – with KOHA, our library's operations have been fully automated, from data entry to book issuing and returning. This streamlines the management of our extensive collection, allowing students, faculty, and staff to access resources with ease through a user-friendly interface.

FEATURES DESIGNED FOR OPTIMIZATION:

KOHA offers a plethora of features aimed at optimizing library management. From comprehensive management of our entire collection to robust search functionality, users can easily locate resources by various criteria such as author, title, year, subject, and more. The interface is designed for simplicity, ensuring effortless navigation for all users.

TAILORED REPORTING AND FLEXIBILITY:

Individual reports for students and faculty, department-wise catalogues, and detailed reports for book transactions are just a few examples of the tailored reporting capabilities of KOHA. The system also allows for flexibility in managing our collection, enabling us to add, remove, or modify books and journals as needed.

ENHANCED ACCESS AND CONVENIENCE:

With KOHA's Online Public Access Catalog (OPAC) module, users can conveniently view and gather information about available resources. Integration with barcode/Smartcard technology further enhances efficiency, facilitating seamless transactions and member visits through E-Gate technology.

EMPOWERING ACADEMIC AND PROFESSIONAL PURSUITS:

With KOHA at the helm, our library serves as more than just a physical space – it's a dynamic hub of knowledge, catering to the diverse needs of our academic and professional community. Whether students are conducting research, faculty are preparing lectures, or staff are seeking professional development resources, our library is equipped to support their endeavours.

CONCLUSION:

At JKKN Dental College, our library isn't simply a collection of books; it's a cornerstone of academic and professional growth, seamlessly integrated with technology to enhance accessibility and efficiency. Through KOHA, we're not just managing resources – we're empowering our community with the tools they need to excel in their academic and professional pursuits.

| 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:

Introduction:

Libraries are the backbone of education, providing vital support for learning, research, and academic development. At JKKN Dental College, our library stands as a pillar of academic excellence, equipped with top-notch infrastructure and a meticulously curated collection of resources mandated by the Dental Council of India (DCI) and our university curriculum. From textbooks to digital databases, our diverse range of materials enriches teaching, learning, and scholarly endeavours.

Total Collection:

Within the walls of JKKN Dental College's library, a treasure trove of knowledge awaits. With a total of 6615 books sourced from both national and international publishers, covering fundamental medical sciences and various dental specialties, our collection caters to the diverse needs of students and faculty. Additionally, our archive boasts 23 international journals, 15 national journals, and 1700 back volumes, providing access to invaluable research literature.

Learning Resources:

In our commitment to student success, we offer more than just books. Our library houses a repository of audio-visual media, including 517 CDs packed with instructional content on a wide range of dental procedures. These resources aim to enhance student understanding and proficiency in clinical practice, complementing traditional learning methods with engaging multimedia materials.

UG/PG Section:

Our library is designed to support students at every stage of their academic journey. The undergraduate section features subject-specific collections tailored to each academic year, covering core medical sciences and dental specialties. Similarly, the postgraduate section offers dedicated resources for in-depth study and research pursuits, including textbooks, journals, and electronic resources.

Subscriptions:

In our pursuit of academic enrichment, we subscribe to discipline-specific learning resources such as the DELNET consortium. This subscription grants access to a vast array of e-books, e-journals, and conference proceedings, empowering students and faculty to stay updated with the latest advancements in dentistry and related fields.

Library Committee and Department Libraries:

To ensure the continual enhancement of our resources, JKKN Dental College maintains a dedicated Library Committee. Tasked with overseeing the procurement of new textbooks and journals, this committee works closely with department heads to align our collection with the evolving needs of our academic community. Additionally, each department hosts its own library, fostering a supportive environment for academic and research activities.

Supplementary Materials and E-Library:

Beyond the confines of our physical library, students have access to a wealth of supplementary materials. From Higher Studies entrance books to question banks and open-access study materials available via our college's e-library content accessible on our website, we strive to provide comprehensive support for our students' academic endeavours.

Conclusion:

In essence, the library at JKKN Dental College is more than just a repository of books; it's a hub of knowledge, innovation, and scholarly discourse. By providing a rich array of resources and fostering a conducive learning environment, we empower students and faculty alike to excel in their academic pursuits and make meaningful contributions to the field of dentistry.

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

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

- 1. e – journals / e-books consortia**
- 2. E-Shodh Sindhu**
- 3. Shodhganga**

4. SWAYAM**5. Discipline-specific Databases****Response:** A. All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed sormat | View Document |
| E-copy of subscription letter/member ship letter or related document with the mention of year | View Document |
| Any additional information | 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: 20.08

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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 24.56 | 41.87 | 4.51 | 00 | 29.45 |

| 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:

Introduction:

Welcome to the heart of academic enrichment at JKKN Dental College – our well-appointed central library. With a seating capacity for approximately 270 individuals, it stands as a sanctuary for students and faculty seeking knowledge and inspiration. Open from 9 am to 6.30 pm on working days, our library is more than just a physical space; it's a gateway to a world of learning. And with the presence of a digital library wing, we extend the boundaries of education, providing access to a diverse array of online resources that enrich the educational experience for all.

In-Person and Remote Access Usage of Library:

Step into our library, accessible with your student or faculty ID card, where a treasure trove of resources awaits. From textbooks to current and back volume journals, audio-visual materials, dissertations, digital resources, newspapers, and magazines, our collection caters to every academic need. Our lending policy ensures equitable access, with each student allowed to borrow one book for two weeks, renewable thereafter. And for our esteemed faculty and postgraduate students, a dedicated section within the library houses both physical and online journals, tailored to their specialized interests. But the learning doesn't stop within our walls – through our subscription to the E-consortium database (DELNET), students and faculty enjoy offsite access to a wealth of e-books and journals in dental, medical, and allied health sciences, ensuring that knowledge is accessible anytime, anywhere.

Our library is designed to support students at every stage of their academic journey. The undergraduate section features subject-specific collections tailored to each academic year, covering core medical sciences and dental specialties. Similarly, the postgraduate section offers dedicated resources for in-depth study and research pursuits, including textbooks, journals, and electronic resources.

Library Usage Programs for Students and Faculty:

Embark on your academic journey with confidence through our comprehensive orientation program, held at the beginning of each academic year. Led by mentors and library committee members, this program is designed to acquaint both undergraduate and postgraduate students with the wealth of resources and procedures available within our library. A guided tour showcases our extensive collection and facilities, while an overview of library regulations and lending processes ensures smooth navigation. Students receive hands-on training in utilizing library software, accessing reference services, reprography, internet access, and printouts. Special emphasis is placed on guiding postgraduates in effectively leveraging the resources of the DELNET database, empowering them to excel in their research pursuits.

Conclusion:

In essence, the library at JKKN Dental College is more than just a repository of books; it's a vibrant hub for academic exploration and growth. Through its extensive resources, both physical and digital, and innovative programs, it serves as a catalyst for learning and research endeavours. As we continue to foster a culture of inquiry and discovery, our library remains committed to supporting the educational aspirations of our students and faculty, ensuring that they have the tools they need to succeed in their academic and professional journeys.

| 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 Four of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Any additional information | View Document |
| Links to additional information | View Document |
| Give links e_content repository used by the teachers | View Document |

4.4 IT Infrastructure

4.4.1

Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)**Response:** 100

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

Response: 10

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

Response: 10

| 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:****INTRODUCTION:****EMPOWERING TECHNOLOGICAL INFRASTRUCTURE AT JKKN DENTAL COLLEGE:**

At JKKN Dental College and Hospital, we believe in harnessing the power of technology to enrich the learning experience of our students and facilitate seamless operations across our institution. Our robust IT infrastructure, coupled with state-of-the-art facilities, ensures that both faculty and students have access to the resources they need to excel in their academic pursuits.

COMPREHENSIVE IT FACILITIES:

Our campus is equipped with a well-appointed central library boasting a seating capacity for approximately 270 individuals. Operating hours extend from 9 am to 6.30 pm on working days, providing ample opportunities for students and faculty to engage with our extensive collection of resources. Furthermore, our digital library wing enhances the educational experience by granting access to a diverse array of online resources, available both in-person and remotely.

TECHNOLOGY INTEGRATION IN TEACHING-LEARNING PROCESS:

The teaching-learning process is further enriched through the integration of technology in classrooms, seminar halls, laboratories, and the library. Our smart classrooms are equipped with multimedia projectors, smart boards, and audio projection devices, fostering interactive learning experiences for students. Additionally, all laboratories feature modern, modular workspaces tailored to meet the ICT needs of our students.

WI-FI ACCESSIBILITY AND CCTV SURVEILLANCE:

Our campus is covered by Wi-Fi, with eight access points distributed throughout the premises, ensuring seamless internet connectivity for both students and faculty. Our college boasts a blazing-fast 500Mbps Wi-Fi connection, ensuring seamless internet access for students and faculty across the campus. Moreover, to ensure the safety and security of everyone on campus, we have implemented a closed-circuit television (CCTV) system, comprising many cameras strategically placed to monitor activities in and around the institute and also in all the departments.

INNOVATIVE SOFTWARE SOLUTIONS:

To streamline administrative processes and enhance collaboration among faculty and staff, we have implemented innovative software solutions such as KISSFLOW for online faculty/employee management and CAMU for attendance registration and assignment management.

FUTURE ENHANCEMENTS AND SOFTWARE REQUIREMENTS:

Looking ahead, we are committed to continually upgrading our IT infrastructure and associated facilities to meet the evolving needs of our academic community. We recognize the importance of implementing a suitable Learning Management System (LMS) to facilitate planning, implementing, and assessing specific learning processes. Furthermore, software solutions for accessing patient details online, managing radiographs, and remote desktop access for IT support are essential for optimizing efficiency and productivity across our campus.

CONCLUSION:

In essence, at JKKN Dental College and Hospital, our investment in technology is not just about keeping pace with the times; it's about empowering our students and faculty to thrive in an increasingly digital world. Through our comprehensive IT facilities and innovative software solutions, we are shaping the future of dental education and research, one technological advancement at a time.

| File Description | Document |
|---|-------------------------------|
| Link for documents related to updation of IT and Wi-Fi facilities | View Document |

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

Response: 500 MBPS - 1 GBPS

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Details of available bandwidth of internet connection in the Institution | View Document |
| Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth | View Document |
| Any other relevant information | 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: 49.81

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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 187.00 | 121.56 | 164.19 | 176.40 | 149.81 |

| 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 |
| Any additional information | View Document |
| Link for any additional information | View Document |

4.5.2

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

Response:

INTRODUCTION:

Welcome to JKKN Dental College, where our dedication to excellence goes beyond academic achievements to include the seamless maintenance and management of our infrastructure. With a strong emphasis on creating an ideal environment for learning and research, we prioritize the cleanliness, safety, and functionality of every aspect of our institution. Through stringent standard operating procedures (SOP) and innovative digital platforms, we ensure the efficient upkeep of our academic, physical, and IT facilities.

EFFICIENT MAINTENANCE SYSTEMS:

At JKKN Dental College, we employ robust maintenance systems supported by digital platforms like the INSTASOLVER app. These systems streamline the handling of complaints, rectifications, and verifications, ensuring swift resolutions and contributing to the seamless functioning of our facilities.

CARING FOR DENTAL EQUIPMENT:

Our specialized dental equipment receives meticulous care through annual maintenance contracts and regular inspections by our skilled technical staff. With a keen focus on tracking and addressing maintenance needs promptly, we prioritize the optimal condition of our equipment to support the training and education of our students.

ENSURING CLEANLINESS AND SAFETY:

In our clinical areas and laboratories, cleanliness and safety are top priorities. Our dedicated staff members conduct regular inspections of equipment and promptly address any issues that arise, ensuring a safe and hygienic environment for our students and faculty members.

EQUIPPED CLASSROOMS AND LIBRARY:

Our classrooms and library are equipped with state-of-the-art facilities to enhance the learning experience of our students. Dedicated staff members ensure that these spaces are not only clean but also functional, supporting our students' academic endeavors and research pursuits.

SPORTS AND CULTURAL FACILITIES:

Under the guidance of dedicated clubs and professional staff, our sports facilities receive regular maintenance to promote an active and healthy lifestyle among our students. We believe in fostering a well-rounded educational experience that includes opportunities for physical activity and cultural enrichment.

IT INFRASTRUCTURE MANAGEMENT:

Our IT staff play a crucial role in managing the computing equipment across various areas of the college. They ensure the smooth operation of academic and administrative functions through specialized software and efficient data management practices.

COMMITMENT TO WASTE MANAGEMENT:

At JKKN Dental College, we are committed to adhering to standard waste management protocols to ensure the safe disposal of waste. Our environmental team oversees this process, ensuring that essential equipment is maintained to support uninterrupted operations.

CONTINUOUS IMPROVEMENT:

Our maintenance committee is dedicated to continually enhancing maintenance standards and procedures, ensuring that we uphold excellence in all aspects of facility management. We are committed to ongoing improvement to provide the best possible learning and working environment for our students and faculty members.

CONCLUSION:

At JKKN Dental College, our commitment to excellence extends to every facet of our institution, including the maintenance and management of our infrastructure. Through stringent protocols, innovative digital platforms, and the dedication of our staff, we ensure that our facilities meet the highest standards. By prioritizing cleanliness, safety, and functionality, we create an optimal environment for learning, research, and growth, reinforcing our dedication to excellence in dental education and beyond

| File Description | Document |
|--|-------------------------------|
| Link for any other relevant information | View Document |
| Link for minutes of the meetings of the Maintenance Committee | View Document |
| Link for log book or other records regarding maintenance works | View Document |

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: 82.95

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)

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 406 | 444 | 426 | 513 | 480 |

File Description

Document

List of students who received scholarships/ freeships /fee-waivers

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development**6. Personality and professional development****7. Employability skill development****Response:** A. All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Detailed report of the Capacity enhancement programs and other skill development schemes | View Document |
| Any additional information | View Document |
| Link to Institutional website | View Document |
| Link for additional information | View Document |

5.1.3

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

Response: 70.49

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 487 | 324 | 308 | 310 | 487 |

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

5.1.4

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

Response:

INTERNATIONAL STUDENT CELL

J.K.K. Nattraja Dental College and Hospital provides globally acclaimed services with good hospitality to NRI candidates. The international student cell is active to facilitate the international candidates. It considers and coordinates well with every futuristic prospect of international students. On fulfilling the needed requirement, the foreign and NRI candidates are admitted into the institution based upon eligibility framed by UGC and DCI.

OBJECTIVES:

1. The aim of the international student cell is to take care of the future international scholar during their stay, from the time of admission till the completion of the study.
2. The main intent of the international student cell is about promoting the cordial student-student; student-teacher relationships.
3. To offer help and support for establishing good rapport in various academic and extension activities conducted by the institution.

STRUCTURE OF INTERNATIONAL STUDENT CELL

The international student cell comprises of faculty advisor with student members. The head of the institution confers the international student cell. It consists of President, Vice - President and Student members nominated by faculties.

ACTIVITIES OF THE INTERNATIONAL STUDENT CELL

1. To help and offer assistance for admission based upon the Guidelines followed by our institution
2. To guide the orientation programs so that the first year students becomes familiar with the programs offered, policies of the institution and fees structure.
3. To monitor the academic performances of the students and guide them with mentor for progression and improvement in each internal examination.
4. Conducting and involving the international students in various events thereby creating opportunity to mingle with each other.

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

5.1.5

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

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

Response: All of the above

| File Description | Document |
|--|-------------------------------|
| Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell | View Document |
| Institutional data in prescribed format | View Document |
| Circular/web-link/ committee report justifying the objective of the metric | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

5.2 Student Progression

5.2.1

Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 94.86

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 ..

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 40 | 38 | 15 | 29 | 16 |

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**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 45 | 40 | 16 | 30 | 16 |

| 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 |
| Link for 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:** 28.2**5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years**

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22 | 16 | 27 | 39 | 38 |

| 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:** 10.48**5.2.3.1 Number of last batch of graduated students who have progressed to higher education****Response:** 11

| File Description | Document |
|--|-------------------------------|
| Supporting data for students/alumni as per data template | View Document |
| Institutional data in prescribed format | View Document |
| Any proof of admission to higher education | View Document |
| 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: 65

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 .

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 07 | 00 | 13 | 14 |

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

5.3.2

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

Response:

INTRODUCTION:

Our institution has an active student council comprising a team of student representatives from each year including post graduates. The student council is presided by Dr Elanchezian, Principal along with student office bearers. The students who perform well in both academics and extracurricular activities are selected as office bearers unanimously by both staffs and students.

COMPOSITION:

To facilitate smooth and easy functioning of academic and extracurricular activities, various committees /clubs are formed under student council. Each club is headed by president, secretary, treasurer and executive members. The student members from first year to interns are included in all the clubs. Each committee/club organizes and conducts various programs such as yoga, cultural competitions, sports and arts events in the academic year.

CLUB ACTIVITIES:

The student council conducts mentoring programmes for the new students to find their feet and can help their integration into the college community which aids in the development of students' leadership skills, program planning and volunteering. The purpose of organising events both within the college and involving the wider community is to raise funds for the designated charities and social work education, which is the only way to change the society in a positive direction. "We rise by lifting others" is the ultimate goal of the council by lending a hand to poor and needy and to provide free camps and services within the social groups. The committee will incorporate into new programs and camps aimed at the improvement of public education, labour and food safety.

The committee commemorates the National conference "MOKSHAA" which includes Scientific, Cultural and Sports events enhancing the students leadership qualities and skills to a higher level. "An investment in knowledge pays the best interest" and regular arrangements for Clinical society meetings, to explore the recent advances and to bring confidence among students by encouraging them with awards and prizes are done. "It's not about the ideas, it's about how to make it happen" so the committee represents the views of the student body to college management by considering their views and concerns and discussing these with the college management on behalf of students. The committee makes it happen by releasing the student newsletter, providing updates to the Management, Principal and Faculties on the student council's activities and plans. A student notice board is placed, where the information on council's activities is posted and announcing the upcoming events.

The sports club organises sports events and conducts regular yoga classes for students. The cultural club actively participates in cultural events that are taking place at both inter and intra college levels.

The social club oversees various community services and regularly organises blood donation camps. The social club is actively involved with NGO Yi and YUVA and does various charitable activities in and around erode. These works helps the students to empathise with the underprivileged and helps to fulfil the their responsibilities to the society.

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

5.3.3

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

Response: 41.6

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 04 | 80 | 37 | 20 | 67 |

| 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 |
| Link for Additional Information | View Document |

5.4 Alumni Engagement

5.4.1

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

Response:

NAMASKARA ALUMNI ASSOCIATION OF JKKN DENTAL COLLEGE

INTRODUCTION

The NAMASKARA Alumni Association of JKKN Dental College, established 36 years ago, serves as a vital network connecting past and present students of this esteemed institution. Founded with the objective of fostering a strong community among alumni, NAMASKARA plays a pivotal role in

maintaining bonds, facilitating professional growth, and contributing to the advancement of dental education and practice. The association's primary mission is to cultivate enduring relationships among graduates of JKKN Dental College.

OBJECTIVES AND GOALS

Through a wide range of activities and initiatives, NAMASKARA aims to keep alumni engaged and connected. Regular reunions, both virtual and in-person, provide platforms for alumni to reminisce, share experiences, and network with one another. These gatherings not only strengthen personal ties but also encourage collaborative efforts in various professional endeavors. In addition to fostering camaraderie, NAMASKARA actively supports the continuous development of dental education and practice. The association collaborates with the college to organize workshops, seminars, and lectures featuring eminent speakers and experts from the dental field. These events serve as valuable opportunities for alumni to stay updated on the latest advancements, exchange knowledge, and enhance their skills. NAMASKARA is also committed to giving back to the institution that played a significant role in shaping its members' careers. The association initiates and supports various philanthropic activities and fundraisers aimed at benefiting the college and its students. This includes scholarships, equipment donations, and community outreach programs that reflect the shared values and commitment of JKKN Dental College alumni. Moreover, NAMASKARA serves as a professional resource hub for its members. Through its extensive network, alumni can access career guidance, job opportunities, and mentorship programs. The association leverages the collective expertise and experience of its members to provide support and guidance to recent graduates and those navigating various stages of their dental careers.

SUMMARY

Over the years, NAMASKARA has evolved into more than just an alumni association; it has become a symbol of pride and unity for graduates of JKKN Dental College. The association's enduring legacy lies in its ability to foster lifelong connections, promote excellence in dental practice, and nurture a spirit of service within its community. In summary, the NAMASKARA Alumni Association of JKKN Dental College stands as a testament to the enduring bonds forged within the halls of this esteemed institution. Through its dedication to fostering connections, supporting education, and advancing professional growth, NAMASKARA continues to enrich the lives and careers of its members while upholding the values and traditions of JKKN Dental College.

| File Description | Document |
|---|-------------------------------|
| Link for frequency of meetings of Alumni Association with minutes | View Document |
| Link for details of Alumni Association activities | View Document |
| Link for audited statement of accounts of the Alumni Association | View Document |
| Link for Additional Information | View Document |
| Lin for quantum of financial contribution | View Document |

5.4.2

Provide the areas of contribution by the Alumni Association / chapters during the last five years

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Certified statement of the contributions by the head of the Institution | View Document |
| 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 |
| Link for Additional Information | 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:

INTRODUCTION:

JKKN Dental College and Hospital is an institution dedicated to shaping the future of oral health care through its profound commitment to academic and administrative governance. At the heart of its operations are the vision and mission that guide the college toward excellence.

Vision:

To be a leading global innovative solutions provider for the ever-changing dental needs of the society

Mission:

Help learners to become great dentists through top-quality education, research, and clinical skill development. Facilitate their understanding of how to use bio convergence to improve oral healthcare and become leaders in their field.

GOVERNING PRINCIPLES:

These foundational principles not only inspire a relentless pursuit of academic excellence, research innovation, and community engagement but also foster a culture of transparency, accountability, and continuous improvement. By aligning its strategic objectives and operational activities with these core values, JKKN Dental College and Hospital ensures that it not only meets but exceeds the expectations of its students, faculty, and the wider community it serves. This commitment to its vision and mission is reflected in the detailed governance structure, comprehensive perspective plans, stakeholder involvement strategies, and a strong focus on institutional excellence, each of which contributes to the college's overarching goal of becoming a leader in the dental education and care sector.

GOVERNANCE SYSTEM:

JKKN Dental College and Hospital employs a structured governance system designed for transparency, accountability, and efficiency. Its governance is led by a Governing Council, which includes members from the government, the dental sector, and the community, tasked with setting the strategic direction in alignment with the college's vision and mission. Additionally, specialized committees focusing on academic affairs, finance, and student affairs play a crucial role in the college's effective management. These committees consist of faculty, staff, and students, highlighting the institution's collaborative approach to governance.

The college's strategic planning is encapsulated in a five-year perspective plan that sets forth its objectives, continuously updated to adapt to evolving needs and priorities. This plan covers academic excellence, research innovation, quality clinical care, and community engagement, reflecting the college's comprehensive approach to oral health education.

Stakeholder involvement is pivotal to the college's decision-making processes. The Governing Council and various committees enable participation from all sectors of the college community, while regular surveys gather feedback to refine and enhance the college's offerings.

CONCLUSION:

JKKN Dental College and Hospital is deeply committed to institutional excellence, evidenced by its initiatives to foster academic rigor, support groundbreaking research, deliver superior clinical care, and engage actively with the community. This commitment is operationalized through strategic faculty recruitment, provision of challenging academic programs, financial support for research, community outreach efforts, and a continuous cycle of feedback and improvement. Specific actions include competitive faculty compensation, modern facilities for research and clinical practice, partnerships for community service, and a proactive approach to stakeholder engagement and continuous evaluation of performance metrics.

By maintaining a steadfast focus on these areas, JKKN Dental College and Hospital aims to not only achieve but sustain institutional excellence, positioning itself as a leader in oral health education and care.

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

6.1.2

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

Response:

INTRODUCTION

De-centralization in JKKN Dental College and Hospital refers to the distribution of power, authority, and decision-making to various levels within the institution, moving away from a centralized structure where

all decisions are made by a central authority.

1. **Empowerment: Decentralization** aims to empower faculty, staff, and students by giving them a certain level of autonomy and responsibility in decision-making processes, fostering a sense of ownership and motivation.
2. **Efficient decision-making:** Decentralisation enables better decision-making processes by eliminating the need for every decision to go through a centralised authority. This can lead to faster responses to challenges or opportunities that are most relevant and time-sensitive.
3. **Localised expertise:** Decentralisation allows decision-making to be placed in the hands of individuals or committees who possess the necessary expertise in their respective areas. This ensures that decisions are made by those who have the best understanding of the specific context and requirements.
4. **Flexibility and adaptation:** By decentralising dental colleges can respond more effectively to changing circumstances and adapt to new developments. It will allow for flexibility in addressing the unique needs and challenges faced by different departments or programs within the college.
5. **Accountability and transparency:** enhance accountability by making decision-makers more responsible for their actions. The individuals and departments become more accountable for the outcomes of their decisions. Additionally, decentralization can promote transparency as decisions and their justifications can be more easily communicated and understood by the relevant stakeholders.
6. **Innovation and creativity:** When decision-making is distributed, it allows for a diverse range of ideas and perspectives to be considered. This can foster a culture of innovation, where individuals are encouraged to think critically and propose new approaches or solutions to challenges.

7. **Improved communication and collaboration:**

With decision-making authority dispersed, there is a greater need for effective communication channels and coordination. This can lead to increased collaboration, knowledge sharing, and a sense of shared responsibility among the different parts of the institution.

CONCLUSION

For decentralization and promotion of faculty and students to be involved in decision-making, the institute actively encourages faculty and students to actively engage in various committees formed. All committees are encouraged to plan for the respective areas of activity. Faculty and student representatives are encouraged to express their ideas, plans, and suggestions to arrive at necessary decisions. The institute as a governing body headed by the chairman recommends processes and systems to be implemented for the institute to excel in the field of dental education

| 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:

INTRODUCTION

The JKKN Dental College and Hospital boasts a clearly defined organizational structure, including statutory bodies and committees that are governed by appropriate rules, norms, and guidelines. Additionally, it has effectively implemented a strategic plan for the welfare of the students and staff members.

STRATEGIC DEVELOPMENT AND DEPLOYMENT

The institution has set the system with rules and regulations to achieve the Vision and Mission of the college. The strategy to provide quality education, selfless community service, high-yielding research, and professional excellence is governed by the policies laid down by the regulatory bodies of the institution.

1. The College management, Principal, Senior faculty members, IQAC, and External experts are involved in the ultimate strategic development and institutional governance.
2. The Members of the management discuss the various aspects of the policy-making and present their views and suggestions to the Principal -IQAC Chairman and Teaching Staff for implementation of the strategic plans.
3. The Principal-IQAC Chairman and Vice principal-IQAC Coordinator play an active role in administration and academic works for the proper functioning of the institution.
4. The Principal is the primary coordinator between the Management, Teaching Staff, and Students and also enthusiastically monitors the progress for improved functioning of the institution.
5. The institution follows the TN Dr. MGR medical university regulations combined with the standard guidelines of DCI for academic progress, curriculum development, and refinement of research.
6. The Parent- Teacher meeting, teaching Staff and Principal meeting, Principal and Head of the

Department meeting, and Mentor -Mentee meeting are conducted periodically and regularly for the achievement of the goals and objectives of the institution.

7. The CDE programs, Hands-on training sessions, Competitive programs, Clinical Society meetings, Research Seminars and workshops, and Advanced training courses are conducted for academic excellence and Clinical professionalism.

8. Patient-centred teaching for students, extensive care, and complete oral rehabilitation of patients are invariably given importance in teaching pre-clinical and clinical modules.

9. The Principal and Management supervise the Teaching and Non-teaching Staff performance to upgrade and stimulate the learning of Students for a better future.

10. The exponential growth in dental education, Clinical expertise, and entrepreneurship skills are given priority in the department-level and institutional-level activities and schedules.

Structured Excellence: Achieving Vision and Mission

JKKN Dental College and Hospital's well-defined structure directly contributes to achieving its vision of being a leading global innovator and its mission of nurturing exceptional dentists through the following ways

1.Collaborative Leadership

2.Quality Assurance and Adaptability

3.Cultivating Dental Leaders

4.Patient-Centered Approach

5.Skilled and Engaged Faculty

6.Developing Entrepreneurial Spirit

The structured approach fosters a dynamic environment where students can thrive, graduate as well-rounded dentists, and contribute to advancements in oral healthcare, ultimately fulfilling both the college's vision and mission.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:**INTRODUCTION:**

The JKKN Dental College and Hospital Welfare Policy is a comprehensive framework designed to enhance the well-being and development of both teaching and non-teaching staff. This policy provides an array of benefits, including financial support, facilities, and personal growth opportunities, fostering an environment that promotes both individual and collective excellence.

Purpose and Objectives: The primary aim of the welfare schemes is to offer financial and other types of assistance to the staff. This includes aid during medical emergencies, housing support for those who cannot afford independent living, transportation for daily commute, childcare, and access to recreational activities.

Administration: The responsibility for the management of these welfare schemes rests with the Welfare Committee, which is tasked with identifying staff needs, developing appropriate welfare programs, and overseeing their implementation.

Facilities and Amenities: The policy ensures staff access to a well-equipped library, comprehensive dental services, and dining facilities. It also focuses on maintaining a conducive atmosphere for research and study through a well-resourced digital library.

Faculty Development Programs (FDP): There is substantial financial support available for faculty members to participate in development programs at state, national, and international levels. The selection for this financial aid is based on the relevance of the program to the faculty's academic focus and its potential impact on their professional growth.

Research and Development (R&D) Support: The policy encourages research by allowing work from home options, providing casual leave for research activities, and offering incentives for publishing in reputed journals. Specific guidelines ensure the quality and recognition of the research through necessary checks and proper affiliations.

Reimbursement and Incentives: Faculty are encouraged to publish and are financially rewarded for publications in high-quality journals. A clear Standard Operating Procedure (SOP) outlines the reimbursement process for these publications.

Excursions and Social Support: Staff can apply for excursions with possible financial support based on management decisions. Social support extends to significant life events, such as marriage, where the college provides gifts as part of its welfare initiatives.

Financial Benefits and Employee Support: The policy details the provision of allowances and annual increments based on performance, along with EPF contributions to support long-term financial stability for the employees.

Conclusion: JKKN Dental College and Hospital Welfare Policy is a robust strategy aimed at nurturing a thriving community. It underscores the institution's commitment to supporting its staff through comprehensive welfare schemes that cater to their professional and personal needs, ultimately contributing to the overarching goal of academic excellence and community welfare.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Link for policy document on the welfare measures | View Document |
| Link for list of beneficiaries of welfare measures | View Document |
| Link for additional information | 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: 54.77

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 41 | 46 | 47 | 41 | 44 |

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

6.3.3

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

(Continuing education programmes, entrepreneurship development programmes, Professional

skill development programmes, Training programmes for administrative staff etc.,)

Response: 7.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 11 | 09 | 04 | 06 | 06 |

| File Description | Document |
|---|-------------------------------|
| Reports of Academic Staff College or similar centers Verification of schedules of training programs | View Document |
| Institutional data in prescribed format | View Document |
| Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | View Document |
| Copy of circular/ brochure/report of training program self conducted program may also be considered | View Document |
| Any additional information | View Document |
| Link for Additional Information | View Document |

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 85.3

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 70 | 76 | 64 | 63 | 68 |

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

6.3.5

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

Response:

INTRODUCTION:

The Performance Appraisal System at JKKN Dental College and Hospital is a structured and comprehensive method designed to evaluate both teaching and non-teaching staff, ensuring regular, fair, and developmental feedback. This system plays a crucial role in fostering an environment of continuous improvement and professional growth.

Key Principles:

Regularity: Appraisals occur every four months with an annual comprehensive review, facilitating timely recognition of achievements and areas needing improvement.

Fairness: The appraisal process is impartial and standardized, ensuring equal treatment for all staff based on consistent criteria.

Development: Focuses on identifying developmental opportunities for staff, using appraisal outcomes to tailor individual training and growth plans.

Continuous Improvement: The system itself is under continuous review to adapt to the evolving needs of the college and its staff.

Appraisal Process for Teaching Staff:

Self-Appraisal: Staff complete a detailed form assessing their academic, clinical, and administrative competencies. This includes their involvement in research, publications, workshops, and innovative

educational activities.

Supervisory Appraisal: Supervisors provide feedback, enhancing the self-assessment with perspectives on management and peer interactions.

Comprehensive Evaluation: The final rating incorporates feedback from self, peer, and supervisory appraisals. Factors considered include teaching efficacy, research contribution, involvement in institutional activities, and professional behavior.

Appraisal Process for Non-Teaching Staff:

Self-Appraisal: Focuses on administrative and technical skills, assessing performance in managing daily operational tasks and supporting the academic staff.

Supervisory Appraisal: Feedback from direct supervisors assesses the non-teaching staff's contribution to the institution's functioning.

Overall Assessment: Combines insights from various appraisal forms, emphasizing teamwork, innovation in administrative tasks, and overall job performance.

Systematic Follow-up:

Training and Development: Identified areas for improvement lead to targeted training programs, enhancing skills and knowledge.

Promotion and Incentives: Outstanding performance is rewarded with promotions and other benefits, motivating staff to excel and contribute to institutional goals.

Regular Monitoring: Attendance, punctuality, and active participation in institutional duties are monitored regularly to ensure a high standard of professional conduct.

Benefits of the Performance Appraisal System:

Recognition of Merit: High performers are identified and rewarded, encouraging a culture of excellence.

Skill Enhancement: Tailored training programs address specific developmental needs, promoting skill enhancement.

Improved Communication: Regular appraisals improve dialogue between staff and management, fostering better understanding and cooperation.

Enhanced Work Environment: The appraisal system contributes to a supportive and productive work atmosphere, crucial for the personal and professional well-being of the staff.

In conclusion, the Performance Appraisal System at JKKN Dental College and Hospital is a vital tool for maintaining high standards of education and administration by systematically assessing and fostering staff capabilities and performance. This structured approach not only enhances individual careers but also drives the overall institutional progress.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for performance Appraisal System | View Document |
| Link for any other relevant information | View Document |

| Other Upload Files | |
|--------------------|-------------------------------|
| 1 | View Document |
| 2 | 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:

INTRODUCTION:

To optimize resource utilization at JKKN Dental College and Hospital, a strategic system is essential, focusing on meticulous resource analysis, economic management, and continuous refinement. This approach ensures that resources align with the institution's vision and mission, enhancing the overall effectiveness and sustainability of the institution.

1. ANALYSIS OF RESOURCES

Comprehensive Resource Audits: Regular assessments of human, financial, educational, clinical, technical, and social resources are critical. These audits help identify existing assets, uncover gaps, and gauge resource efficiency.

Resource Mapping: By creating detailed inventories of all resources, categorized by their availability, current utilization rates, and projected future needs, the college can ensure optimal allocation and readiness for both current and future demands.

2. ECONOMIC AND JUDICIAL MANAGEMENT OF RESOURCES

Budget Planning and Monitoring: An annual budget is crafted with specific allocations for each department. Regular monitoring of expenditures against this budget ensures adherence to financial disciplines and goals.

Cost-Effective Resource Allocation: Data-driven decisions from resource audits guide the distribution

of resources to areas of greatest need, minimizing waste and maximizing impact.

3. RESOURCE REFINEMENT AND REDUCTION

Resource Optimization: Continuous evaluation of resource usage is crucial. The institution focuses on reducing waste through recycling, repurposing materials, and optimizing staff schedules.

Lean Management Principles: Operations are streamlined to boost efficiency by focusing on activities that add value and reducing non-essential tasks.

Resource Mobilization Policy

Human Resources: Ongoing training programs enhance staff skills, and performance evaluations ensure accountability and reward efficiency.

Financial Resources: Diversification of income sources through fundraising, donations, and grants complements tuition fees, funding scholarships, research, and infrastructure improvements.

Educational Resources: Access to digital resources is expanded, and the curriculum is continuously updated to reflect current academic and industry standards.

Clinical Resources: Investment in modern medical and dental equipment supports high standards of patient care, with a competitive yet reasonable patient fee structure.

Technical Resources: Up-to-date maintenance of technical facilities and specific training for technical staff like dental technicians ensure smooth operations.

Social Resources and Community Engagement

Community Engagement Programs: Initiatives like free clinics and dental camps bridge the gap between the institution and the local community, focusing on health education and outreach.

Sustainability Practices : The adoption of practices that promote environmental and social sustainability enhances the institution's reputation and adds value to the community.

Auditing and Monitoring

Regular Audits: Both internal and external audits are conducted regularly to ensure transparency and proper use of resources.

Feedback Mechanisms: Systems to collect feedback from stakeholders like students, staff, and patients help continually refine resource utilization.

By implementing these strategies, JKKN Dental College and Hospital can effectively manage and optimize its resources, ensuring they are used efficiently and aligned with institutional goals. This comprehensive plan is dynamic and adaptable to evolving needs, guaranteeing ongoing improvement and sustainability.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for procedures for optimal resource utilization | View Document |
| Link for resource mobilization policy document duly approved by College Council/other administrative bodies | View Document |
| Link for any other relevant information | View Document |

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Response

Efficient management of accounts of the college are maintained and followed using advanced and integrated college management software and hospital management software. The college financial management and monitoring involves systematised conduct of internal and external audits, transparent bank transactions, procuring based on received tenders and quotations. The accounting of college is completely digitised using the package Tally 9 software. This enables the proper administration of college auditing and counting in an accurate and appropriate manner. This college is self-financed with no funds received and hence no audits by the government department are being done.

Advanced Financial Management Software

The college leverages state-of-the-art integrated college management software coupled with hospital management software. These platforms are instrumental in automating and streamlining financial processes, which facilitates a seamless flow of financial information. Such automation reduces human error and increases the efficiency of financial reporting and analysis.

Utilisation of Tally 9 Software

A key component of the college's financial strategy is the deployment of Tally 9 software, a renowned digital accounting package. This tool is crucial for maintaining detailed financial records and conducting robust financial analysis. Tally 9 aids in the digitalization of all accounting activities, ensuring comprehensive tracking and management of financial transactions. This digital approach promotes transparency, accountability, and precision in financial management, making it easier for the college to uphold high standards of financial integrity.

Self-Financing and Financial Autonomy

The college operates on a self-financing basis, which means it does not receive any financial backing from government entities. This independence from government funding exempts the college from routine government audits, placing a greater emphasis on internal financial governance. To manage this, the college has established a rigorous internal control system to ensure financial activities are conducted within the framework of established financial policies and regulations.

Systematic Audit Procedures

Internal Audits

Internal audits are a critical aspect of the college's financial oversight. Conducted annually by an auditing committee appointed by the Trustee, these audits serve to evaluate and improve the internal financial processes. The auditing committee's role is to ensure that all financial operations are in alignment with legal standards and institutional policies, thereby safeguarding the college's financial health.

External Audits

In addition to internal audits, the college employs distinguished external auditors to conduct comprehensive reviews of its financial statements and operations. These auditors are tasked with providing an unbiased evaluation of the college's financial practices and compliance with the Income Tax Act of 1961. Their findings are documented which are essential for ensuring adherence to statutory requirements.

In conclusion, the JKKN Dental College and Hospital financial management practices are characterised by a high degree of automation, rigorous auditing, and strict compliance, all of which are supported by modern technology and a clear institutional framework. This comprehensive approach ensures the optimal use of financial resources and maintains the institution's financial autonomy and integrity.

| File Description | Document |
|---|-------------------------------|
| Any additional information | View Document |
| Link for documents pertaining to internal and external audits year-wise for the last five years | View Document |
| Link for any other relevant information | 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: 0.85

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 0.10 | 0.05 | 0.05 | 0.05 | 0.60 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Copy of letter indicating the grants/funds received by respective agency as stated in metric | View Document |
| Any additional information | View Document |
| Annual statements of accounts | View Document |
| Link for Additional Information | View Document |

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

INTRODUCTION:

The Internal Quality Assurance Cell (IQAC) of JKKN Dental College is a vital body that is responsible for ensuring the quality of education and training provided by the college. IQAC helps to ensure that the college is meeting its high standards. Internal Quality Assurance Cell of JKKN Dental College was formed on 6-4-2022.

IQAC STRUCTURE:

This Quality assurance system is headed by the Head of the institution. This structure comprises Principal as Chairperson, Senior faculty members and Head of the Department as coordinators, administrative officer, members of the Management, team of students, alumni, stakeholders and local society members. Both undergraduate and postgraduate Staff members are employed in IQAC for effective functioning and monitoring.

PERFORMANCE OF IQAC:

The IQAC performance is mainly based on the TN Dr. MGR medical university rules and regulations along with the norms laid by DCI integrated with JKKN Institution ethics and principles. Some of the

primary focus of IQAC are bioethics, clinical excellence, dedicated patient management, continuous academic achievement, effective and productive student’s management, promoting personal and professional development among the Staff members, refined research and innovation and creating the Staff and students as Global solution providers to the existing problems in society.

IQAC'S ACTIVITIES INCLUDE:

- Collecting feedback from students, faculty, and staff on the quality of education and training. This feedback is used to identify areas for improvement.
- Developing and implementing quality improvement plans. These plans may include things like providing additional training for faculty, updating curriculum, or improving facilities.
- Conducting regular audits of the college's academic and administrative processes. These audits help to ensure that the college is meeting its quality standards.
- Promoting research and innovation. The IQAC encourages faculty and students to conduct research and to develop new teaching methods.
- Disseminating information about the college's quality assurance efforts. This information is shared with students, faculty, staff, and the public.

Here are some of the specific activities that the IQAC has undertaken:

- Designing an academic calendar of events to achieve academic progress.
- Obtaining performance-based feedback from students about the teaching staff.
- Conducting quality-related workshops, digital teaching methods, and e-learning strategies.

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

6.5.2

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

Response: 5.76

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 07 | 06 | 04 | 03 | 03 |

| 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 |
| Any additional information | View Document |
| Link for Additional Information | 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 |
| 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: 21

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 06 | 05 | 03 | 03 | 04 |

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

7.1.2

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

Response:

Gender equity and sensitization in curricular and co-curricular activities, as well as facilities for women play a crucial role in fostering an inclusive and supportive learning environment. These initiatives aim to bridge the gender gap, promote equality, and ensure that women have equal opportunities to excel in their educational pursuits. We have explored various measures to promote gender equity and sensitization.

To begin with, gender equity in curricular activities involves ensuring that both male and female students have equal access to educational resources and opportunities. We strive to provide an unbiased learning environment where gender does not hinder academic progress. Similarly, co-curricular activities also play a pivotal role in promoting gender equity and sensitization.

These activities go beyond the classroom and provide a platform for students to showcase their talents and develop various skills. At JKKNDCH we ensure that co-curricular activities are inclusive and provide equal opportunities for both male and female students to participate and excel. This may involve organizing and helping students to participate in gender-neutral competitions, sports events, cultural festivals, conferences and clubs that cater to the interests and talents of all students, irrespective of their gender.

Furthermore, our dental college prioritizes the provision of adequate facilities like CCTV cameras on each floor, 24x7 security, fire extinguishers, 24 x 7 medical facilities for women to ensure their safety, comfort, and well-being on campus. We also have separate Girls Gym, sporting facilities and yoga activities for maintaining physical and mental health. Additionally, separate Washrooms, Girls Common Room with locker facility, and facilities for personal hygiene (sanitary napkin disposal unit),

Day Care Center, Feeding Room, are provided to cater to the specific needs of women. Several committees exist to make them feel comfortable that a system is in place to take care of them (e.g. Women Empowerment Cell). Also a counseling system is available if required by them. By investing in these facilities, we create an environment where women can focus on their studies and professional growth without any hindrance. To enhance gender sensitization, our dental college also conducts awareness programs, workshops, and training sessions for students and faculty.

These initiatives aim to sensitize individuals about gender-related issues, promote respectful behavior, and foster a culture of gender equality and inclusivity. Students are educated to treat everyone with dignity and respect, regardless of their gender. Faculty members are trained to create an inclusive environment, free from gender bias, and to address any gender-related concerns that arise. In conclusion, gender equity and sensitization in curricular and co-curricular activities, as well as facilities for women, are crucial aspects of our dental college.

By promoting equal participation in co-curricular activities, and providing adequate facilities for women, our colleges strive to create an inclusive and supportive environment for all students. These efforts not only bridge the gender gap but also empower women to excel in their educational pursuits and future dental careers. It is imperative that we continue to prioritize and invest in such initiatives to promote gender equality and inclusivity.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View Document |
| Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children | View Document |
| Annual gender sensitization action plan | View Document |
| Link for any other relevant information | 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: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Installation receipts | View Document |
| Geo tagged photos | View Document |
| Facilities for alternate sources of energy and energy conservation measures | View Document |
| Any additional information | View Document |
| Link for additional information | View Document |

7.1.4

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

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

Response:

Response:

At JKKNDCH we have the required facilities to collect, store and dispose of the various wastes generated. Standard guidelines and protocols of waste management are followed in all processes of waste management. We also educate and train all persons involved in safe waste handling and disposal. These various initiatives align with the college's commitment to sustainability and environmental stewardship.

Solid Waste Management:

There are numerous dustbins at designated places throughout the campus for collection of solid waste. The solid waste collected is mostly non hazardous and made up of degradable and non-degradable elements. The degradable waste is sent for recycling to a compost pit to be converted into manure; whereas the non-degradable waste is collected and handed over to local municipal authorities for regular proper disposal. Minimal hazardous solid waste is produced in our college which is handed over to the concerned vendor.

Food waste from hostel mess is collected and handed over to a local animal farmer who uses it as fodder for the various animals on his farm creating a beneficial cycle for our environment and community.

Liquid Waste Management:

JKKN Dental College has implemented a state-of-the-art water recycling system - a Sewage Treatment Plant of 100 KLD capacity for recycling Non Hazardous Liquid waste to promote sustainability and reduce environmental impact. This system collects wastewater from various sources within the college, including sinks, toilets, and treats it using advanced techniques. The treated water is then reused for non-potable purposes such as watering of plants, effectively reducing the college's reliance on freshwater sources.

Biomedical Waste Management:

Through stringent segregation, proper packaging and designated disposal methods, the college prioritises environmental protection and public health. The required state norms are followed for the entire process of handling, storage, collection and disposal of Biomedical waste. Use of colour coded bins, MOUs with RAMKY for disposal are followed as per standard protocol.

E-Waste

JKKN Dental College has implemented a comprehensive e-waste management program to address the growing concern of electronic waste. The college has established collection points for electronic devices, including computers, printers, etc., ensuring proper disposal and recycling. Furthermore, the college has engaged in awareness campaigns to educate students and staff about the importance of responsible e-waste management. Additionally, the college has partnered with GREEN ERA RECYCLERS to ensure that electronic waste is properly disposed of and recycled.

Waste Recycling System:

Recycling systems are as per mentioned in Solid and Liquid waste management. Recycling solid and liquid waste conserves resources, reduces pollution, and minimises landfill usage, promoting sustainability and a healthier environment for present and future generations.

Hazardous Chemicals And Radioactive Waste Management:

Minimal or No Hazardous & Radioactive waste is generated in JKKN Dental College and Hospital. Still we have a management system to ensure the safety and well-being of our students, staff, and the environment. This system includes a comprehensive set of standard operating procedures and protocols for the safe handling, storage, and disposal of hazardous chemical and radioactive materials.

| 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 |
| Link for additional information | View Document |

7.1.6

Green campus initiatives of the Institution include

- 1. Restricted entry of automobiles**
- 2. Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastics**
- 5. Landscaping with trees and plants**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Geotagged photos / videos of the facilities if available | View Document |
| Geotagged photo Code of conduct or visitor instruction displayed in the institution | View Document |
| 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: A. All of the above

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

7.1.8

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

Response:

There is no better example for tolerance and harmony than our Mother India. Father of our nation Mahatma Gandhi, his principles are a guiding light for our college. Our students, staff, patients and community is multicultural, multilingual and belong to different socioeconomic strata. Thus our initiatives are directed towards betterment of one and all.

JKKN Dental College and Hospital (JKKNDCH) believes that every individual should feel valued and included. JKKNDCH takes pride in taking care of the dental needs of the majority of the needy population in town and around several districts. The location of the college facilitates the treatment to be provided free of cost or at a nominal cost. The culmination is to visualize and create a healthier society by providing affordable health services. Yet, mindful of the vulnerable rural population, the institution has expanded its boundaries to reach out to the unreached through its multiple peripheral centres at Pallipalayam, Kumarapalayam. The various initiatives of our college is to produce dental students who cater to all. Initiatives taken by JKKNDCH for an inclusive environment include:

A. National Patriotic Initiatives: We firmly believe in 'Nation First'. Every year we celebrate Republic Day, Independence Day and Gandhi Jayanti on campus. Also the National Anthem is sung at every major college function.

B. Social / Community initiatives: We ourselves or in collaboration with other organizations e.g. NSS, YUVA, LIONS CLUB etc., plan and organize various activities like dental and medical awareness, screening and treatment camps, blood donation camps and other different programs, to enlighten and serve the society and promote community interaction.

C. Religious harmony initiatives: Various Festivals like Pongal, Holi, Christmas, Ayudha Pooja, Ramadan, etc., are celebrated to integrate people of all religions, communities and caste.

D. Commemorating Important International and National Days: Through engaging ceremonies, activities and intellectual discourse we commemorate International days like International Women's day, etc., National days like Road Safety day and Dentistry associated days like Departmental days, National Doctor day, World Oral Health day, No Tobacco day. These days are celebrated to foster global awareness and unity and enhance our societal commitment.

E. Annual student fests and gatherings: Our students are from varied backgrounds. We bring them together by helping them to plan, organize, participate and enjoy through various extracurricular sports, cultural and other activities like annual College day, Fresher's day, Farewell party, Founders day. We also send our students to participate in various Conferences and Cultural fests e.g. Moksha, Sangamam so students can evolve and reach greater heights.

In summary, the geolocation of JKKN Institution is not merely a physical attribute but a dynamic aspect intertwined with its Vision, Mission, and Values. Through strategic placement, the institution serves as a hub for innovation, community engagement, academic excellence, environmental stewardship, and cultural integration. It stands as an epitome of how location can be leveraged to facilitate exponential opportunities and cater to the multifaceted needs of the society. By organizing or participating in the above activities we promote harmony and tolerance towards cultural, regional, linguistic, and socioeconomic diversities.

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

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Information about the committee composition number of programmes organized etc in support of the claims | View Document |
| Details of the monitoring committee of the code of conduct | View Document |
| Details of Programs on professional ethics and awareness programs | View Document |
| Any other relevant information | View Document |
| Web link of the code of conduct | View Document |
| Link for additional information | View Document |

7.1.10

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

Response:

JKKN Dental College & Hospital celebrates and organizes international commemorative days and festivals. These occasions hold a special place in the collective human experience, serving as milestones that celebrate achievements, remember past events, and foster a sense of unity among diverse populations.

Republic Day signifies a monumental milestone in the nation history, celebrated on January 26, in our institution by hoisting the flag by our chairperson.

International Women's Day, observed on March 8, our college conducts programs by inviting women speakers who excel in their fields. It upholds the idea of enabling a platform for all, emphasizing the vital role of women as dynamic leaders. The celebration converges with the institutions mission to foster equality, integrity, and innovation.

No Tobacco Day, commemorated on May 31. Our college conducts a rally every year by the students and by giving pamphlets on ill effects of tobacco. By promoting a tobacco-free world, it reflects a commitment to a healthier future, thereby shaping a society free from the shackles of addiction.

Independence Day, an embodiment of freedom and innovation, resonates with the very essence of thinking big. Celebrated on August 15, by flag hoisting and accepting the march past by our chairperson.

Yoga Day, every year we celebrate on June 21, signifies a synthesis of body, mind, and spirit. It aligns with the values of integrity and commitment to excellence, emphasizing the importance of holistic well-

being, thus providing a conduit for individuals to become dynamic leaders.

Cancer Day, celebrated on February 4, is a global initiative aimed at defeating cancer. It encourages innovation in medical sciences and resonates with the institutions vision to be a leading provider of innovative solutions, aligning with the commitment to excellence and the greater good of society.

Pongal Day, every year our college organizes various pongal events to celebrate this harvest festival celebrated in January, symbolizes gratitude and teamwork. Its a reflection of the community coming together to celebrate the fruits of labor, resonating with the institutions values of integrity and teamwork.

Christmas Day, celebrated on December 24, symbolizes joy, love, and giving. It transcends boundaries, fostering unity, and compassion. This festival aligns with the institutions mission to provide solutions for the ever-changing needs of society, embodying values of innovation and commitment to excellence.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE - 1

TITLE:

“ RURAL SMILES” -BUILDING BRIDGES FOR ORAL HEALTH ”

The "Community Services for Rural people by Outreaching Dental Camps" initiative by JKKN Dental College in Komarapalayam, involves a significant commitment to enhancing oral health care accessibility and awareness in rural and underserved communities. Implementing such programs in specific contexts like JKKN Dental College involves tailoring activities to the unique needs and circumstances of the local population.

OBJECTIVES:

The primary aims includes,

- Improving oral health awareness and outcomes in the local and surrounding rural communities.
- Encouraging good oral health practices among diverse age groups, with a focus on children and

individuals with disabilities.

- Utilizing mobile dental units for extending treatment accessibility to remote areas.
- Collaborating with various organizations for a broad-reaching impact.
- Enhancing patient satisfaction and engagement, fostering a culture of preventive care and regular dental check-ups in rural areas.

CONTEXT:

JKKN Dental College, located in Komarapalayam, is strategically positioned to serve a significant rural population with limited access to dental care. The college can leverage its resources, including faculty, students, and infrastructure, to conduct dental camps. The institution's involvement with community services reflects a commitment to social responsibility and educational excellence, providing practical learning experiences for students while addressing community health needs.

PRACTICE :

- **Comprehensive Planning:** Detailed organization of camps, logistical arrangements, resource allocation, and collaboration with local health authorities and organizations.
- **Community Engagement:** Active promotion of camps through local media, educational institutions, and community centers to ensure wide participation.
- **Service Delivery:** Offering a range of services from basic screenings and cleanings to more complex treatments, with the support of faculty and student volunteers.
- **Education and Prevention:** Emphasizing the importance of oral hygiene and preventive care through interactive sessions and demonstrations.
- **Follow-up and Referral Systems:** Establishing a system for follow-up care at the college's dental hospital for cases requiring advanced treatment.

EVIDENCE OF SUCCESS:

Success is number of individuals served, the range of treatments provided, improvements in community oral health literacy. The initiative could also be evaluated through the increased utilization of dental services at the college's hospital, indicating heightened awareness and trust in professional dental care among the local population.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

Challenges faced includes overcoming language and cultural barriers within diverse communities, ensuring sufficient volunteer participation for large-scale camps, and securing adequate funding and resources for equipment, transportation, and supplies. Addressing these challenges requires innovative solutions, such as engaging in partnerships for resource sharing, recruiting bilingual volunteers for better communication, and applying for grants or conducting fundraising activities.

CONCLUSION:

For JKKN Dental College in Komarapalayam, the "Community Services for rural people by Outreaching Dental Camps" initiative represents an invaluable bridge between educational institutions and the broader community. It not only serves the immediate health needs of the population but also

enriches the educational experience of dental students, preparing them for a career that combines professional expertise with community service. Continuous evaluation and adaptation of the program will be essential to meet evolving community needs and overcome any encountered challenges.

BEST PRACTICE -2

TITLE: “LEAD JKKN”

“Leveraging OKR to Enhance Accountability and Transparency in JKKN DENTAL COLLEGE AND HOSPITAL”

OBJECTIVES:

- Increase accountability and transparency in the learning process.
- Establish clear, measurable goals for learners and Learning Facilitators.
- Align objectives with the mission and values of JKKN Institutions.
- Improve learning outcomes, efficiency, and collaboration.
- Foster a culture of continuous improvement and shared responsibility.

CONTEXT:

JKKN Institutions sought to enhance the effectiveness of the learning process, identifying challenges in traditional goal-setting and evaluation. The OKR (Objectives and Key Results) method emerged as a solution, implemented across organizational levels, including Cluster Level Coordinators, Committee Coordinators, Co-Coordination, and Learning Facilitators, in alignment with the IQAC framework.

THE PRACTICE:

OKR is implemented across JKKN Institutions, cascading from institutional to individual levels. Objectives are high-level, aspirational goals aligned with JKKN's mission, and Key Results are quantifiable targets tracked using the Taskade App. The practice involves structured coordination, with Learning Facilitators responsible for implementing Key Results, regular quarterly check-ins, and ongoing support and resources. Constraints include initial buy-in, time and effort for tracking, and consistent implementation.

EVIDENCE OF SUCCESS:

- Improved student performance, engagement, and retention.
- Increased accountability and transparency, demonstrated through regular progress reviews.
- Enhanced motivation and focus among Learning Facilitators and learners.
- Better relationships with industry partners, leading to collaboration and resources.

PROBLEMS ENCOUNTERED:

- Initial resistance to OKR adoption, requiring communication and training.
- Time and resource constraints for defining and tracking Key Results.
- Adapting to changing priorities, requiring flexibility and leadership support.

- Resources include training, technical support (e.g., Taskade App), and ongoing feedback mechanisms.

FREQUENCY AND DURATION:

The IQAC meetings are held on a monthly basis ,and typically last for about two hours. These sessions are scheduled at the beginning of each academic year to ensure maximum attendance and participation. These monthly IQAC meetings are followed up by the review meetings . And also there will be sprint meetings conducted for each week regarding the progression of works as discussed in the monthly meetings.

AGENDA AND PROCEEDINGS:

Each meeting follows a structured agenda, which includes:

- Review and approval of minutes from the previous meeting
- Presentation of data and performance metrics from various departments
- Discussion of feedback received from stakeholders (students, faculty, alumni, and patients)
- Deliberation on proposed initiatives and strategic decisions
- Monitoring of the implementation of previous decisions
- Addressing any immediate issues raised by participants

DOCUMENTATION AND FOLLOW-UP:

The proceedings of each meeting are meticulously documented. Minutes are prepared, which include decisions taken, actions assigned, and timelines set. These minutes are subsequently shared with all relevant parties to ensure transparency and accountability. Follow-up on action items is a critical component of subsequent meetings to ensure continuity and effectiveness of the quality improvement measures.

IMPACT:

The regular convening of IQAC meetings has significantly contributed to:

- Enhanced curriculum development tailored to the evolving needs of the dental profession
- Improved infrastructure and learning resources
- Robust faculty development programs
- Increased student satisfaction and engagement
- Strengthened research output and community outreach programs

CONCLUSION:

Our commitment to conducting regular IQAC meetings is reflective of our dedication to continuous quality enhancement in all spheres of our academic and clinical operations. This practice not only supports our goal of exceeding NAAC standards but also fosters an institutional culture that prioritizes quality and strives for excellence.

| File Description | Document |
|--|-------------------------------|
| Any additional information | View 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:

Innovative Solution Providers

In today's dynamic landscape, JKKN Dental College and hospitals play a pivotal role in shaping the future. Our distinctiveness lies not only in imparting knowledge but also in their ability to foster innovation and address real-world challenges. Let's delve into how institutions can carve out a unique identity as innovative solution providers.

1. Curriculum and Pedagogy:

? Forward-thinking institutions infuse creativity into their curriculum. We design courses that encourage critical thinking, problem-solving, and interdisciplinary collaboration.

? Innovative pedagogical approaches, such as project-based learning, flipped classrooms, and experiential education, empower students to apply theoretical concepts to practical scenarios.

2. Research and Development:

? Jkkn Dental College committed to innovation invest in robust research and development (R&D) initiatives. We create an ecosystem where faculty and students engage in cutting-edge research.

? Collaborations with industry, government bodies, and other academic institutions foster innovation. Joint projects, patents, and publications contribute to the institution's distinctiveness.

3. Entrepreneurship and Start-up Culture:

? Nurturing an entrepreneurial mindset is crucial. We encourage students to explore their ideas, develop prototypes, and even launch start-ups.

? Incubation centers, hackathons, and mentorship programs provide a fertile ground for budding entrepreneurs. These initiatives set the institution apart as a hub for innovation.

4. Industry Partnerships:

? Innovative institutions forge strong ties with industry players. They understand industry needs and tailor their offerings accordingly.

? Collaborative research, internships, and industry-sponsored projects create a symbiotic relationship. Students gain practical exposure, and companies benefit from fresh perspectives.

5. Technology Integration:

? Leveraging technology is non-negotiable. Institutions adopt digital tools for teaching, research, and

administration.

? Online learning platforms, virtual labs, and data analytics enhance the learning experience. The institution’s tech-savvy approach becomes its hallmark.

6. Social Impact Initiatives:

? Whether through community service, sustainable development projects, or healthcare innovations, we are focusing on the theme.

7. Faculty Expertise and Industry Connect:

? Distinguished faculty members drive innovation. Their expertise, research contributions, and industry connections elevate the institution’s profile.

? Guest lectures, workshops, and industry visits bridge the gap between academics and practice. In summary, institutional distinctiveness as “innovative solution providers” involves a holistic approach. It encompasses curriculum design, research endeavors, entrepreneurial zeal, industry collaborations, technological prowess, and societal impact. By embracing these facets, institutions not only stand out but also contribute significantly to global progress.

| 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: 62.69 | |
|---|-------------------------------|
| 8.1.1.1 Institutional mean NEET percentile score Response: 62.69 | |
| File Description | Document |
| NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year | View Document |
| List of students enrolled for the BDS programme for the preceding academic year | View Document |
| Institutional data in prescribed format | View Document |

Other Upload Files

1

[View Document](#)

8.1.2

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

Response:

Adequate training on preclinical skills is essential for dental students to develop competence and confidence before they get into clinical practice. This phase typically involves laboratory work, simulated clinical setups, and supervised practice sessions. The goal of preclinical training is to equip students with the fundamental skills and knowledge required for patient care. They learn and practice various dental procedures, including Restorative Dentistry, Prosthodontics, Endodontics, and Oral Surgery.

Dental Anatomy & Oral Histology Lab

In order to study the anatomy of oral structures, teeth carving were done in the same size that of a natural tooth in wax block. Microscopic examination of characteristics of healthy and diseased tissues found in the oral cavity was also studied.

Pre-Clinical Prosthodontic Lab

In preclinical Prosthodontic laboratory, the students are trained for:

- **preparing a cube of 1 inch size using plaster of paris,**
- **plaster model demonstrating various systems or anatomy**
- **impression making using impression compound**
- **marking anatomical landmarks in a plaster model**
- **base plate adaptation**
- **special tray fabrication**
- **temporary and permanent denture bases**
- **occlusion rims**
- **articulation**
- **teeth setting**
- **complete processing of complete dentures**
- **fabrication of acrylic removable partial denture**
- **tooth preparation for fixed partial denture in typodont tooth,**
- **repair work of complete denture.**

Pre-Clinical Conservative Dentistry & Endodontics lab

Students learn

- **how to manipulate dental restorative cements**
- **cavity preparation in plaster teeth**
- **cavity preparation and restoration in typodont teeth installed in phantom head**
- **matrix and wedge placement for amalgam, tooth color restoration and cast restorations.**
- **access cavity preparation**

- working length determination
- cleaning and shaping,
- obturation in extracted natural tooth and
- isolation using rubber dam.

Department of Oral & Maxillofacial Surgery

Wiring techniques for maxilla and mandible fractures (arch bar and IMF) and suturing techniques are taught to the students.

Department of Orthodontics

Students learn basic wire bending exercise like straightening and various shapes as part of their preclinical training. Labial bows, clasps, springs, retractors, Hawleys appliance, habit breaking appliance, Catlans appliance are fabricated by the students.

| File Description | Document |
|---|-------------------------------|
| Geo tagged Photographs of the pre clinical laboratories | View Document |
| Any other relevant information | View Document |

8.1.3

Institution follows infection control protocols during clinical teaching

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

Response: A. All of the above

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

8.1.4

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

Response:

FIRST YEAR BDS ORIENTATION PROGRAM:

This program is conducted to provide the incoming students with a comprehensive introduction to the dental college, its resources, and the expectations of the dental profession. The program aims to familiarize students with the college's curriculum, facilities, and policies, as well as to create a welcoming and inclusive environment for their academic journey. Through various sessions and activities, students are introduced to the faculty, staff, and their peers, fostering a sense of community and collaboration. Orientation also focuses on providing essential information about academic support services, extracurricular activities, and student organizations to help students navigate their college experience successfully.

WHITE COAT CEREMONY:

The White Coat Ceremony program holds significant importance for first-year dental college students, as it symbolizes their entry into the noble profession of dentistry. This ceremony serves as a rite of passage, marking the beginning of their journey towards becoming dental professionals. The program emphasizes the values of professionalism, compassion, and ethical patient care, which are integral to the dental profession. During the ceremony, students don their white coats, representing their commitment to the highest standards of professionalism, integrity, and dedication to patient welfare.

PROFESSIONAL ETHICS:

The Professional Ethics program holds immense significance for dental college students as it aims to instil and reinforce the principles of ethical conduct, integrity, and accountability within the practice of dentistry. This program emphasizes the importance of upholding high moral standards, respecting patient autonomy, and maintaining confidentiality. Through interactive sessions, case studies, and discussions, students are exposed to real-life scenarios that challenge their ethical decision-making skills. They learn about the ethical guidelines and codes of conduct established by professional dental associations, ensuring they are well-versed in the ethical responsibilities expected of them as future dental professionals.

COMMUNITY OUTREACH ACTIVITIES & TOBACCO CESSATION:

Students actively contribute to screening camps, where they assess patients for oral health-related conditions and emphasize the significance of maintaining good oral hygiene. By actively engaging in these initiatives, students develop valuable skills in patient education and motivation, while promoting oral health awareness within the community. Additionally, they undergo comprehensive training to educate the community about the detrimental effects of tobacco and related products. As part of their training, they actively participate in tobacco cessation clinics, where they provide counselling to patients and inspire them to quit the use of tobacco and its associated products.

INTERNSHIP ORIENTATION PROGRAM

Internship orientation program focuses on providing comprehensive guidance and support to interns, ensuring a smooth transition into clinical practice. Through structured modules and hands-on training, interns gain valuable skills in patient care, treatment planning, and professional ethics. The program emphasizes evidence-based practice, interdisciplinary collaboration, and continuous learning, preparing interns to excel in their future careers as competent dental professionals.

| File Description | Document |
|-------------------------|-------------------------------|
| Programme report | View Document |
| Orientation circulars | View Document |

8.1.5

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

- 1. Cone Beam Computed Tomogram (CBCT)**
- 2. CAD/CAM facility**
- 3. Imaging and morphometric softwares**
- 4. Endodontic microscope**

5.Dental LASER Unit**6.Extended application of light based microscopy (phase contrast microscopy/polarized microscopy/fluorescent microscopy)****7.Immunohistochemical (IHC) set up****Response:** A. Any 5 of the above

| File Description | Document |
|---|-------------------------------|
| Usage registers | View Document |
| Invoice of Purchase | View Document |
| Institutional data in prescribed format | View Document |
| Geotagged Photographs | View Document |
| 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: 1.75

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
| 02 | 01 | 00 | 00 | 04 |

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

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

8.1.8

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

Response:**INTRODUCTION**

The institution has introduced various objective methods to measure and certify the attainment of specific clinical competencies outlined in the curriculum. This initiative aims to enhance quality of dental education and ensure that dental graduates possess the required clinical skills to provide optimal patient care.

OSCE/OSPE

OSCE- Objective Structured Clinical Examination is designed to objectively measure student's practical skills, communication skills and professionalism in a controlled and standardized manner. Faculty members assess the students' performance using pre determined criteria.

The basic sciences departments, which include Anatomy, Physiology, Microbiology, Pharmacology and Pathology, provide proper training such as urine analysis and blood sample investigation, recording of vital signs such as blood pressure, and head & neck dissection. The practical training on tooth carving provides students with a thorough knowledge and insight into the morphology of teeth.

PRE-CLINICAL TRAINING

The Preclinical Prosthodontics department trains the students by teaching and evaluating them on how to make removable partial denture, complete denture and fixed partial dentures tooth preparation. The Department of Preclinical Conservative Dentistry and Endodontics prepares the students to prepare cavities in plaster models and on typodont, manipulation of various dental cements such as amalgam, composite, glass ionomer cement and root canal preparation in natural teeth. Practical exercises on phantom and simulation models improve the student's ability to handle the situation.

ASSESSMENT DETAILS

The General Medicine & General Surgery postings are programmed during third year along with clinical postings during third year & final year. The General Surgery & General Medicine posting helps them to learn about the general health, evaluation of the overall status of the patient and how dental conditions can intersect with overall health. The evaluation is done by practical examination assessing student's ability to arrive at a diagnosis on the general health of a patient.

Clinical departments postings concentrates on preparing the students in different competencies which includes taking and processing intra oral periapical radiographs, recording case histories, chair side viva on case history and treatment rendered and performing root canal treatments in patients, fabrication of removable partial dentures, complete dentures, tooth preparation for fixed prosthesis, to learn different techniques of local anesthesia, tooth extraction, minor oral surgical procedures such as alveoloplasty and impaction, suturing, complete oral prophylaxis. Internal assessment and model exams, as well as monthly tests that involve both written and practical assessment, are used to evaluate students on a periodic basis.

| 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: 100

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 79 | 103 | 107 | 107 | 107 |

8.1.9.2 Number of first year Students admitted in last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 79 | 103 | 107 | 107 | 107 |

| 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:**INTRODUCTION:**

The attainment and implementation of dental graduate attributes stand as crucial components of dental education, ensuring not only the acquisition of theoretical knowledge but also the development of essential clinical skills, critical thinking abilities, communication skills, professionalism, and ethical behaviour. To achieve this, our college has established a comprehensive evaluation system that employs various assessment methods, ensuring a thorough and accurate measurement of students' progress.

One of the key methods utilized to assess dental graduate attributes is through written examinations. These assessments measure students' comprehension of theoretical concepts, foundational knowledge, and their ability to apply this knowledge to practical scenarios. Written examinations are designed to evaluate critical thinking, problem-solving, and recall abilities, which are crucial for the future roles of dental practitioners.

Clinical evaluations form another integral aspect of our college's evaluation system. These assessments involve the direct observation of students' clinical skills and their application of theoretical knowledge to real patient cases. By evaluating students' interactions with patients, treatment planning, and procedural execution, clinical evaluations ensure the development of practical skills necessary for effective dental practice.

Case presentations provide students with opportunities to showcase their ability to diagnose and manage complex dental cases. This method assesses students' problem-solving skills, treatment planning, and their capacity to communicate their findings and proposed interventions clearly to peers and instructors.

Engagement in research fosters evidence-based practice in dentistry, enabling students to critically evaluate existing literature, design studies, and contribute to the advancement of dental knowledge.

Objective Structured Clinical Examinations (OSCEs) serve as a comprehensive assessment tool at our college, evaluating various attributes simultaneously. Students attend the preclinical and clinical postings to attain the clinical skills. By attending rotated clinical posting in all departments the students attain the clinical skills, communication abilities, professionalism, and ethical decision-making. These skills can be assessed by clinical practical exams.

The diverse range of assessment methods ensures a thorough evaluation of dental graduate attributes at our college. The system also fosters the development of well-rounded dentists, proficient not only in clinical skills but also in interpersonal interactions and ethical considerations. Moreover, the system's fairness lies in its ability to provide a balanced evaluation of students' strengths and areas for improvement.

The implementation of this assessment framework demands meticulous planning and coordination at our college. Clear rubrics and criteria for evaluation have been established for each assessment method. Regular review and refinement of assessment methods are conducted based on student performance and feedback.

In conclusion, our college's present comprehensive evaluation system for dental graduate attributes incorporates a variety of assessment methods, including written examinations, clinical evaluations, case presentations, research projects, and OSCEs. By encompassing different facets of knowledge, skills, and professionalism, this system ensures that dental graduates from our college are well-prepared to meet the demands of modern dental practice. Through careful implementation and continuous improvement, this framework contributes to the cultivation of competent and ethical dental professionals.

| 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: 0.09

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 101.05 | 42.68 | 13.09 | 48.15 | 47.67 |

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

8.1.12

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

Response:

INTRODUCTION:

The Dental Education Department in JKKN Dental College and Hospital aims to bridge the gap between emerging trends in dental educational technology and current knowledge to our faculties. We believe that by incorporating the latest advancements in technology and teaching methodologies to our faculties, we can enhance the learning experience and produce well-rounded dental professionals.

Faculty Development Programs aim to enhance the expertise of our faculty members and keep them

updated with emerging trends in dentistry. Through workshops, seminars, and training sessions, faculty gain knowledge in dental technology, teaching methodologies, research techniques, and assessment strategies. Facilitated by experienced educators, these programs foster a collaborative environment that promotes interactive learning and networking.

By investing in faculty development, we ensure our students receive a high-quality education grounded in the latest research and evidence-based practices. Our goal is to empower faculty members to drive innovation and excellence in dental education, shaping the future of dental professionals.

OBJECTIVES:

- Enhance Faculty Expertise
- Promote Innovative Teaching Methods
- Foster Research and Scholarship
- Curriculum Development and Enhancement
- Quality Assurance and Accreditation
- Faculty Mentorship and Support
- Collaboration and Networking

PROGRAMS CONDUCTED:

- Faculty development programs
- National & International workshops and webinars
- Dental consortiums
- Anti ragging workshops
- Programs related to gender sensitization, soft skills development, personality development, bio medical waste management program, professional ethics
- Value added courses

COLLABORATIVE LEARNING ENVIRONMENT: FOSTERING EXCELLENCE

Moreover, the department cultivates a collaborative learning environment where faculty members engage in peer-to-peer knowledge sharing, research collaborations, and interdisciplinary discussions. This synergistic approach not only enhances individual competencies but also contributes significantly to the overall academic and clinical excellence of our institution. In essence, the Dental Education Department serves as a catalyst for professional growth, ensuring that our faculty members remain adept, informed, and equipped to deliver exemplary dental education and patient care.

CONCLUSION

The Dental Education Department plays a pivotal role in nurturing excellence within our dental college by empowering educators through transformative faculty development programs. By staying abreast of emerging trends and fostering a collaborative learning environment, the department ensures that our faculty members are well-equipped to deliver high-quality dental education and patient care. This

commitment to continuous learning and innovation not only benefits individual faculty members but also contributes significantly to the overall academic and clinical excellence of our institution. Together, we strive to uphold the highest standards in dentistry and shape the future of dental healthcare positively.

| 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 |
| Any other relevant information | View Document |

5. CONCLUSION

Additional Information :

Student Opportunities and Achievements

The students are provided opportunities to attend orientation programs and interactive sessions with the head of the institution and teaching faculty, where their feedback and suggestions are solicited. As an academic achievement, the Institution has been consistently able to achieve excellent results with more than 95% - 99% pass percentage. Students securing ranks, distinctions, and first-class are rewarded by management on the Annual College day of the Institution every year. Career guidance lectures are conducted regularly, with experts and alumni invited to share their success stories in areas such as dental practice, research, and entrepreneurship.

Grievance Redressal and Anti-Ragging Measures

A grievance redressal system, an anti-ragging cell, and a gender sensitization committee have been established, all of which are monitored by the IQAC. These committees are responsible for addressing and resolving students' grievances. Sports and cultural events are conducted annually, and students are encouraged to compete in various cultural fests at other institutions within our campus and other institutions.

Quality Assurance and Evaluation

The IQAC has constituted various committees to oversee administrative and academic activities. These committees meet regularly, chart out programs for the academic year, collect feedback, evaluate it, and implement appropriate remedial measures. An effective evaluation and assessment system is in place that assesses both teaching and non-teaching faculty.

Holistic Development

Beyond academic pursuits, we also recognize the importance of holistic development. Our college features a highly spacious indoor stadium and gymnasium, offering students the opportunity to engage in physical activities and maintain a healthy lifestyle. We believe that a balanced approach to education fosters overall well-being and enhances the learning experience.

Concluding Remarks :

In summary, J.K.K.Nattraja Dental College & Hospital is a premier institution dedicated to providing exceptional dental education, comprehensive clinical training, and a nurturing environment for students to grow both academically and personally. With a commitment to excellence and a focus on staying at the forefront of dental advancements, we continue to make significant contributions to the field, shaping the future of dentistry.