



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

TAGORE DENTAL COLLEGE AND HOSPITAL

TAGORE DENTAL COLLEGE AND HOSPITAL, MELAKKOTTAIYUR POST,
RATHINAMANGALAM

600127

www.tagoredentalcollege.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tagore Dental College is situated in 35.5 acres in an opulent campus along with the Tagore Medical College. The BDS course was started in 2007 and MDS in 4 branches of dentistry in 2018. This accommodates the various dental departments with their clinics and laboratories, equipped with all the essential equipments and facilities for patient and operator comfort. It also has a library, an auditorium, class rooms, a museum, student rooms, staff rooms, a mechanics room, an audio visual room, an Internet room and patient lobbies.

The dental hospital offers a complete range of dental specialty services for patients while simultaneously training students under the supervision and guidance of competent teachers/facilitators. The college has all the essential facilities for students to graduate out as fully competent general dental surgeon valuable for the society.

Tagore Dental College imparts knowledge to the students with equal importance to academic, clinical and research aspects of dentistry. The BDS course is supported by a vast tertiary care medical team with a well equipped Medical college and hospital with advanced diagnostic facilities. The presence of the medical and engineering college provides the dental college excellent scope for teaching, learning & research in collaboration with department of basic science, general medical and health in medical college and biotechnological research in association with the engineering college.

In the academic front apart from rigorous theoretical, practical and clinical training the students are encouraged to participate in international and national scientific events and intercollegiate competitions in academics, sports and cultural.

Tagore dental college and hospital is surrounded by 100 villages in a radius of 10 kms. This provides opportunity for the college to conduct camps at periodic intervals and provide free treatment and dental health education. The department of community dentistry regularly organizes screening camps to detect oral cancer and precancerous conditions in patients in economically backward population. These camps sensitizes the students to the special needs of patients from lower sections of the society. The college provides treatment to the patients who visit the outpatient at subsidized rates as a social responsibility.

Vision

Our vision is to establish a centre of excellence in Dental education and promote the institute as a premise of dissemination of knowledge in a competitive ambience, Commitment to quality, Inculcate scientific spirit, Promote technical and professional competencies, and integrated personality development to inculcate discipline, ethical standards of living, to promote social order and service to the community.

Mission

Our mission encompasses cognitive, emotional and physical development of the student with emphasis on social and civic responsibility, offer quality health services to all strata of society with a passion to care for the

underprivileged, and to be recognized as a center of excellence in dental education, research and health care, training our students to be professionally competent and innovative decision makers and compassionate global citizens. In pursuance of our vision, our mission encompasses a road map of development of our institution, which will ensure to build resources and sustain a high quality teaching, learning and research environment by providing state of the art facility to our students and staff, so as to realize the grand ideal of integrating social, cultural, intellectual and ethical values into the human character. We seek to develop in every Tagorian, the ability and passion to work wisely, creatively and effectively for the betterment of mankind.

1. Create a supportive environment for the demanding and intellectually stimulating course.
2. Enable the students to cultivate the desire for lifelong learning and maximize their potential.
3. To equip the students to become decision makers, innovators in the globalized economy.
4. To inculcate a truthful, responsible attitude for patient care, with good soft skills.
5. To contribute to social, economical and national development.
6. To felicitate research and share knowledge to the benefit of the society.
7. To establish a team of well equipped faculty to enable the institution to grow holistically and achieve the above objectives.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Intelligent, Knowledgeable, and research oriented faculties. Faculties willing to go spend extra time to teach students.
- A friendly and cordial relationship between the fellow faculties
- Each staff has in addition to general responsibilities certain specific duties and in these they have ultimate democracy.
- Hierarchy is respected here not commanded; so everyone is open to voice their opinion.
- Infrastructure, equipments and library available for teaching and research
- Adequate and cooperative patient inflow
- Department mentorship program is formulated where 3or 4 students of every batch is placed under a staff and personal attention given.
- Freedom to do any type of clinical procedure, and to conduct any type of research activities in our area of interest.
- Students are exposed to preclinical activities before treating patients, giving required expertise and skills.
- Effective staff student relationships.

Institutional Weakness

- Adequate long-term follow-up for patients is limited and detailed patient records for documentation is not sufficient.
- Being far away from the city, it is difficult to motivate the students to stay back after college hours for sports and extra-curricular activities.
- Most of the students come from humble background and are not motivated sufficiently to excel in academics.
- Since the institution is affiliated to Government university there are no flexibility of curriculum or

make it credit based education.

- Dentistry is mostly entrepreneurship there is no possibility of corporate recruitment for the students in a big way.

Institutional Opportunity

- Enriching ourselves by attending CDE and CME programs of Tagore Medical College and update the recent trends in dental & medical field.
- Existing infrastructure enables to look for new avenues of clinical research.
- Scope for collaboration with Medical college & Engineering college for projects.
- Platform for student research and publish.
- Students are allowed to assist all major procedures and they also perform some major and most minor procedures.
- Freedom to apply for research grants by both faculties and students.
- To present papers and posters in various conferences.

- Since attached to Medical College which receive trauma cases there is increased opportunity for the students to do work up of Major surgical procedure cases and watch major surgeries under GA

Institutional Challenge

- Since our college is situated in a sub urban area, the affordability for advanced treatments by patients is a challenge.
- Since our college comes under the TN Dr.M.G.R. Medical University, the scope for varying the strategy in academic schedule, teaching pattern and evaluation is limited
- To train academically challenged students
- To train students from other language medium
- To make students interested in the subject rather than just pass for degree sake.
- To get grants from national agencies and Creation of more resources to do research
- To improve patient- student communication.
- Paperless education.
- To encourage staff to pursue doctoral degree

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The curriculum is prepared and regulated by the affiliated university and no changes can be done at the institutional level. The students are taught theory and clinical skills above and beyond the curriculum prescribed to give them a competitive edge in their professional career. Newer techniques and methods of treatment are taught to the students to excel in their practice.

The staffs of the college are young and experienced and find themselves in the Board of studies of our affiliated university and also as curriculum designers and member of e-consortium.

The students are encouraged to participate in interdisciplinary/trans-disciplinary training/postings which were built in the programs offered by the institution to widen the academic knowledge of the students, and also help them gain skills to flourish in various specialties. The Students also enroll in various subject-related Certificate/ Diploma programs/Add-on programs. This would provide an opportunity to excel and gain knowledge in different facets of dentistry. In addition to academic enrichment, students are offered various other value-added transferable life skills to the students to give them a wholesome approach to life. The students are taken for field visits, research projects, industry-internships & community postings which gave them perspective to serve the community with their skills and knowledge.

This system of the institution provides mechanisms to collect structured feedback on curricula/syllabi from various stakeholders. Feedbacks are collected from students, teachers, employers, alumni and other professionals which help in improvisation

Teaching-learning and Evaluation

The students studying come from all walks of life and as per the reservation pattern of the institution. The teacher to student ratio stands at a healthy 1:4 and all the teaching posts sanctioned are recruited. The pass percentage of the students is about 80%. The female to male ratio of students stands at 70:30 approximately.

The staffs of the college adopt various methods of teaching and learning including didactic lectures with the help of power point presentations, videos and traditional black boards and through interactive sessions with the students along with group discussions and seminars. Clinical training in the outpatient departments is by one on one discussion, chair side demonstration and culminates in hands on training on patients. In addition, laboratories are provided with patient simulators like phantom heads for pre-clinical training. 3D models are available in all departments for teaching purposes. The institution provides basic and advanced infrastructure like library, internet and computer and multimedia facilitates enabling conduct of effective teaching and learning programs.

The monitoring of student performance and progress is accomplished at multiple levels. Everyday absence of students is reported to the parents via SMS. There is monthly report of attendance and internal assessment examinations. A quarterly students progress is sent to the parent/guardian and bi-annual parent-teacher meeting is held where all the concerned faculty interact with the parents in the presence of the ward. The slow learners are encouraged to approach faculty for extra coaching. Candidates who are not able to pass in the examination are allowed to attend additional classes and clinics to improve their score in the internal assessment. Regular assignments are given to help the students prepare for the examinations.

Continuing Dental Education Programs and Clinical society meetings are conducted regularly in the college. Basic Life Support Courses are conducted every year for faculty and students. Training on leadership and faculty development are conducted as also workshops on scientific writing for faculty are conducted by the college.

There is 1 PhD qualified Staff in the college and two other Professors are at present doing their PhD.

Research, Innovations and Extension

Many Faculties are in the Board of studies and Quality control committee as honorary consultants in The TN

Dr MGR Medical University and also in other universities. Some of the staff members are Editors and in Review committee of many journals and members of Ethics committee of other colleges. One staff member is also a PhD guide in another University.

Training programs on research methodology, Bio Ethics, Bio Statistics and IPR etc are conducted on a regular basis. The staffs and students are advised to undergo training in Research and appear for NPTEL exams and some of them have got distinctions in these exams. The institution has a research committee and an IEC to oversee research. Necessary Materials are procured and provided by the college for research and the cost of student's publications are also borne by the college. A small research lab is present in the college for minor projects.

Faculty and students are encouraged to do research and also engage in interdisciplinary and interdepartmental research activities and resource sharing. Few of them have received grant from ICMR for their student projects. Students have articles published in their name and some of them have also applied for patent for their work. Faculty carries out research projects both funded and non-funded at regular intervals and have published them.

The Department of Public Health Dentistry is involved in extension activities are one of the aspects of education which emphasizes community services. These are often integrated with curricula as extended opportunities, intended to help, serve, reflect and learn. The curriculum-extension interface has an educational value, especially in rural India.

The institution does regular screening and awareness camps and treatment camps in the community, and target groups. The downtrodden and needy are brought to the college for further treatment. General awareness and health education programs are organized in schools.

Collaboration is being sought with academic institutions or industry or other agencies of professional and social relevance signed various MOUs with different colleges/ University in national and international forum for the empowerment staffs and students.

Infrastructure and Learning Resources

The institute has a central library where about 5285 books are housed (from basic sciences to all specialties of Medicine and Dentistry). The journal section has about 65 journals (both National and International) with back issues as also online subscription. In addition each department has its own library with books pertaining to their specialty. E-books and Journals are also available for ready references.

The library is automated with auto-lib software, ALMS and catalogs books and journals as per international standards. DRSR-JAPAR is the institutional digital repository database and is an archive for collecting, preserving, and circulating digital copies of the intellectual output of these members. Curriculum Study materials, assignments, seminars and charts and posters are also archived for the remote accesses to the students. Wi-Fi facility is available in the campus. The college is a member of the Library of The TN Dr MGR Medical University.

The college also has Software for updating Students database and their performance, E-Management hospital management software HISMAN – ERP – Hospital Information System Manager, Dolphin 3D software for Orthodontic corrections and maxillofacial surgeries. The college has a bi annual journal

JCDUR, annual news letter Tagore Vishaya and annual college magazine Manasi.

There is an in-house technician to look after the repairs of all dental equipments, compressor and chairs. There are a team of civil engineers and masons, electrical and plumbing technicians to look after the maintenance of the buildings and the daily repairs.

Annual maintenance contract is maintained for costly equipment's and for the software's used in the college. The daily cleaning of the buildings and its surrounding gardens are done by housekeeping staff and gardeners.

Round the clock security is present in all the college buildings. CCTV cameras are present inside and outside the college buildings and outside the hostel buildings for security reasons.

The biomedical waste is handled by GJ Multiclave and waste papers and cardboard are recycled by WOW initiative of ITC. Waste water is recycled by STP and used for non washing purposes.

Student Support and Progression

The sprawling campus has a clean and healthy environment which is very conducive for learning. Outdoor and Indoor games, TV sets, internet connection, Wi-Fi, Gymnasium, temple, cafeteria, ATM, hospital make the campus stay a memorable one.

A feedback committee collects feedback from students, parents, patients and alumni as an on-going process regarding various aspects of education and facilities. There are cells for handling Ragging and Gender harassment in the campus and there is also a counseling centre for students at Medical College. There is student's grievances committee, Sc/ST committee, International student cell, sports and cultural committee, bio-safety committee are present to make them comfortable and concentrate in their studies.

The College identifies and recognizes meritorious students by awarding the toppers of all subjects, best student of every year and also the best outgoing prize in the Final BDS examination. Fee reductions are given to deserving candidates. Merit students are given extra library books and given more assignments and projects to encourage them. The College has formed an alumni association which meets once a year to maintain a link with the alumni students. Feedback is obtained from the alumni students and their opinions obtained to improve the quality of education and life at the institution.

Student's council is present to organize annual events and festivities and serve as a strong portal of communication between students and college administration. Annual cultural and sports events take place for staff, students and faculty. Students of the college are encouraged to participate in intercollegiate competitions of sports and cultural and also participate in city and state tournaments.

Since the introduction of NEET for postgraduate admission many students have cleared it successfully and have joined post-graduation. Many have got admission in prestigious institutions around India. Some of the students have cleared IELTS and TOFEL exams and are doing their further studies in foreign universities. Many of the students have started their own clinics in rural and semi-urban areas and are performing well. Some of the students are working in corporate clinics and private establishments.

Governance, Leadership and Management

The institution is directed and controlled by a well-planned organizational structure headed by the Principal and ably assisted by a team of experienced teaching and non-teaching staff. The strategic plan was developed by the management with the views of the staffs and students, parents and patients.

The organization and management of Tagore Dental College has a Principal and 3 Vice Principals as the administrative, managerial and research heads. The college has nine departments and the individual department has Head of the Department along with Professors, Readers & Tutors formulating the teaching modules, executing clinical work & planning of the administrative function of the department. The various heads of departments form the Dental College Council. The College has committees such as Student affairs committee, Anti-Ragging committee, Gender Harassment committee, Library committee, curriculum committee, student feedback committee, Cultural committee, sports committee, Alumni Association, Continuing dental Education, Research committee and Grievance (Staff & Students) Committee.

The College adheres to policies and practices of Tagore Educational Trust in matters of planning staff & faculty requirement, recruitment and training, performance appraisal and finance management. Periodical inspection by Dental Council of India and The TN Dr MGR Medical University helps to grow institution from strength to strength.

Welfare measures for teaching and non-teaching staff were enhanced by PF, Medical facilities, providing Gym facilities, reading room, staff recreation room, car park, Mid-morning beverages daily & a kiosk. Staffs are encouraged for attending conferences and workshops on duty, Various Faculty Development programs (FDP) and online programs (Orientation / Induction Programs, Refresher Courses, Short-term Courses), have been initiated for teaching & non-teaching staffs. The Institution has Performance Appraisal System for teaching and non-teaching staff.

The resources of the college are from students' fees, and patients' collections. There is an external audit system by the firm with qualified chartered accountants and the audit is done on a concurrent basis, and the internal audit is done by the management in periodic intervals..

The Institution has a streamlined Internal Quality Assurance Mechanism, The cell monitors the academic activities, co-curricular and extra-curricular activities of students.

Institutional Values and Best Practices

The lush green environment of TDC is an ideal atmosphere for learning. Energy is saved by using solar powered lights, LED lights, water conservation done by rain water harvesting, STP plant and proper waste management. Every year trees are planted by the students . Plastics are banned in the campus. The college conducts awareness programs in the neighborhood areas about general, dental health and maintenance of environment. Regional and cultural festivities, national important dates are celebrated with enthusiasm.

The specific mission and goal is to develop socially acceptable dentists and to provide state of art treatment to both urban and rural areas. The master plan is to develop the college into a centre for excellence with hands-on course, continuing dental education programs, workshops facilitated learning and activity centers through multimedia.

The institute has code of conduct and rules and regulations and committee to monitor activities of staffs and students. The institute has strict rules and regulations towards gender harassment and conducts programs promoting gender equity.

Best Practices of college include

Mentoring of students- Each staff are allotted 8-10 students to guide them and mentor them during their study in the college. Their academic activities, performance, personal counseling, contact with parents, sports and extracurricular activities are all monitored .

Faculty performance appraisal- The staffs performance in class, clinics are appraised by the students, Peers and HODs and any deficiencies are rectified and staffs are advised suitably. Performance appraisal is also taken into consideration for yearly increments.

JAPAR- This software gives access to students all the study materials anywhere. All the departments have uploaded their teaching materials and can be accessed anytime and anywhere.

Research Culture among students- Students are encouraged to do research projects from the first year itself. Help is provided form the college for research activities and also for publishing them in journals. Payments for patents also are borne by the college.

Social responsibility- The institution does regular screening camps and treatment camps in the public places and target groups. General awareness and health education programs are organized in schools.

Dental Part

Tagore dental college had admitted 100 students in its 13th batch for the academic year 2019-20. The NEET scores of the students range between a healthy 437 and 111 and SD of NEET percentile being 17. The fresher students are given a 2 week Orientation course and the third year students and interns are given one day Orientation program.

Before entering clinical year the students get to practice all the treatments on dummy models and phantom heads, before they actually work on patients. The students are permitted to work on high end equipments under the supervision of staffs. The students get to work in comprehensive clinics, esthetic and Implant clinics and also work on geriatric and special care patients.

As the entire course is based on developing clinical skills, and are continuously assessed, those who lag are given additional help and guidance. OSCE, OSPE and PBL methods are used to evaluate the students. The course outcomes are available in the students, staffs hand book and web site also. The performance of our students inside and outside college and successful career after graduations are a proof of our course outcome assessment.

The students entering first year of the course are vaccinated for Hepatitis B. All teaching and non teaching staffs are also vaccinated when they enter college. The staffs and students are sensitized on needle prick injuries and Post Exposure Prophylaxis. All clinicians and assistants are advised about protection from any transmissible diseases and all steps are taken towards this. The instruments are sterilized by Autoclave or Hot air oven and all contaminated surfaces are disinfected properly in between patients.

About 6 staffs have obtained post doctoral fellowships and diplomas. The college has a DEU which organizes all educational activities including CE programs and the Faculty Development Programs. Seminars/ conferences/ workshops on emerging trends in Dental Educational Technology are organized by the DEU every year. Staffs are also sponsored to attend teachers enrichment programs organized elsewhere. More than 50% of the total expenses of the college constitutes salary for teaching and non teaching staff.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | TAGORE DENTAL COLLEGE AND HOSPITAL |
| Address | Tagore Dental College and Hospital, Melakkottaiyur post, Rathinamangalam |
| City | Chennai |
| State | Tamil Nadu |
| Pin | 600127 |
| Website | www.tagoredentalcollege.com |

| Contacts for Communication | | | | | |
|----------------------------|--------------------|-------------------------|------------|--------------|------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | Chitraa R Chandran | 044-30102222 | 9840425789 | 044-30102299 | principal@tagoredch.in |
| Professor | S.Balagopal | 044-24746048 | 9444039411 | - | sbalagopal@hotmail.com |

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

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details |
|-----------------------|
| |

| | | | | |
|---|--|---------------------------------------|---------------------------|----------------|
| Date of establishment of the college | 01-10-2007 | | | |
| University to which the college is affiliated/ or which governs the college (if it is a constituent college) | | | | |
| State | University name | Document | | |
| Tamil Nadu | Tamilnadu Dr. M.G.R. Medical University | View Document | | |
| Details of UGC recognition | | | | |
| Under Section | Date | View Document | | |
| 2f of UGC | | | | |
| 12B of UGC | | | | |
| Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.) | | | | |
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| DCI | View Document | 31-01-2019 | 12 | |

| | |
|--|----|
| 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 | Tagore Dental College and Hospital, Melakkottaiyur post, Rathinamangalam | Semi-urban | 35.5 | 12541.91 |

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,Dental | 60 | NEET | English | 100 | 100 |
| PG | MDS,Dental | 36 | NEET | English | 2 | 2 |
| PG | MDS,Dental | 36 | NEET | English | 3 | 3 |
| PG | MDS,Dental | 36 | NEET | English | 2 | 2 |
| PG | MDS,Dental | 36 | NEET | English | 3 | 3 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|------------------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 8 | | | | 0 | | | | 18 | | | |
| Recruited | 7 | 1 | 0 | 8 | 0 | 0 | 0 | 0 | 13 | 5 | 0 | 18 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 8 | | | | 0 | | | | 18 | | | |
| Recruited | 7 | 1 | 0 | 8 | 0 | 0 | 0 | 0 | 13 | 5 | 0 | 18 |
| 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 | 33 | | | | 15 | | | | 0 | | | |
| Recruited | 19 | 14 | 0 | 33 | 4 | 11 | 0 | 15 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 33 | | | | 15 | | | | 0 | | | |
| Recruited | 19 | 14 | 0 | 33 | 4 | 11 | 0 | 15 | 0 | 0 | 0 | 0 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 78 |
| Recruited | 32 | 46 | 0 | 78 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 78 |
| Recruited | 32 | 46 | 0 | 78 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 34 |
| Recruited | 14 | 20 | 0 | 34 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 34 |
| Recruited | 14 | 20 | 0 | 34 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|------------------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 6 | 1 | 0 | 0 | 0 | 0 | 13 | 5 | 0 | 25 |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 | 19 | 14 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 33 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|------------------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 |

| Part Time Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|------------------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 |
| Highest Qualification | Lecturer | | | Tutor / Clinical Instructor | | | Senior Resident | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt. | 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 |

| 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 | 30 | 0 | 0 | 0 | 30 |
| | Female | 70 | 0 | 0 | 0 | 70 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 3 | 0 | 0 | 0 | 3 |
| | Female | 7 | 0 | 0 | 0 | 7 |
| | Others | 0 | 0 | 0 | 0 | 0 |

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

| Programme | | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC | Male | 6 | 2 | 6 | 8 |
| | Female | 13 | 9 | 9 | 8 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 1 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 20 | 6 | 15 | 17 |
| | Female | 49 | 36 | 56 | 45 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 0 | 1 | 0 | 1 |
| | Female | 3 | 5 | 3 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 5 | 1 | 0 | 0 |
| | Female | 4 | 1 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 100 | 62 | 89 | 81 |

| General Facilities | |
|--|---------------|
| Campus Type: Tagore Dental College and Hospital, Melakkottaiyur post, Rathinamangalam | |
| 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) | 205 |
| * Qualified Doctor (Part time) | 0 |
| * Qualified Nurse (Full time) | 372 |
| * 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 | 38 |
| * Girls's hostel | 1 | 90 |
| * Overseas students hostel | 0 | 0 |
| * Hostel for interns | 1 | 36 |
| * PG Hostel | 1 | 7 |

3. Extended Profile

3.1 Students

Number of students year-wise during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|-------------------------------|---------|
| 424 | 450 | 461 | 489 | 487 |
| File Description | | | Document | |
| Institutional data in prescribed format(Data templ | | | View Document | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|-------------------------------|---------|
| 92 | 92 | 101 | 101 | 60 |
| File Description | | | Document | |
| Institutional data in prescribed format(Data templ | | | View Document | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|-------------------------------|---------|
| 62 | 89 | 81 | 98 | 100 |
| File Description | | | Document | |
| Institutional data in prescribed format(Data templ | | | View Document | |

3.2 Teachers

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|-------------------------------|---------|
| 64 | 59 | 59 | 59 | 59 |
| File Description | | | Document | |
| Institutional data in prescribed format(Data templ | | | View Document | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|-------------------------------|---------|
| 64 | 59 | 59 | 59 | 59 |
| File Description | | | Document | |
| Institutional data in prescribed format(Data templ | | | View Document | |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|--|---------|---------|-------------------------------|---------|
| 547.79 | 886.32 | 612.89 | 425.24 | 415 |
| 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:

The curriculum is formed by the Dental Council of India and is followed by The Dr MGR Medical University. The curriculum is analysed by the along with the other teaching staff and the aims and objectives and outcomes are decided as what has to be achieved at the end of the year. The knowledge and understanding of the topics, the skills to be obtained are discussed and planned. The theoretical topics to be covered by didactic lectures, methods of teaching-(Blackboard, PowerPoint projections, seminars),the videos to be shown, the demonstrations to be done, skills to be obtained, the work to be done by the students in outpatient department are all planned at the beginning of the academic year. The responsibilities of the staff and allocation of work by the staff is done. The students who come in rotations to the department are allocated to the staff members for the academic year to give individual and personal attention to the students. The attitudes of the students in the preventive measures and the outcomes of these steps are discussed with the staff of the department.

Accordingly lesson plan is prepared for each topic with the lesson goal, objectives, and materials required, notes to be prepared and handouts to be given are planned. The Power Point presentations and video presentations are prepared according to the lesson plan. The topics to be covered in each term, the allotment of topics to the staff are discussed and allotted. Videos are downloaded or prepared while doing the procedure in the department and maintained in CD format for future use and student reference. After the PowerPoint's are prepared the HOD goes over them and alterations suggested. MCQs are prepared for each topic for evaluation of the students at the end of each class. The student's knowledge of the topics before and after the didactic class is evaluated.

The demonstrations to be given to the students are listed and the work allotted to various staff to handle them. The practical and clinical work to be done by the students on their own, quantity of work to be completed, assisting various procedures are planned by the department staff at their meetings. Viva to be conducted before, during and after the procedures, case presentations and small group discussions, by the students are charted

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

1.1.2 Percentage of fulltime teachers participating in BoS /Academic Council of Universities during

the last five years. (Restrict data to BoS /Academic Council only)

Response: 2.29

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 1 | 1 | 1 | 1 |

| 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 |

1.2 Academic Flexibility

1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 100

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

Response: 3

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

Response: 3

| 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 |
| 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: 19.99

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 240 | 159 | 37 | 0 | 0 |

| 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:

The institution tries to include overall development of the students and with this in mind various programs and lectures are conducted.

The mission and vision of the institution includes “.....to realize the grand ideal of integrating social, cultural, intellectual and ethical values into the human character.”

Gender

The male to female ratio of students is about 30:70 and in the staff it is about 50:50. The Gender harassment committee is in place according to the Visaka guidelines and strict monitoring of any such activity is done. The committee meets twice a year, and organizes programs and lectures to sensitize the students and staff on gender harassment. So far no complaints have been received. The staffs, non teaching staffs and students are briefed during their orientation program about gender harassment, the process of complaining and steps to be taken to stop it, and the contact numbers of the committee members are displayed at prominent places in the college.

Environment and sustainability

The curriculum of the institution includes awareness to friendly environmental measures, including lectures on environmental safety, Swachh Bharath campaign, and Tree plantation programs. Our students participated in PM's Swachh Bharath summer internship program.

Human Values

BDS curriculum is oriented towards training students to undertake preventive, promotive, curative and rehabilitative aspects of dentistry. The education emphasizes preventive dental health care and community orientation and the importance of rural health care services is adequately recognized in the curriculum. This is emphasized in the clinical years of study and training and intensified during the internship period. Rural training enables the students to function efficiently in all types of settings and build a sense of commitment. Students are adequately trained and sensitized on all national and global programs by participating in Oral Hygiene day celebrations, No tobacco day, World Cancer day programs, Blood donation, tree plantation, tooth brushing programs, Flag day, Swachh Bharath day, Denture camp, School and community camps etc. to make the students realize the community values and mould them as model citizens of the country. Due to these training the students are able to recognize the socio physiological, cultural, economic and environmental factors affecting the health and discharge professional responsibilities in humane and compassionate manner and inculcate empathy to the suffering masses.

Professional ethics

Professional Ethics is part of the curriculum in all subjects and importantly in Public Health Dentistry.

- Practice within the frame work of ethical professional conduct and quality standards of practice within the legal boundaries.
- Ethics is being insisted upon during the preclinical and clinical years. Ethical practice in college

and the role model of staffs during the clinical hours play a major role in inculcating ethical behaviour. Institutional ethics committee peruse all the research projects of the staff and students and also monitors and oversees them.

- Importance is given to develop values, ethics, social skill and their application in dental, medical education and practice.
- Special Standard Operating Procedures (SOP) have been laid down on moral and ethical principles which are followed by the faculty and students.

| 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: 2

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

Response: 2

| 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: 33.84

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 150 | 275 | 160 | 185 | 90 |

| 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: 90.7

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

Response: 400

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

1.4 Feedback System

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

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

5. Professionals**E. Any 1 of the above****D. Any 2 of the above****C. Any 3 of the above****B. Any 4 of the above****Response:** C. Any 3 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 |

1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:**E. Feedback not collected****D. Feedback collected****C. Feedback collected and analysed****B. Feedback collected, analysed and action has been taken****Response:** B. Feedback collected, analysed and action has been taken

| File Description | Document |
|---|-------------------------------|
| Stakeholder feedback report | View Document |
| Institutional data in prescribed format | View Document |
| Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management | View Document |
| Link for additional information | View Document |

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 96.23

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 56 | 69 | 69 | 69 | 69 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 69 | 69 | 69 | 69 | 69 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Final admission list published by the HEI | View Document |
| Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English) | View Document |
| 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:** 87.09

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:

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 72 | 89 | 81 | 100 | 100 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 110 | 100 | 100 | 100 | 100 |

File Description**Document**

The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.3 Average percentage of Students admitted demonstrates a national spread and includes students from other states**Response:** 0.52

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 0 | 0 | 0 | 1 |

| 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 low performers The Institution:

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

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: 6.63

| 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:

The management is supportive of the students in all their curricular and extracurricular activities. Student's council is elected every year and they plan out the activities of the year. They organize a cultural extravaganza "Gitanjali" for 2 days and a sports competition 'Zenith'. All the students participate in these activities with great enthusiasm. The college also encourage students to participate in intercollegiate cultural and arts competition and sports competitions. They are provided monetary support for costumes, jewellery and makeup to participate in the competitions. Sports jersey with the college logo is provided to the students and white uniforms for the cricket participants. The students have formed various clubs to improve their skills. They meet once or twice a month to chart out the programs, select the participants for competitions and practice to develop coordination.

The college has a dance club, singing club, Arts club, Quiz club which meet within the college. The

college is also part of “Rotract” a club sponsored by the Rotary club for the students. They organise awareness and treatment camps outside the college and also serve the needy. Used clothes are collected and distributed to the poor and orphanages and old age home. Some of the old clothes are sold for a small price and the amount collected are used for treatment of the poor. The students also collect money for the Blind association and flag day every year. When camps are organised in old age home students collect money to purchase essentials like rice and Dhal for their use.

Quiz club meets once a month and organize quiz for the different batches separately and select a team for the college. Regular quizzes are conducted in the college to keep themselves updated and to improve cooperation and coordination.

Dance clubs and music clubs meet once or twice a month and practice dancing or singing. The dance club meets before competitions to plan the songs and movements and theme of their group participation.

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

2.3 Teaching- Learning Process

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

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

Response:

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

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

organizational skills.

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

E-learning is used by the staff for teaching. Prerecorded CD's, live surgical procedures, video lectures, webinars and Power point presentation of lectures are available for staff, students, in the library. The lecture notes, PPT, Question bank, seminars, videos are all uploaded in the DRSR-JAPAR to enable the students for remote access to gain knowledge . Some procedures are uploaded by the faculty in the You tube for Video assisted learning. There are also blogs and Google classrooms for student learning and evaluation.

- Blogspot by Dr Narasimhan Prosthodontist: <http://prosthoguide.blogspot.in/?m=1>
- Tooth carving steps uploaded in you tube by Dr Makesh Raj of Dept of Oral Patholgy <https://www.youtube.com/watch?v=2vuAMh4UvEw>
- A blogspot has also been started by the Department of Pedodontia& Preventive Dentistry- <https://pedotagore.weebly.com/>
- Google classroom of Department of Periodontia- <http://classroom.google.com/u/O/c/ODMINDA20TU2MFpa>
- Google classroom of Department of Oral & Maxillofacial surgery- <http://classroom.google.com/u/1/c/MTAzNjA2ODEwMTBa>
- Youtube site for Department Of Conservative Dentistry- <https://www.youtube.com/channel/UCQRlck2rEUdCTw6WJ7sQy8w>

Project work, chair side or bed side procedures and demonstrations, viva are utilized by the faculty to teach the students during the clinical hours. The students work on patients and learn the various method of treatment and develop skills . PBL and OSPE are used in the clinical teaching. Clinical postings in rural areas, camps, awareness programs are utilized by the faculty for teaching compassion for patients. Tagore medical college & Hospital gives our students exposure to giving injections- IM and IV, wound dressings, and casualty postings there, gives them an exposure to handle trauma cases and suturing in maxillofacial regions. Students get to watch and also assist the staff while performing surgical procedures in the outpatient departments and also in surgical theatres.

| 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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: C. Any two of the above

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

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

Response:

All the staff uses ICT (Power point presentations on Over head projector) for teaching. Some classes depending upon the topics may be by the traditional method of black board or seminars.

The college library has subscribed to University library and also have subscribed to Pro-Quest online journals. University has given password to the staff and students to utilize the online

journals remotely. There are e-books available in the department and library.

E-learning is used by the staff for teaching. Pre-recorded CD's, live surgical procedures, video lectures, webinars and Power point presentation of lectures are available for staff, students, in the library. Webinars and demonstrations and surgeries in the net are also utilized by the staff to teach the students.

DRSR-JAPAR is LMS software where, lecture notes, PPT, Question bank, seminars, videos, journal articles are all uploaded to enable the students for remote access to gain knowledge and prepare for their exams.

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

- Blogspot by Dr Narasimhan Prosthodontist: <http://prosthoguide.blogspot.in/?m=1>
- Tooth carving steps uploaded in you tube by Dr Makesh Raj of Dept of Oral Patholgy <https://www.youtube.com/watch?v=2vuAMh4UvEw>
- A blogspot has also been started by the Department of Pedodontia& Preventive Dentistry - <https://pedotagore.weebly.com/>
- Google classroom of Department of Periodontia- <http://classroom.google.com/u/O/c/ODMINDA20TU2MFpa>
- You tube of Conservative Dentistry https://www.youtube.com/results?search_query=tagore+endodontics
- Google classroom of Department of Oral & Maxillofacial surgery- <http://classroom.google.com/u/1/c/MTAzNjA2ODEwMTBa>
- Student's assignments are received through Google classroom and mail and subject material is also uploaded in it.
- MCQ's are also answered online.
- Google forms are used to get feedback online.
- E books, e journals, Power point presentations, Videos, CD,s and DVD,s.

| 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: 6.14

2.3.4.1 Total number of mentors in the preceding academic year

Response: 69

| 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:

Innovative teaching methods adopted by the departments are

- Chapter wise question and answer preparation.
- Crash course for arrear students.
- Open book test
- Picture test
- Clinic based learning and discussion.
- Problem solving in clinical dentistry.
- Preparation of teaching aids in the form of charts, posters, models
- Blogspot by Dr Narasimhan Prosthodontist: <http://prosthoguide.blogspot.in/?m=1>
- Tooth carving steps uploaded in you tube by Dr Makesh Raj of Dept of Oral Patholgy <https://www.youtube.com/watch?v=2vuAMh4UvEw>
- A blogspot has also been started by the Department of Pedodontia& Preventive Dentistry.
- Uploading question bank on the website.
- Sending PPTs to the students mail Id for easier learning in LMS
- MCQ's test
- Google classroom- for receiving assignments from students. The department of Periodontia has a google classroom-the link is as follows -<http://classroom.google.com/u/O/c/ODMINDA20TU2MFpa> and the department of Oral surgery has <http://classroom.google.com/u/1/c/MTAzNjA2ODEwMTBa>
- Problem based learning.
- The institution conducts regular CDE programs, seminars and workshops.

- Certificate programs in Implantology and Device assisted endodontics.
- BLS course for students.
- Medical emergencies classes before entering clinical year and evaluation.
- Students are encouraged to participate in paper and poster presentation.
- Students participate in skits and role playing while patient education and creating awareness to the public like tobacco cessation, AIDS awareness which nurtures their creativity.
- The students are given a free hand to create charts, posters,
- Research is encouraged and best research paper is awarded.
- Applying for patents is encouraged and the cost is borne by the college.
- Paper publication expenses are borne by the college.
- Students are allowed to think for themselves and formulating their own research rather than forcing them to do what the faculty wants them, nurturing their creativity and scientific temper.
- All lecture halls are equipped with audiovisual aids to help the faculty in enhancing the quality of teaching.
- A dedicated team of IT professionals are available for helping the staff to prepare teaching and learning materials.
- A workshop was conducted for staff and students on photography and photo shop to help to improve their presentation.
- A photographer is available in the college to take photographs and also prepare video presentations to help prepare lecture materials.
- Web based Learning Management system
- Microscope based learning
- Interactive live patient demo during workshops with external experts in their respective specialities

These are all student centered method of teaching and aids them understand the concept easily. The impact of such practices is evident by the overwhelming results achieved in the university examination. In the recent past the students have obtained 5 gold medals in the University examinations and also awards from other organizations.

| File Description | Document |
|---|-------------------------------|
| Link for any other relevant information | View Document |
| Link for appropriate documentary evidence | 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: 1.67

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.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 1 |

| 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 |
| Link for additional information | View Document |

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

Response: 6.88

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

Response: 440

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Consolidated Experience certificate duly certified by the Head of the insitution | 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: 0

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 0 | 0 | 0 | 0 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | 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: 4.33

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 3 | 6 | 1 | 1 |

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

The college academic calendar is planned well ahead and published in the calendar and uploaded in the website. The Principal on consultations with the Heads of department and Dental education unit plan the academic calendar about the summer and winter holidays, terminal examinations to be conducted, seminars every year, co-curricular activities and competitions and programs to be conducted. This calendar with the terminal exams and teaching schedule is made available to the students to organize the learning process and the implementation of the complex schedules is simplified. The staffs are also aware of the time frame to complete their portions.

A model examination the end of the academic year follows three terminal examinations and routine class tests and viva. Exam Dates are e strictly adhered to the plan.

The students are evaluated continuously throughout the year. The institution has a well programmed internal examination schedule that includes written, practical and clinical examination. Theoretical knowledge is evaluated by the 3 terminal exams, class tests, viva, open book test, picture test, MCQ test and seminar presentations. The practical or clinical evaluation is based on the number and quality of work done, viva in clinics, case discussion and assignments.

Theory and practical assessment along with the attendance forms the basis for internal evaluation which accounts for only 10 marks in theory and 10 in practical. The university theory examinations conducted and evaluated by the affiliated university accounts for 70% and 20% for viva conducted during the university practical examinations.

The college maintains transparency in the evaluating process and the attendance percentage, marks of the class tests, assignments, terminal exams, viva, and criteria of determination of internal assessment marks are displayed in the notice board. The answer sheets are evaluated and returned to the students as early as possible giving them opportunity to clarify their doubts and reevaluate the papers if on doubt. The answer scripts are returned to the students after a discussion of their performance and mistakes committed and remedial measures instituted for any deficiencies. Apart from the terminal and model exams small tests of MCQs, open book test, diagram test, etc are conducted and google classroom evaluation are also done, the marks attained in all these are considered for the internal assessment marks. The test marks are displayed in the notice board, and the parents are also appraised.

The student's attitude, aptitude for the subject, interest shown in the subject in seminars and assignments are also taken into consideration while awarding the internal assessment marks. Evaluation through google classroom, multiple class tests, MCQ tests, Open book test, picture test and x ray tests have been introduced to add variety of evaluation.

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

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

Response:

All grievances regarding the evaluation of class tests, terminal exams or evaluation of assignments or seminars and awarding internal assessment tests are heard by the department head and rectified immediately. Re test is conducted for students who missed the internal test and those who want to improve their marks. Valuation of papers is based on a preset key and so it is standardized. If the student is not satisfied, he/she could complain in the student's grievances cell.

Any other grievances about the timing of terminal or model examinations, the timing of the exams, the interval between exams are brought to the notice of the Students grievances cell. Student grievance cell is open to such issues and discusses ways to rectify them with the permission of the management. The student's grievances cell is headed by the Principal, Vice Principal and attended by the members of student community. The complaints are heard within a week along with the students who complained.

The qualifying examination is conducted by our affiliating university The TN DR MGR Medical University and any grievances are received from the student at the Principals office and forwarded to the University for Clarification and rectification. The examination hall is fitted with CCTV cameras, metal detector and monitored on the screen; cell phone jammers are installed to avoid any mal practice. These help the institution to conduct the examination in a fair manner free of malpractices.

Students who are not happy about their university marks could apply for re- totaling to the university. The provision of reevaluation is not available in the University rules. Some students have applied for re- totaling and these have been directed to the University without delay. Few students have opted for the copy of answer paper for which requisition is sent to the University and obtained.

| 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:

Innovative examination procedures and process adopted by the departments are

- Open book test
- Picture test
- X Ray test
- Diagram test
- Clinic based learning and discussion.
- Problem solving in clinical dentistry.
- MCQ's test
- Google classroom- for receiving assignments from students.
- Problem based learning and evaluation
- Microscope based learning
- OSCE
- OSPE

The results are processed with Ms- Excel and the report sent to the administrative office for recording in the Students software and later sent to the parents.

The students are evaluated continuously throughout the year. The institution has a well programmed internal examination schedule that includes written, practical and clinical examination. Theoretical knowledge is evaluated by the 3 terminal exams, class tests, viva, open book test, picture test, MCQ test and seminar presentations. The practical or clinical evaluation is based on the number and quality of work done, viva in clinics, case discussion and assignments.

The student's attitude, aptitude for the subject, interest shown in the subject in seminars and assignments are also taken into consideration while awarding the internal assessment marks. Student's performance and participation in paper/ poster presentation, research or survey work, participation in awareness programs and competitions are also taken into consideration for evaluating internal assessment. Evaluation through Google classroom, multiple class tests, MCQ tests, Open book test, picture test and x ray tests have been introduced to add variety of evaluation. OSCE is being introduced this year.

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

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

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:

The Bachelor of Dental Surgery (BDS) at Tagore is designed to enable graduates to become outstanding dentists and leaders in their chosen profession.

Course learning outcomes is organized in to the following 6 domains:

GENERIC SKILLS

1. Work as a member of a team;
2. Value differences in health beliefs, lifestyles, ethnic and cultural background;
3. Ensure safe and effective care for people of diverse backgrounds.

PROFESSIONALISM

1. Have empathy, compassion, honesty, integrity, resilience and lifelong curiosity,
2. Self-awareness, the ability to seek help and/or to refer;
3. The ability to identify and address their own learning needs ;
4. A thorough understanding of the ethical principles and legal responsibilities

SCIENTIFIC KNOWLEDGE:

1. Knowledge of the diagnosis, management and interaction of important oral and medically-related conditions;
2. Scientific principles of infection control, waste disposal and hazards.
3. Knowledge of research methods and their applications

PATIENT CARE:

1. The ability to communicate with patients;
2. Respect for patients' values and their expressed needs;
3. Appropriate skills to arrive at diagnosis and plan cost effective treatment;
4. The ability to perform appropriate dental procedures effectively and safely, and alleviate pain;

DENTAL PROFESSION:

1. Maturity and responsibility to maintain standards of dental practice
2. The philosophy of lifelong learning and accept that continuing professional development is required for professional growth.

THE SOCIETY

1. Skills of oral health promotion including primary and secondary prevention and health education;
2. Skills to identify the requirements of health care systems in a culturally diverse society;
3. Respect community values, including an appreciation of a diversity of backgrounds and cultural values;

MECHANISM OF COMMUNICATION

The staff are communicated about the course outcomes while they join and also stressed during the Staff meetings and when the Chairperson addresses them.

The learning outcomes are articulated to the students and parents during the induction function of the college and during the orientation program of all the years. They are stressed during the clinical hours and monitored so as to make these characteristics part of their nature. Ethical behaviour, empathy and unbiased treatment are all part of the curriculum and the students posted in camps in various locations and settings help them to learn the principles of practice and clinical work.

The Course outcome is published in prospectus, in the website and handbook. These are also explained to the parents during the parent's teachers meeting and by the Principal during the Annual Day function to showcase the learning outcomes.

ASSESSMENT OF LEARNING OUTCOMES

1. Clinical work, knowledge and performance assessment during CRRI
2. Feedback from students and alumni
3. Student attainment of University gold medals and NEET ranking and awards from National Organizations.
4. Students performance in academic co-curricular, cultural and sports competitions and University examinations.
5. Patents applied and journal publications of students
6. Patients feedback as to the care and satisfaction.

| File Description | Document |
|---|-------------------------------|
| Link for relevant documents pertaining to learning outcomes and graduate attributes | View Document |
| Link for upload Course Outcomes for all courses (exemplars from Glossary) | View Document |
| Link for any other relevant information | 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: 74.69

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 81 | 74 | 77 | 61 | 60 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 99 | 89 | 98 | 96 | 79 |

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

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

Response:

Course outcomes are made known to all the stake holders. The staffs work hard to achieve our goals. The result of these efforts of the staff and the management there has resulted in great success as proved by some of the achievements of the students given below

1. 11 students have received Gold medals and University ranks since 2013
2. Dr V DivyaNandhini has secured the all India 15th rank in the NEET 2017 and
3. Dr Sai Subramaniam secured 114 rank in NEET 2016, and have joined MDS in Tamilnadu government dental college and
4. Dr Pavithra Devi has joined the prestigious PG institute of Dental Sciences at Chandigarh.
5. Our students have been selected 5 times in 2013,15,17,18 and 19 , as one of the best 10 students in India to receive the The Pierre Fauchard Academy International Senior Student award.
6. Ms V Saranya also received the award for Prosthodontics in 2017 and Ms Divya received for Periodontics in 2019 from IADR.
7. In 2018 Ms Aswini Chandra of Third BDS received the Gold Medal in Health Research Fundamentals conducted by NPTEL
8. Ms. KrishangaSrivastave, Ms. S.Pavithra and Ms.A.M.Roshini won 1st place in the All Indian Student convention by Indian dental association at Bhubaneswar, Odisha FEB 9-10th 2018.
9. Ms Divya Mehta and Ms Deepika stood fourth at Elsevier quiz Competition conducted at Delhi.
10. All India Table Clinic Competition conducted by Dentsply India and IDA in 2015– Ms Priyanka was placed 3rd for her innovative product.
11. SRUDHY R. - RECEIVED THE National Topper Award in the subject Public Health Dentistry.

As the entire course is based on developing clinical skills, and are continuously assessed, those who lag are given additional help and guidance. They are also given additional clinical work to those who are poor performers. The faculties are encouraged to conduct surprise tests, viva to monitor the progress of the students. The feedbacks of the patients attended by the students are obtained, to ascertain if they treated them well and to their satisfaction. Student feedback of the confidence to practice all aspects of dentistry is obtained from them at the completion of their course.

Evaluating the academic performance and the feedback from the students and patients it is obvious that we are on the right path and we are achieving our course outcomes.

University result analysis- There is consistent increase in pass percentage over the years, with 99% pass percentage achieved by the regular batch students who appeared for the final year in august 2018 and 94% by the first and third years and 87 by the third year students.

So far out of 9 batch of students who have passed out many of the students have progressed to join PG , some have started their own practise, and some are working as consultants at hospitals, and some have gone abroad to do their further studies. Many of the students have scored good ranks in NEET exams for post- graduate entrance.

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

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

Response:

Parents Teachers meetings are held twice a year- One after the first terminal examination in December and the second during the month of June before the students appear for the University examinations in August. The first terminal examination identifies the slow learners and the meeting is conducted to inform the parents about the students' capabilities at the beginning of the year itself so as to enable the parents to monitor the progress. The second meeting is conducted at the end of the year to communicate the parents about the progress of students throughout the year and their likely performance in the university examinations.

These meetings also act a platform for the parents to air their grievances about the college teaching and learning methodologies, college facilities, functioning of departments and grievances about behavior of faculty.

The PTA meetings are mentioned in the calendar and also SMS and letters are sent much ahead to facilitate the parents to travel to college. The parents meet the staffs of the departments concerned and also the mentors and listen to the activities of their ward and how the students can improve. The complaints of the parents are recorded by the mentors and conveyed to the Year in charge supervising them. These are discussed with the mentor heads and reports collected by all mentor heads and reported to the Principal.

These grievances are discussed in the student's grievances committee and the necessary steps taken. The hostel and transport grievances are conveyed to the respective staffs and organizations involved. Any department or staff grievances are conveyed to the department heads and necessary actions taken, to make the students comfortable and not feel harassed.

| 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: 100

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: 5.67

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 7 | 7 | 1 | 1 | 1 |

| 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: 6.44

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 0 | 5 | 2 | 9 | 3 |

| 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:** 11

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 0 | 0 | 3 | 5 |

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

- Students are advised on the importance of research from the first year.
- Students are encouraged to do surveys, epidemiological studies, short term projects during the preclinical and clinical year of study.
- These initiatives have resulted in student's application for patents, writing research articles and publishing and engaging in ICMR projects.
- Students are given aid to publish their articles and also apply for patents.
- To promote research and publication the college publishes a bi annual journal – **Journal of Clinical Dental Updates and Research.**
- Students are encouraged to present papers in regional and national conferences, under graduate student convention and competitions and also during CSM meetings.
- The institution aids the faculty to undertake research, epidemiological survey, attend and organize CDE programs.
- The institution provides on duty and academic leave for the faculty to participate in research work, conferences, seminars, workshops and training sessions.
- Staffs preparing for exams are granted leave.

- We have also supported other organisations and departments in conducting conferences and support them financially and also conducted conferences and preconference courses.
- The institution and Tagore Medical College have all facilities like research lab, central lab, central research facilities, and animal lab, and we have signed an MOU to utilize their facilities. MOU also has been signed with Tagore Engineering college for research activities.
- Infrastructure, logistics, and equipments are available and also made available for research activities.
- Incentives are given for the staff for international and national publication in indexed journals with high impact factors. Promotions and increments are based on their research, publications and students guidance.
- Reference materials are available in the library in the form of books, journals and e journals.
- Also the institution has instituted 4 awards to students, every year for the best research work.
- The institution conducts regular CDE programs and eminent speakers, research persons and faculties are invited to the college. This initiative helps build the research temper in the college.
- The institution has provided the researchers with the clinical material, laboratory facilities, consumable and non-consumable materials and technical man power free of cost.
- We have conducted programs, on research methodology and statistics for the staff and students. Our affiliated university also conducts research programs and the institution encourages the faculty to attend these programs.
- Research linkages with other institutions, universities and centres of excellence. (national and international). The institution has research linkages with Tagore Medical College, Jerusalem Engineering college, Tagore Engineering College, Madras University- Biochemistry department, IIT, and with Global Hospitals.
- MOU's are also signed with University of Malaya and University of Mahasa in Kuala Lumpur for research activities and student exchange program.
- Staffs and students are made to do a certificate courses at NPTEL like Health Research Fundamentals and Introduction to Research

| 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: 7

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 2 | 0 | 3 | 1 |

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

3.3 Research Publications and Awards

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution | View Document |
| Institutional data in prescribed form | View Document |
| 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: 0.17

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: 1

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

Response: 6

| 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 |
| 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 form | View Document |
| Any additional information | View Document |
| Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list | View Document |
| Link for Additional Information | View Document |

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

Response: 0

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

3.4 Extension Activities

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

Response: 12

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.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 3 | 2 | 3 | 2 | 2 |

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

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

Response: 54.25

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 300 | 205 | 300 | 352 | 87 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed forma | View Document |
| Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance | View Document |
| Link for additional information | View Document |

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

Response:

1. **The Limca Book of World Records 2019.** Tobacco awareness program was conducted in June 2018 among the Hill tribal community of Yelagiri Hills. 2185 tribal population were given individual awareness advice, which was published in **The Limca Book of World Records 2019.**

2. **Asian Book of World Records in 2017-** for [participating in Smile Chennai- for the most people who brushed their teeth along with Sri Ramachandra University- Faculty of dentistry.

3. Appreciation from National Foundation for communal Harmony for Observance of communal harmony campaign week and flag day collections in 2014. In November 2019, Rs 37,350 was collected from the staffs and students.

4. Appreciation form Indian Association for the Blind for International White cane day

- 2015- Award of appreciation
- 2016- Rs 6000 collected – Award of appreciation
- 2017- Rs 11,470 collected – Silver Zone award

- 2018- Rs 13,525 collected- Gold Zone award
- 2019- Rs 20,530 collected.

5. WOW (Wealth out of Waste)- Appreciation from ITC limited- Paperboards & Speciality paper division in 2014,2015,2016,2017,2018, 2019.

6. Appreciation letter from Department of Transfusion Medicine of The TN Dr MGR Medical University for conducting Blood Donation camps in 2014, 2015, 2016, 2017, and 2019.

7. Adyar Cancer Institute in 2015 for participation in Adult Tobacco survey.

8. Multiple Centennial Challenge excellence Certificate from The International Association of Lions Club in 2016.

9. Indian dental association for participating in Oral cancer reporting by Member Institute of National Oral Cancer Registry (NOCR) for the year 2018.

10. Rathinamangalam Panchayat union school gave a Certificate of Appreciation for Donating 204 books.

11. Appreciation from Lions Club Naturals for Tree Plantation program in 2017.

12. Appreciation from IDA Madras branch for participating in Anti Tobacco activities during the years 2014, 2015, 2016, 2017, 2018, and 2019.

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

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

Response:

The institution trains students in professional skills to treat and handle patients in an ethical way. Interactions and connections with the public help the students to understand their behaviour and also appreciate the working of and in groups and understand social behaviour and responsibility.

Students and staff are posted in semi-urban and rural centres of the institution. They attend screening and treatment camps in colleges, public places, old age homes, orphanages etc. Many schools are adopted and the students are treated in the school campus. This has resulted in creating an awareness and motivation

towards contributing to nation building among the faculty and students.

The institution has conducted tree plantation program, Blood donation, Road safety awareness, Swachh Bharath campaign, and the staff and students participate with great enthusiasm. The institution supports national program of family welfare, infectious disease control and immunization. Many awareness rallies, flash mob, walks, marathons have been organized in support of tobacco cessation and HIV AIDS prevention, SMILE TORCH and HAPPY TEETH. Awareness is created about safe water, sanitation, nutrition, prevention of communicable diseases & H1N1 and Dengue disease, awareness of healthy life style inside and outside the campus during the outreach program. The students have also participated in the Swachh Bharath Summer Internship program for students

Prevalence of oral diseases in tribal tea plantation workers in Kothagiri, cancer and pre-cancerous oral lesions of auto drivers and migrant workers, Sub mucous fibrosis among migrant workers, periodontal status among tobacco users have been carried out. As part of our outreach efforts, the institution has mainly involved the poor and deprived sections of the society. Rural school camps, old age homes, orphanages camps are organized to treat these sections of public who are in dire need of intervention. Cleft and oral cancer information, road safety awareness, oral hygiene awareness, orthognathic surgery awareness pamphlets have been distributed and screening conducted for the same.

Regular conduct of extension activities has inculcated a holistic approach towards community developments among the faculty and students. The necessity of good citizenship, social awareness and upkeep of social justice is insisted upon while treating patients. Social awareness is created among the students and staff by conducting rallies, street shows, camps, surveys. Posters, banners, leaflet distribution are also done to create awareness among the public.

Recently tobacco awareness program was conducted in June 2018 among the Hill tribal community of Yelagiri Hills. 2185 tribals were given individual awareness advice, which was published in The Limca Book of World Records 2019.

In 2019, students and staff of Tagore Dental College visited Cheyyar and created awareness on Menstrual Hygiene for the middle age people, Post Menstrual problems for ole people and about menstruation and its complications and precautions for primary school children. They also distributed sanitary napkins to the women gathered. Totally about 550 people were benefitted.

The institution is situated in semi urban area to help people in backward region and provides advanced treatment at reasonable cost to the surrounding village communities.

| 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: 12.4

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 21 | 19 | 3 | 16 | 3 |

| 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: 8

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: 8

| 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 |

NAAC

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:

The college has 5 Classrooms fitted with audio-visual aids, 4 seminar rooms with visual aids. Two of the classrooms and the 4 seminar rooms are air-conditioned. .

PRECLINICAL LAB

There are 4 preclinical laboratories which are well equipped for teaching, demonstration and for doing the procedures.

1. Preclinical Prosthodontic laboratory has more than 150 work spots which handles the first and second year students.
2. The Preclinical conservative laboratory has 60 mannequins to develop skills for performing conservative dental procedures.
3. Phantom head lab of Prosthodontics helps students in preclinical work of crown preparation. There are 60 phantom head units for the same.
4. The preclinical Lab of Oral Histology & anatomy and Oral Pathology has 30 microscopes for visualising histology sections and also have provision for tooth carving.

CLINICAL LAB

There are 6 fully equipped clinical labs for the smooth functioning of the college.

1. The clinical lab of haematology serves the patients for their routine blood tests.
2. The Oral Pathology lab has a state of the art research Microscope, and Automatic Microtome is there in Oral pathology. These along with other accessories help the staff produce good biopsy results.
3. There are clinical laboratories in the Departments of
 1. Prosthodontics,
 2. Conservative Dentistry,
 3. Orthodontics and
 4. Paedodontics for the students to complete their patient work.

CERAMIC LAB

The college has the state of the Art ceramic furnaces, induction casting machines, centrifugal casting machines and all other equipments as per DCI requirements. About 80-90 units of ceramic works are done in the lab by qualified technicians.

CLINICAL FACILITIES

The college hospital has 8 clinical departments namely Oral Medicine & Radiology (to diagnose diseases and taking radiographs), Orthodontics & Dentofacial Orthopedics (to correct misaligned teeth), Pedodontics & Preventive disease (treat Children), Periodontology (treatment of gum disease), Public Health Dentistry (community awareness & treatment), Oral & Maxillofacial surgery (extractions and minor to major oral and maxillofacial surgeries), Conservative Dentistry (filling and rehabilitation of teeth), Prosthodontics & Crown & Bridge and Implantology (to replace and rehabilitate dentition). With Postgraduation in 4 departments the total number of fully equipped dental chairs in the college is 257. All the departments are equipped with the latest equipments as prescribed by DCI like Digital OPG with Digital Printer, Laser and electrosurgery equipment, Peizo surgical equipment and Implant motors, RVG, Endodontic Microscope, Research and 7 headed microscope, ceramic units, induction casting machine, cephalometric software, variable intensity light cure, thermoplastic gutta-percha, patient education models and museum etc,

The college has 2 satellite clinics one in semi urban and the other in rural area to train the students in community education and treatment.

Each department has 2 computers, printer and scanner. The library has 26 computers for the staffs and students. All are computers have internet connection through LAN network and the institution also has Wi-Fi facility. There are softwares for library automation, students data software, Orthodontia has Dolphin software for treatment planning apart from software for accounts and stores.

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

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

Response:

Tagore Dental College & Hospital has all facilities for sports and cultural activities for staff and students.

There is provision of outdoor activities like cricket, football, volley ball, tennikoit and indoor activities like Table tennis, carrom and chess, the provisions for which are present in college, girls and boys hostel. The boys hostel also has a gymnasium with exercise and weight machine and also dumbbells for exercising.

The college conducts intra mural sports competition called Zenith every year and the winners are awarded. The students are encouraged to participate in various sports competitions conducted inside or outside Chennai. The registration fees for the competitions are borne by the college, and the college provides

sports jersey and cricket uniform to the students free of charge. Also the Physical director appointed for training the students is given daily batá. The transport to and from the venue of competition is provided by the college as also drinks, snacks and food during the competitions.

Yoga classes are conducted for the students during the orientation program to help them mentally and physically strong to cope up with the rigours of dental studies.

The students conduct cultural competitions every year called Gitanjali and the winners are awarded. We have an auditorium for conducting academic programs and cultural programs and competitions. The students are encouraged to participate in inter collegiate competitions and their travel is taken care of. Part of the registration fee is borne by the college, and also provide funds for costumes, jewellery and makeup.

The Hostel has TV's and cable connections for student's entertainment. Also both the girls and boys hostel have computers and internet connections.

| 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:

The Management of Tagore dental College has provided all facilities for the students to study in a comfortable environment and for their overall growth. The college complex has attached Medical College and hospital for Basic science study and Medical exposure. Day scholars are provided with transport facilities to areas in and around Chennai and in house students are provided hostel accommodation. Hostels have Mess, recreation and sports facilities. There are staff quarters, non teaching staff quarters and Nursing Quarters within the campus. The Medical College Hospital takes care of the health needs of staff and students.

There are adequate toilet facilities for boys and girls in the college and hostels. Every floor in the college has separate girls and boys toilets with the required facilities. The Hostels of boys and girls also have adequate toilet facilities with bath and hot water facilities. Every floor in boys and girls hostel and college has water coolers which provides hot and cold water for the needs of students and staffs. Separate rest rooms for staffs are also provided.

The Tagore Medical & Dental College complex has a **Temple, Canteen, Aavin booth, snacks corner** in the college, **Dental stores** for purchase of dental materials and disposables, **Sports arena** and **ATM** for the benefit of the students and patients. There are well laid **roads**, with **signages**, well defined **car park** with greenery all around the campus. **Sanitary napkin incinerator** is available in the college and hostel.

ENVIRONMENT

The college has a green appearance with lots of trees and plants around. They are well maintained by the gardeners. The college complex has two sewage treatment plants (STP) one for the college and one for the hostels. **Solar power panels** are present for college lighting and fans and also for road lights. **Rain water harvesting** is provided for all the buildings. **RO plants** are available for the college and hostels.

HOSTEL

The present girls hostel consists of ground +3 floors with 11 rooms in Ground floor + dining, Internet Room, Sports Room with two students sharing a room.

The hostel accommodation for Female P.G. students is provided in the ground floor of the girls hostel. It there are 11 single occupancy rooms and 3 PG students are occupying the ground floor rooms.

The present boys hostel consists of ground + 2 floors with Ground Floor having 18 rooms + dining with gymnasium.

The hostel accommodation for Male P.G. students is provided in the Ground Floor of the boys hostel. There are 10 single occupancy rooms and 3 PG students are occupying the ground floor rooms.

Both the girls and boys hostel have mess facilities, recreation facilities like TV, Sports facilities like table tennis, carom and chess. Gymnasium is present in boys' hostel. Internet connection and telephone connection are available in the hostels. Each student staying in the hostel is provided with a cot, table, chair, cupboard, hanger, fan and light.

| 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: 33.42

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 81.97 | 350.37 | 73.68 | 367.05 | 59.23 |

| 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:

There are 5 class rooms for the 4 years of study of BDS. All the class rooms are well ventilated with proper seating arrangements. There is enough space to go around the class room. The class rooms are equipped with a black board, LCD projector with a computer system, amplifier and speakers. The third year and final year class rooms are air conditioned. There is Wi Fi connection in the class rooms for teaching purposes.

CLINICAL DEPARTMENTS & TEACHING

There are 8 clinical departments and one non clinical department. All cater to the treatment needs of the patients. There are totally 257 chairs in the college with the necessary attachments. The departments are equipped with all the latest equipment's as prescribed by the Dental Council of India like Digital OPG with Digital Printer, Laser and electrosurgery equipment, Peizo surgical equipment and Implant motors, RVG, Endodontic Microscope, Research and 7 headed microscope, ceramic units, induction casting machine, cephalometric software, variable intensity light cure, thermoplastic gutta-percha, patient education models and museum etc,

LIBRARY

The library has more than 5000 books and 50 journals with back volumes and also e journals and 3 books. We have also subscribed to the University consortium for e journals and University library for reference. There are about 26 computers in the library and each department also has 2 computers with printer and scanner. Library is fully automated and also has facilities for photocopy.

LABORATORIES

PRECLINICAL LAB

There are 4 preclinical laboratories which are well equipped for teaching, demonstration and for doing

the procedures.

1. Preclinical Prosthodontic laboratory has more than 150 work spots
2. The Preclinical conservative laboratory has 60 mannequins
3. Phantom head lab of Prosthodontics has 60 phantom head.
4. The preclinical Lab of Oral Histology & anatomy and Oral Pathology has 30 microscopes for visualising histology sections and also have provision for tooth carving.

CLINICAL LAB

There are 6 clinical labs for the smooth functioning of the college.

1. The clinical lab of haematology serves the patients for their routine blood tests.
2. The Oral Pathology lab has a state of the art research Microscope, and Automatic Microtome is there in Oral pathology. These along with other accessories help the staff produce good biopsy results and also for clinical teaching of third year students.
3. There are clinical laboratories in the Departments of
 1. Prosthodontics,
 2. Conservative Dentistry,
 3. Orthodontics and
 4. Paedodontics for the students to complete their patient work.

CERAMIC LAB

The college has the state of the Art ceramic furnaces, induction casting machines, centrifugal casting machines and all other equipment's as per DCI requirements. About 80-90 units of ceramic works are done in the lab by qualified technicians.

PATIENTS

In dentistry patients are the subjects of learning and students work on patients to develop their skill. There is sufficient attendance of patients in the college hospital to provide for the students learning.

| File Description | 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 |
| Link for any other relevant information | 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: 75552.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 82564 | 76758 | 77172 | 68864 | 71837 |

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 125 | 129 | 119 | 95 | 98 |

| 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: 288.4

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.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 275 | 274 | 298 | 281 | 304 |

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.

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 10 | 0 | 0 | 0 | 0 |

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: C. Any two of the above

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

LIBRARY MANAGEMENT SYSTEM- ALIMS- JAPAR

SOFTWARE USED:

Library is fully automated using Auto-Lib Software- My SQL Version 5.0. server with Java based & Web technology version since 2007. OPAC facility is available.

ALMS (Advanced Library Management software) is an advanced integrated automated software, versatile, user friendly, multimedia interface and multi-user; web enabled for intranet and internet environments. Sorting and printing large number of reports, statistics and printing of records. It has interface to bar code scanners, printers, smartcards and biometrics.

1. **Database management-** Cataloguing of books, Thesis, Conference proceedings, Reports, Journals, Articles, Bound Volumes, non book materials, CD, Videos, audios, Newspaper clippings, courses, e-books, List of authors, Publishers, Suppliers, Keywords.

2. **Search-** designed to search the above databases using important fields and print the results in any desired formation **Simple search, Advanced Query Builder, Restricted Search**

3. Circulation Management - Transaction

This module is designed for all types of counter transactions (for all documents types) such as:

- Issue/Renewal /Return/Recall
- Reminders/Overdue receipt/No-due certificate
- Statistics/Reports for all counter transactions (daily/weekly/monthly/between specific dates)

4. Report Management

This module is designed to generate and print a large number of reports such as: List of books by author, title, unique titles publisher, supplier, call number, subject, dept, accession number, etc.

5. System Administration

This module allows to create new log-in. password, create group master etc.

6.. Article Indexing

7. Question Banks

8. Online Stock Verification

9. Student Gate Entry Register

To monitor the usage of Library resources by students, faculty and others

All the books are indexed with the front page and contents, so it can be search for the necessary books. This is attached to a server and works as an intranet to the departments and also remote access is provided. All the students are given bar-coded ID card which should be swiped for entry and also used for books issue and return. The students are given ID and password for remote access. Library services are exclusively virtual by providing open access to the online journals for both students and faculties for regular updated information

The library provides services like circulation, bibliographic compilations, information display and notification services. Library also conducts user surveys periodically for getting information about internal processes, levels and quality of services, facilities and library impact on institutional goals also future priorities.

JAPAR (Journal Articles Performance Analysis Reporter)

To monitor the research output (publications) in an institution - author wise- year wise - country wise - subject wise - IF - Statistics - Reports - Performance - Digital Content

Library provides various study materials for exam preparation like previous years question papers, question bank. PPT of all topics, lecture notes, posters and papers of various presentations, college programs details with photographs, publications of all staff and students are uploaded in the library software as well for ready access for the staff and students. This also works as **Learning Management software.**

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

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

Response:

The library as the learning resource centre has a total number 3330 of text books and 1134 Reference volumes. Instead of rear books and manuscripts, we are having a special collection of textbooks like PG entrance books, dictionaries, Bound volume of journals 530 and 802 Books are transferred to department libraries.

In 2014-2015, we had membership with TLS (total library solutions), a powerful database with remote access. From 2015 till date, we have tied with E-consortium of the tamilnadu DrMGR medical university through Jgate@ERMED. Hence we are eligible to access and also download the databases from the web portal of the university, the largest volume of information.

Reputed publishers organize book exhibitions in the college frequently for the benefit of faculty and students.

CD/ DVD storages 371 List of CD's are available , which gives list of live surgical demonstrations done in college programmes

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

| List Of Library Holdings | |
|---------------------------------|-------------|
| Books | |
| Total no of Volumes | 5285 |
| Total Number of titles | 1699 |
| Journals | |
| Total No. of Journals | 65 |
| National | 19 |
| International | 46 |
| | |
| Back volumes | 653 |
| National | 229 |
| International | 424 |
| | |

| | |
|---|------------|
| Non Book Materials | |
| CDs and DVDs | 371 |
| CDs | 224 |
| DVDs | 147 |
| Rare books, Manuscripts, digitalized Manuscripts | NIL |

Library has adequate facilities for staff and students to read and refer the books during the library working hours . The users can access dailies, weeklies, magazines and journals.

Our Library subscribes" Print Journals" as recommended by various Departments. In the year 2019, we subscribed for 64 Journals which includes national and international journal.

Under the guidance of the central library advisory committee, the following library works are carried out...,

Reputed publishers organize annual book exhibitions in the college for the benefit of our staff and students on regular basis to know the new books arrival and to purchase them and recommend for our Library.

Every year in the month of May , stock verification is done .

Library management issues 2 library cards every year to the subject toppers.

Damaged books and journals will be collected from all departments and text and reference books from the central library and binding will be done to increase the durability of books as well as making the materials easier to use.

| 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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: E. Any one of the above

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

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

Response: 39.26

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)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 60.80 | 31.49 | 38.07 | 35.20 | 30.72 |

| 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:**

All the books are entered in the ALMS software along with the front page and contents, so that the staff and students can browse the software and search for the necessary books. All text books, reference books, journals and back volumes of journals are all indexed in the software. This is attached to a server and works as an intranet to the departments and also remote access is provided. All the students are given bar-coded ID card which should be swiped for entry and also used for books issue and return. The students are given ID and password for remote access. Library services are exclusively virtual by providing open access to the online journals for both students and faculties for regular updated information. Tagore dental college library has a tie up with TN Dr MGR Medical University library for on line journals called e-consortium.

The library provides services like circulation, bibliographic compilations, information display and notification services. Library also conducts user surveys periodically for getting information about internal processes, levels and quality of services, facilities and library impact on institutional goals also future priorities.

JAPAR (Journal Articles Performance Analysis Reporter)

To monitor the research output (publications) in an institution - author wise- year wise - country wise - subject wise - IF - Statistics - Reports - Performance - Digital Content

Library provides various study materials for exam preparation like previous years question papers, question bank. Power point presentation of all lecture classes, lecture notes from various departments, posters and papers of various presentations, college programs details with photographs, publications of all staff and students are uploaded in the library software as well for ready access for the staff and students. This also works as **Learning Management software**.

LIBRARY USAGE**Library Users Statistics:**

Library is following Open Access System to provide required information which has been available in the Library to fulfill the users requirements from various resources. The average users are more than 100 per day.

Books Transactions per day (Issue, Return, Renewal) : 75 (Members)

Reference Service : 50 (Members)

Journal Access (Print/Online) : 50 (Members)

Reprography Facility : 45 (Members)

The staffs were given lecture demonstration for the efficient usage of the software and each department has a coordinator who uploads the departmental activities, publications and programs in the software.

The students are given orientation courses for the efficient usage of library resources every year.

| File Description | Document |
|--|-------------------------------|
| Link for details of library usage by teachers and students | View Document |
| Link for any other relevant information | 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

None of the above

Any One of the above

Any Two of the above

Any Three of the above

Response: None of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | 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: 9

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

Response: 9

| 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:

The college has around 80 computer systems in the college for staffs and students usage. Each department has 2-4 computers, and there are 14 systems in the library for exclusive usages of students with net connection. There is Wifi connection in the college and provided for the departments and classrooms. Land line and LAN connection is also provided connecting all the departments for Hospital and patient management software and for net connection.

The systems are purchased regularly and upgraded. 12 systems were purchased this year and the software's are upgraded regularly.

All important processes related to patients are integrated by patient management software called "HIS manager 1.0 by T.F.C solutions", a modular web based solution that automates different hospital operations and integrates functions like OPD, patient registration, doctor's details, treatment details and appointments etc., allows easy access for the students regarding patient details

The department of oral radiology has digital OPG supported by Digital studio plus software with LAN connection, so the department can access OPG images.

Orthodontics and oral and maxillofacial surgery departments have "Dolphin 3D Software" – An FDA cleared class II device which makes 3D data processing easy, enabling visualization and analysis of data from CBCT, MRI etc., simpler

Conservative dentistry department have "RVG – E2 dental for india 2.2.0" and intraoral camera. There is also "Vistascan DBS- WIN 5.9.1" with phosphor plate x-ray unit which is flexible and thin image plate provides high grey side range, high local resolution, less radiation etc.,

Department of oral pathology has "Image driving software DCE- 2.0" for viewing slides in computer.

Image analysis is made easy, reproducible and with robust quantification

Regarding DRSR-JAPAR, its an Institutional Repository – an archive for collecting, preserving, and disseminating digital copies of the intellectual output of an institution .There will be regular updation of lectures and study materials, tutorials, e-resources, lesson plan, case reports, case series, special cases, clippings etc., Student and faculty can access remotely e-resources databases anywhere anytime through the internet facilities available in the campus. Access to various online resources is being made available to all students.

The central library has fully automated OPAC search software my SQL version 5.0 providing the gate way for digital library collections

There is provision of AV room design to facilitate conducting of student’s seminars and group discussions

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

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

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: 50 MBPS-250 MBPS

| 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: 51.75

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)

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 290.26 | 539.44 | 265.16 | 202.13 | 224.48 |

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

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

Response:

The estate officer and his team are responsible for the upkeep of the buildings, classrooms and labs. The estate manager inspects the buildings every month and undertakes the necessary repairs and maintenance. The Heads of departments and the Principal also complain about any requirements to the estate manager.

The dental college, hospital and hostels have a separate maintenance engineer who work under the estate manager and execute the maintenance works. Painting of the walls are undertaken every year. The electrical engineer and the electricians and plumber work under him to attend to the electrical, plumbing and other repairs and replacements. There is a dedicated plumber for the dental college to look to the needs of dental college hospital and hostels. He maintains the borewell and its motors and pumps, Reverse Osmosis (RO) plant, dental compressors, water line and drainage of the hospital and hostels and also STP motors and pumps. The electricians are in charge and maintain and repair electrical lines and fittings and electrical motors servicing. An A/C technician is available for the maintenance of air-conditions in the college. In house carpenter is available for minor repairs of furniture and fixtures.

Minor consumables for electrical and plumbing repairs are stocked, so as to attend to attend to the breakdown calls immediately. The Dental Chair technician is responsible for the repairs, maintenance and replacement of parts of dental equipment's and fixtures. Any equipment which needs to be sent out for repairs are first recommended by him and with the permission of HODs and Principal, oversees the process

of sending and bringing them back from the service centre. He is helped by the electricians for electrical needs.

The computer technician is available for repair and maintain the computers and change parts and upgrade the software, install the necessary soft wares for regular usage and anti-virus software's are periodically upgraded. He also upkeeps and services the LCD projectors and Laptops.

Below are the few campus specific initiatives undertaken to improve the physical ambience- Greenery by gardeners, Buildings and roads by housekeeping, Road maintenance by civil team etc.

Proper disposal of medical bio-waste, environment waste, kitchen waste, laboratory waste. GJ Multiclave is the service provider for Hospital waste management.

Waste papers, cardboards, records and books are recycled by WOW initiative of ITC and returned as good A4 paper reams.

Annual maintenance contracts are maintained for major bio-medical equipment's and softwares.

Library books are maintained well. Any old and torn books are bound and preserved. The back volumes of journals are also bounded for easy approach and use.

Transport vehicles of student's buses, patient vans, staff cars are maintained in house by specialists. Small repairs are performed in house. Major repairs are performed by outside companies. A separate department exists for vehicle running, repairs and maintenance. We have a separate bus electrician also.

Sports facilities have a physical director under whom grounds man, marker and waterman work.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

Response: 24.68

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 83 | 112 | 122 | 129 | 127 |

| 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 |
| 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

E. None of the above

D. Any one of the above

C. Any three of the above

B. Any five of the above

Response: B. Any five of the above

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

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

Response: 13.59

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 79 | 70 | 65 | 58 | 38 |

| 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 |

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

Response:

International Students cell(ISC)

The institution has an active international students cell to cater to the requirements of foreign students. The admin office of the University provides guidance and support to all enrolled students. Once admitted, the College shall provide necessary documents required for VISA application. Every student shall be required to apply for a Residential Permit within 14 days of arrival in India and directed to contact the Office of

International Student Affairs at the earliest on arrival with their Passport and Visa. Living at Tagore Dental College offers a number of opportunities to the students to get involved in various curricular and extra-curricular activities along with the regular studies. The University hostel provides a homely environment to the international students.

- ISC helps to address their legal, academic, social and other issues at the local/university level, the sub-centre has an International students' cell.
- A senior faculty is appointed as the Coordinator of the cell, who attends these students as frequent as possible and enable their stay and study comfortable with the support of the Principal and office staff.
- Extra care is taken to provide them available facilities on priority.

ISC is headed by the Vice Principal Dr C J Venkatakrishnan and assisted by Dr Rajesh Raman and office staff Mr Pushparaj.

International Students cell offers following services:

1. Foreigner's Regional Registration Office (FRRO) with required documents and obtain required permit.
2. English Speaking Course. A special English course with a Duration of one to Two months shall be conducted for all the Foreign national students with in the campus free of cost, if necessary.
3. International student pre-registration
4. Advice on immigration issues
5. Developing opportunities for interaction amongst international and local UG and postgraduate students
6. Placement Assistance
7. General counselling and advice.
8. Advice on local language, culture, habits, dress regulations and social and behaviour in public.
9. Mentoring the foreign student with staff and pairing with a senior student for guidance.
10. Special and specific introduction to the college and facilities and the neighbouring areas.
11. Conducting orientation and events to foster social and cultural adjustment and specialized Counseling on social issues

| File Description | Document |
|-------------------------------------|-------------------------------|
| Link for international student cell | View Document |

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

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

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

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: 17.47

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 ..

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 10 | 32 | 16 | 9 | 19 |

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 / AIIMS PGGET, JIPMER Entrance Test, PGIMER Entrance Test etc.) **during the last five years**

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 96 | 99 | 113 | 90 | 93 |

| File Description | Document |
|--|-------------------------------|
| Scanned copy of pass Certificates of the examination | View Document |
| Institutional data in prescribed format | 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: 68.39

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 76 | 68 | 70 | 55 | 37 |

| 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 |
| 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:** 3.26

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

Response: 3

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

5.3 Student Participation and Activities

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

Response: 96

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 .

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 12 | 26 | 19 | 19 | 20 |

| 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:

The students' council is formed by the students themselves. They plan and organize inter collegiate cultural and sports meet. The council communicates the grievances of the students to the Principal and provides assistance to resolve the students' issue. The student council comprises the following members

| S.NO | POSITION | NAME | CONTACTNUMBER |
|------|----------------------|----------------------|---------------|
| 1 | President | Mr. R.Sooryakumar | 8610323176 |
| 2 | Vicepresident | Ms. M.Ayswariya | 9444019595 |
| 3 | General Secretary | Ms. S.Inulgaria | 7708131791 |
| 4 | Academicsecretary | Mr. Amarnathraman | 9677405880 |
| | | Ms. B.Asvitha | 9843578112 |
| 5 | Cultural\$ Secretary | Ms. L.Catherineangel | 9962369958 |
| | | Ms. R.Bhuvaneshwari | 7358232292 |
| 6 | Sportssecretary | Mr. G.Manojprabakar | 9600769758 |
| | | Ms. D.Pavithra | 9843543865 |
| 7 | Financesecretary | Ms. Kowsika | 9677842357 |
| | | Mr. T.Prakash | 7010333359 |
| 8 | Transportsecretary | Mr. E.Bathri | 8870908165 |
| | | Ms. M.Dhivyaa | 9176980127 |
| 9 | Hostelsecretary | Mr. E.Ragulbalaji | 9003832555 |
| | | Ms. R.Sherinbaby | 9488002765 |

Yearwisestudentcouncilmembers

| S.NO | Yearofstudy | Name | CONTACTNUMBER |
|------|-------------|--------------------|---------------|
| 1 | Firstyear | Mr. Akilash | 9962879848 |
| | | Ms. Archana | 7358671739 |
| 2 | Secondyear | Mr. Harris | 8248098381 |
| | | Ms. Padmavathy | 6385846664 |
| 3 | Thirdyear | Ms. Shreeyan | 7401564502 |
| | | Ms. Jananeebarkavi | 9840905516 |
| 4 | Finalyear | Mr. Tanish | 9940032467 |
| | | Ms. Yazhini | 7358639620 |

Student council activities:

- 1.Planning for Intra and Inter College cultural and sports events.
- 2.Participation with co- ordination of students in Conference and conventions at state and national levels.
- 3.Conducting social programs, volunteering public programs and health check ups
- 4.Student representative will voice the opinions of the student population pertaining to the conduct and organizing of such events.
- 5.Funding is provided for the programs conducted through college.
- 6.Look after discipline of college
- 7.Represent students grievances to the management
- 8.Organising programs for the benefit and entertainment of students.
- 9.Help college in prevention of ragging.
10. Work in all committees of college and provide their feedback, grievances and their point of view.

The students are represented in the Student affairs committee, Anti-ragging committee, Gender Harassment committee, Cultural and sports committee, students' feedback committee, Transport committee and NSS coordinators. They provide their valuable views, problems, complaints and provide feedbacks during discussions and help formulate policies for improving the atmosphere and make it comfortable.

The students are represented in following committees

| Name of the committee | Committee members |
|--------------------------------|--|
| Student grievances cell | Mr. J. Harish Ms. Pooja Dharshini Mr. Anudeep Reddy Mr. G. Manoj Mr. Syed Sajjada Hamed Ms. Praveena Shree Mr. Richardson Ms. Thenmozhi |
| Antiragging committee | Mr. B. Karthik Mr. Amarnath Ms. S. Divya |

| | | |
|--------------------------------------|--|--|
| | Mr. Harshavarthan | |
| Gender Harassment committee | Ms. D. Ashwini Ms. Archana (1st Year) Mr. Akilash (1st Year) Mr. Harrish (2nd Year) Ms. Sharmistha (2nd Year) Mr. K. Rubesh (3rd Year) Ms. Jananee Bharkavi.N Ms. P. Keerthi (4th Year) Mr. Thanish (4th Year) Mr. E. Bathri (CRRI) Ms. Chitraa (CRRI) | |
| Cultural and sports committee | Ms. L. Catherine Angel Ms. R. Bhuvaneshwari Mr. G. Manojprabakar Ms. D. Pavithra | |
| Students feedback committee | Ms. Hemalatha Ms. J. Sampaul | |
| Conduct Monitoring committee | Mr. Amarnath Raman | |
| SC/ST committee | Ms Divya Ms Bhuvaneshwari R Ms Kirthika A | |

| File Description | 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: 1.2

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 1 | 1 | 2 |

| File Description | Document |
|--|-------------------------------|
| Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities | View Document |
| Institutional data in prescribed format | View Document |
| Any additional information | 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:

The Alumni association is called ACT- Alumni Club of Tagore. It is not a registered organization.

The alumni students provide us feedback to improve the training of students and also the performance of departments and staffs. They speak to the students to perform well and give advice on preparation for the exams and also for the entrance exams. They give motivational lectures to fresh students to enthuse them and also to improve their morale.

Since all of them are freshly graduated and still not settled well in life financial support cannot be expected from them.

The alumni association has met thrice in the last 4 years on 1st April 2015, 2nd July 2017 and 30th June 2019.

| File Description | Document |
|---|-------------------------------|
| Link for audited statement of accounts of the Alumni Association | View Document |
| Link for frequency of meetings of Alumni Association with minutes | View Document |
| Link for details of Alumni Association activities | View Document |
| Link for 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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: E. Any one of the above

| File Description | 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:

The vision and mission statement reflect the higher education objectives of the nation. They lay emphasis on excellence, fostering global competencies, equal opportunities to all irrespective of caste, creed, religion, socio-economic background and promotion of social justice in the community. They exemplify the determination to create professionals by academic programs and providing all infrastructures, material and research support.

The institution is directed and controlled by a well-planned organizational structure headed by the Principal and ably assisted by a team of experienced teaching and non-teaching staff. The conceptualized planning and perception are conveyed to the faculty at the directional and functional level through a well devised system of job functions and responsibilities. The roles are delegated and information exchange is carried out from top to bottom through proper channels. The various organizational committees periodically monitor deficiencies and make necessary up gradations. The monthly HOD meetings review all the critical process while providing feedback loops to improve the system. The regular inspections conducted by the DCI and the University helps the institution to monitor the standards of teaching and infrastructure.

The fulcrum goals of the Master Plan 2030, through strengthening of the college, proposing and developing new courses and establish an International Campus. Are therefore, to

- **Secure** the college's position as one of the premier academic institution in India
- **Realize** the college's potential for excellence and play in the internationalization of higher education.
- **Increase** the college's contributions to new academic programs, research, innovation, human resources to the industry and national development.
- **Extend** the college's commitment to excellence in teaching and its focus on creativity, entrepreneurship, environmental planning, ethics and value systems, and commitment to social equity and justice along with empowerment to its various departments.
- **Evolve** necessary legal and governance structure to support this vision within the college, enable support from the Government, private sector and stakeholders.

The various committees constituted within the organization lays down the road map for the institution to achieve its strategic goal, by taking into consideration the social needs, the demands of economy, specific needs of the stakeholders and views of the faculty. The students, staff, administrators, various committees, public, patients all play a role. These recommendations along with the ever-changing trends help evolve institutional plan and the methodology to implement these plans.

The management involves itself in the day to day activities of the institution from purchase of essentials to

repair & maintenance and policy decisions on staff recruitment, function of departments and teaching & evaluation methodologies and take part in committee meetings and also in academic and governing council meetings. Feedback from students on teaching, staffs and college infrastructure, library, hostel and transport are obtained to improve the quality of teaching and functioning. Parents feedback are also obtained about the deficiencies as reported by the students.

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

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

Response:

Tagore dental college has laid down an organizational structure depicting the various reporting and decision-making process.

The institution is directed and controlled by a well-planned organizational structure headed by the Principal and ably assisted by a team of experienced teaching and non-teaching staff. The conceptualized planning and perception by the administrative body of Management, Principal and Vice Principals aided by the HODs of various departments, are conveyed to the faculty at the directional and functional level through a well devised system of job functions and responsibilities. The roles are delegated and information exchange is carried out from top to bottom through proper channels and also at regular staff meetings.

The departments are encouraged to function independently and autonomously. They have regular meetings in the department and discuss the running of the department including academics, maintenance, research, students and staff performance and patient management. The HOD's of the department take decisions of the pattern of teaching in the theory and clinical training, schedule of classes and other forms of assessment, standard operating procedures of the department and other decisions on remedial teaching. All these decisions are shared with the principal who only assumes the advisory role to guide the HOD's without undermining their authority. The individual departments report on the progress periodically thus ensuring accountability.

Various committees are formed with representation of the teaching, non- teaching staff, students and management representatives. Suggestions and opinions are obtained from all the stake holders during the various committee meetings. The management with the committee representatives review these and come to a better solution and improve the quality of life in the college and teaching and learning method and

facilities. This helps to formulate policies and strategies friendly to the staff and students and help achieve better results. The various committees lays down the road map for the institution to achieve its strategic goal, by taking into consideration the social needs, the demands of economy, specific needs of the stakeholders and views of the faculty.

Based on the performance of the staff and their administration and creative abilities they are assigned to various committees to implement policy objectives. Based on their contributions and involvement they are further encouraged to take up leadership roles at different key functional levels.

The institution has formed policies and protocol for managing various functional activities like student affairs, time table planning, schedule of classes, exams, CDE programs, administrative functions like human resources, planning and monitoring by the various committees. This enables smooth functioning of the organization. This has led to university ranks from every batch, outstanding performances of students in various competitions, Progression to higher studies, Research and ICMR acceptance, student publications, many staff publication in indexed journals, and staffs attending and presenting papers in conferences and also invited as speakers in national forum, and organizing CDE programs and conferences.

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

6.2 Strategy Development and Deployment

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

Response:

The strategic plan was developed by the management with the views of the staffs and students, parents and patients. The vision and mission of the management is the basic consideration over which the whole plan was developed. The views of the students, their expectations, their satisfaction and dissatisfactions are taken into consideration for developing the plan. The patient's expectations and needs play a very important role in developing the institution.

The plan is informed to the staffs and students through the college web site, students and staff handbook and also impressed upon the staffs and students during the regular meetings with them.

Tagore dental college has laid down an organizational structure depicting the various reporting and decision-making process.

The institution is directed and controlled by a well-planned organizational structure headed by the

Principal and ably assisted by a team of experienced teaching and non-teaching staff. The conceptualized planning and perception by the administrative body of Management, Principal and Vice Principals aided by the HODs of various departments, are conveyed to the faculty at the directional and functional level through a well devised system of job functions and responsibilities. The roles are delegated and information exchange is carried out from top to bottom through proper channels and also at regular staff meetings.

The departments are encouraged to function independently and autonomously. They have regular meetings in the department and discuss the running of the department including academics, maintenance, research, students and staff performance and patient management. The HOD's of the department with the consultation of the staff take decisions on teaching and evaluation. All these decisions are shared with the principal who only assumes the advisory role to guide the HOD's without undermining their authority. The individual departments report on the progress periodically thus ensuring accountability.

The institution has formed policies and protocol for managing various functional activities like Students and staff Grievances committee, Dental Education unit, Anti- Ragging, CVC, Feedback committee etc. These committees are formed with representation of the teaching, non- teaching staff, students and management representatives. Suggestions and opinions are obtained from all the stake holders during the various committee meetings. The management with the committee representatives review these and come to a better solution and improve the quality of life in the college and teaching and learning method and facilities. This helps to formulate policies and strategies friendly to the staff and students and help achieve better results. The various committees lays down the road map for the institution to achieve its strategic goal, by taking into consideration the social needs, the demands of economy, specific needs of the stakeholders and views of the faculty.

Based on the performance of the staff and their administration and creative abilities they are assigned to various committees to implement policy objectives. Based on their contributions and involvement they are further encouraged to take up leadership roles at different key functional levels.

| File Description | Document |
|---|-------------------------------|
| Link for organisational structure | View Document |
| Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan | View Document |
| Link for additional information | View Document |
| Link for strategic Plan document(s) | 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**E. Any one of the above****D. Any two of the above****C. Any three of the above****B. Any four of the above****Response:** D. Any two 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 |
| 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:**

The institution cares for its staff and have brought about many welfare provisions, and instituted many welfare measures for them

- In-house staff quarters for the teaching and non-teaching staff.
- Provident fund
- Maternity leave.
- Group insurance.
- Subsidized transport.
- Subsidized canteen.
- Free internet access.
- Subsidized medical and dental health care treatment.

- Financial assistance for attending and conducting programs..
- Encourage informal get-together of staff for better understanding and cooperation.
- Interest free Loans for non-teaching staffs.

| File Description | Document |
|--|-------------------------------|
| Link for policy document on the welfare measures | View Document |
| Link for list of beneficiaries of welfare measures | View Document |

6.3.2 Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years

Response: 73.31

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 48 | 42 | 42 | 44 | 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 |
| 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: 84.8

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 85 | 76 | 97 | 102 | 64 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres) | View Document |
| Copy of circular/ brochure/report of training program self conducted program may also be considered | View Document |
| 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: 73.31

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 48 | 42 | 42 | 44 | 44 |

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

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

Response:

Tagore expects faculty to communicate information, ideas and values by using teaching methods and techniques that recognize a variety of learning styles, cultural backgrounds, and instructional settings. Instructional and curricular innovation is encouraged, as faculty should provide ways for students to be actively engaged in the work of the discipline. Recognizing that much learning goes on outside of the classroom, faculty should also be effective and skilful formal and informal advisors to students. Faculty should provide educational depth and breadth of opportunities in the clinic, the laboratory, or other hands-on learning environment whenever applicable.

For his/her teaching to be designated as outstanding, the candidate must have demonstrated that s/he is an accomplished teacher. Specific expectations concerning outstanding teaching at Tagore include knowledge of the subject matter, planning and communication of curriculum, supervision of students when applicable, creation of learning environments, fostering of student development and engagement, availability and receptivity to students, and fair evaluation of student performance.

1. Knowledge of the Subject Matter.
2. Planning and Communication of Curriculum.
3. Supervision of Students (where applicable).
4. Creation of Engaging Learning Environments.
5. Fostering of Student Development and Engagement.
6. Availability and Receptivity to Students.
7. Fair Evaluation of Student Performance.

These attributes are obtained from the students and parents' feedback. The candidate can be recommended for increment/ incentive when he/she has achieved the following:

- Continuous growth in peer reviewed publications that may include reviews and book chapters.
- Research activity that has been conducted in his/her own department and also with other departments

- Evidence demonstrating excellence in educating students and/or activities directed at student learning
- Participation in both national and international scientific meetings
- Receive invitations for seminars at outside institutions
- Invitations Lecturer/panellist at specialty conferences
- Chairperson in specialty conferences
- Supervision and mentoring of graduate or post graduate students
- Participation in College and/or University governance
- Active member in the Speciality Associations
- Service as a reviewer of manuscripts for peer-reviewed journals
- Participation in service activities consistent with Departmental, College, and University.

The above details are collected every year and charted out by the HOD and advises the Principal on their performance of the staff inside and outside the college.

The performance of staffs both teaching and non-teaching staffs are appraised by the Heads of department, peers, students, alumni, external experts, patients and parents and also the management through questionnaires, which are analyzed. The increments for the non-teaching staffs are also based upon the feedback obtained.

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

6.4 Financial Management and Resource Mobilization

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

Response:

The resources of the college are from students fees, and patients collections.

Budget is prepared every year for the regular purchases of stationary, and other consumables, printing, students essentials, salary of staff, infrastructure maintenance, library books and journals and upgrade old equipment's and purchase of new equipments.

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

Every department will prepare the budget required for the next academic year to obtain equipments, to conduct CDE programs, conferences, workshops, and upgradation of infrastructure and equipment. The budget is consolidated and normalized based upon the anticipated income from student's tuition fees. The procurement of equipment and instruments are negotiated collectively by the academic council members.

The staff are instructed to make the maximum usage of the equipments and interdepartmental usage is encouraged for effective usage. Yearly stock check is done by the stores department and by staffs or other departments to keep in check on the availability and usage of equipments.

The charges collected from patients are channeled through the accounts department for purchase of consumable materials for the college hospital and works in a non-profit model.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

There is an external audit system by the firm of qualified chartered accountants and the audit is done on a concurrent basis, and the internal audit is done by the management in periodic intervals.

The institution has appointed N C Rajagopalan & Company for the concurrent and statutory audit. The frequency of concurrent audit is monthly and the statutory audit takes place on a annual basis. The last audit was done in June 2019.

The objections raised by the audit committee was placed before the planning and monetary committee and governing council for the ratification. There were no major audit objections. For certain minor expenses accounts department will itself act as internal auditing system

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

6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)**Response:** 3

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 1 | 0 |

| 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 |
| Link for Additional Information | View Document |

6.5 Internal Quality Assurance System**6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism****Response:**

The quality Assurance is maintained by the Quality assurance cell. The cell monitors the academic activities, co-curricular and extra-curricular activities of students, CDE programs and awareness programs of the institution. The cell also organizes feedback from parents, students and patients and report to the Principal which is then discussed with the Management.

Internal Quality assurance cell was started recently to enhance the quality of education of the college, and framed policies to monitor and review the activities of the college. Many committees were created to monitor the quality of work done in the College & Hospital. The various committee include anti ragging committee, Gender harassment committee/ Internal Complaints Committee, Student and staff grievances committee, Dental Education unit, Bio safety committee, out reach committee, sports and cultural committee, library committee, purchase and maintenance committee, students, patients and parent feedback committee. The committees meet regularly and collect data and provide information and advise for improvement. The cell collects feedback from all stakeholders. The IQAC conducts two meetings in a year to monitor and review the information received. A report is prepared and is sent to the Principal and academic council to review the progress.

The unit collects detailed reports about all the programs organized by the department and document them. They also collect students participation and prepare the winners list for all inter collegiate competitions.

The inception of IQAC has made possible the progressions in

- Motivating the staff to introduce newer methods of teaching and evaluation.
- Undertake research activities and pursue PhD.
- To organize guest lectures, seminars, workshops etc.
- To organize and participate in faculty development programs.
- Training programs to increase the level of opportunity of employment of students.

The academic audit is conducted by the DEU and the results of the academic audit has resulted in

- Improved attendance of students and compensatory and remedial classes conducted, and better pass percentage.
- Special attention to slow learners.
- Increased paper and poster presentation in conferences with better quality and improved results.
- Increased research by staff and students

All the committees function efficiently and improve the quality of patient and student care.

The departments send a monthly report on academic, clinical and administrative matters, which is reviewed and action taken. These are reviewed by the academic council and suggestions given for improvement. Internal exam results are reviewed by the departments and forwarded to the principal at the end of every academic year. After every academic year the university results are analysed and depending on the academic audit departments lagging behind in their academic performance are suitably advised. Similarly, after admissions the details of students admitted and their performance in the qualifying exams are analyzed to show the preference of the college among public.

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

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

Response: 12.85

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
| 1 | 0 | 0 | 37 | 0 |

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: C. Any two of the above

| File Description | Document |
|---|-------------------------------|
| Report of the workshops, seminars and orientation program | 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 |

N
A
A
C

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: 4

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 1 | 1 | 0 | 1 | 1 |

| 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:

Tagore Dental College & Hospital is managed by a female Prof M Mala, and the Principal from its inception has been a female Dr Chitraa R Chandran. As a female they understand the importance of gender equity, and hence utmost importance is given for Gender Harassment and equity.

About 70-75% of the BDS and MDS students are female and 60% of the teaching staff and 80% of non-teaching staffs are females. So, there is no compromise on gender equity.

Gender equity is not part of curriculum, but insisted upon from the orientation program onwards. Every year students are made aware of gender equity and sensitization during the re-registration program by our college staffs. Lectures and programs are organised with external speakers to create awareness and how to cope up with the problems and complain to the college authorities for redressal. Students are also advised on the ways to protect themselves from these problems and come out of the situation. Lectures are also conducted for the girls and boys regarding nutrition, sexual awareness and personal hygiene.

Gender harassment committee has been functioning in the college for the past 5 years. There are posters about the effects of harassment and also whom to approach. Students from every year are appointed as part of the committee, as well as representatives of hostel and transport. The committee meets twice a year to chart the progress and plan for future programs. Any complaints from the students or staff will be heard immediately, and enquiry conducted.

The safety and security of staffs and students are important. CCTV cameras are present in all classrooms, clinics, labs and corridors and also outside the college building. There are security guards inside the campus throughout the day and night. Common rooms and separate toilet facilities are present for girls and boys, and also for teaching and non-teaching staffs. There is a counsellor in the medical college to counsel the staffs and students. The mentors also act as counsellors to counsel the students. Day care centre for children is present in the campus to look after young children.

| File Description | 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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: D. Any two of the above

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

Solid Waste Management- The solid waste is collected by segregating paper, cardboard and plastics. The Paper and cardboards are given to a subsidiary of ITC company, WOW (waste out of waste) and they are replaced by A4 bundles of paper. Plastics are collected separately and given away for recycling. Decomposable items like waste food, vegetables and fruits etc are converted into compost by Organic waste convertor and used for growth of plants in the college.

Liquid waste Management- There are two sewage treatment plants, which treats the liquid waste and the treated water is used to water the plants and gardens and the sports ground.

Biomedical waste management- The institution has a tie up with GJ Multiclave a Biomedical waste disposal company. The Bio waste is collected separately along with sharps and the liquid bio waste and the Medical waste company collects them every day for disposal.

E-Waste Management- The E wastes are collected and sold to e waste company for disposal.

Waste recycle system- The waste water along with the solids are treated in the Sewerage treatment plant (STP) and the treated water is used for watering the gardens.

Hazardous chemicals and radioactive waste management- There are no hazardous chemicals or radioactive waste in Dentistry. The waste X Ray developing and fixing solution is taken by GJ Multiclave , Bio-waste management company.

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

7.1.5 Water conservation facilities available in the Institution:

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

Any one of the above

Any Two of the above

Any Three of the above

Any Four of the above

Response: Any Four 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 |
| 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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: D. Any two of the above

| File Description | Document |
|---|-------------------------------|
| Institutional data in prescribed format | View Document |
| Geotagged photos / videos of the facilities if available | View Document |
| Geotagged photo Code of conduct or visitor instruction displayed in the institution | View Document |
| Link for additional information | View Document |

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

1. Built environment with ramps/lifts for easy access to classrooms
2. Disabled-friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for persons with disabilities (*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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: B. Any four 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 |
| Link for additional information | View Document |

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

Response:

The institution is situated in suburban area of Chennai city. The college caters to students of various religions like Christians, Muslims and Jains. There are students of various states who had passed out and still studying including far eastern states of West Bengal, Manipur and Assam to northern states of Bihar, Uttar Pradesh, Jarkhand, Madhya Pradesh, western states of Rajasthan, and southern states of Kerala and Andhra Pradesh in large numbers, hence we have many linguist minorities. The students come from various socio economic backgrounds from wards of doctors, engineers, lawyers and government officials to farmers and masons. The institution follows reservation pattern of Tamil Nadu Government being an affiliated institution and have more than 60% of the students under reserved category. There is no discrimination of students based on religion, caste, creed, sect or socioeconomic conditions.

Pongal the harvest festival is celebrated with great fervour, where all students of all religions participate with great enthusiasm. Deepavali and Christmas wishes reverberate in the college corridors during the festive season. All the students participate in decorating and conducting Saraswathi pooja. The institution declares leave on all state government declared festival holidays. Muslim students who fast during Ramzan are provided special meals prepared for them at night and early mornings. The college cultural Gitanjali and sports competition Zenith, see all the students mingling well and enjoying. The staffs are strictly instructed not to favour any student, and treat all equally.

The institution is surrounded by many villages and small scale industries and the real estate is booming. We conduct camps and awareness programs in the villages, schools, industries and construction sites and send vehicles to bring them to college for treatment. Swatch Bharath summer internship was conducted in Nanmangalam village, where the village and the school was cleaned and awareness created for environmental cleanliness. The village middle school in our Rathinamangalam village has been adopted to create general awareness about general health, need to have general check up, nutrition, sanitation, common diseases like tuberculosis, dengue, typhoid, food poisoning and their prevention, environmental issues like water conservation, rain water harvesting, prevention of water stagnation, avoid plastics, planting trees and their protection, child abuse, gender harassment etc. Lectures, screening in schools, colleges, public etc., skits, miming, and role play in public places, pamphlet distribution in public places, Rallies, road art, marathon are some of the methods used to create awareness. During the floods and cyclone in Chennai relief materials were collected and distributed to the nearby villages which were severely affected.

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

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

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

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

Response:

The Institution celebrates all days of National and International importance and festivals to bring the students together and create a sense of pride on their nation, college and about themselves. Flag hoisting is done every Monday and on Independence day and Republic day there is lot of festivities and sweets distributed. The birth anniversary of our Father of the nation Mahatma Gandhi, and our honourable past Peoples President Dr Abdul Kalam are remembered.

Every year programs are organized on World cancer day, World Anti Tobacco day, World environment day, World Diabetic day, Oral hygiene day, World Health day, World Obesity day, Prosthetic day, Oral & Maxillo facial surgeons day, Conservative dentistry day, free denture camps, Road safety awareness etc to increase awareness among the public. Lectures, screening in schools, colleges, public etc., skits, miming, and role play in public places, pamphlet distribution in public places, Rallies, road art, marathon are some of the methods used to create awareness.

Pongal which is a harvest festival is celebrated with great enthusiasm. The day starts with traditional beating of the drums called Parai and traditional dances by professionals. The students dressed in their traditional dresses, decorate their classrooms in the traditional way as in villages, and the departments are

decorated with Rangoli and flowers. There would be a Pongal- a traditional sweet – preparation competition among the staffs of all the departments. The students also participate in the preparation. The traditional dance competition for the different batches of students are a pleasure to watch. Finally after lunch of Pongal, there would be traditional games for the staffs and students like breaking sugarcane, skinning the sugarcane, and Uri breaking blindfolded students. All students with no difference of religion, caste or creed participate.

Decorations in college are done for Deepavali and Christmas as well. Saraswathi Pooja decorations of all departments are done by the students and the staff. Pooja to the Goddess and well as the equipment's is done and sweets and gifts distributed to all staffs and students.

| 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:

Mentoring System for Students

1. **Objective of the Practice** - To minimize dropouts, improve performance and reduce stress of the students through personal counselling

2. **Need Addressed and the Context** - Students undergo various problems of stress- personal, academic, physical, mental. Dental education is a time bound course with time limitations to complete your work especially during the first two years. Students are new to professional college life and the demands of education; create a lot of stress, especially to hostel students who are away from family for the first time. Also, in the economically weaker students and students from educationally weak background, this creates a lot of complex and do not perform well due to inhibitions. Statistics reveal increasing number of suicides and dropouts. Considering the student-teacher ratio in classrooms, it is impossible at times to give personal attention to students in class. One solution therefore is a 'Mentor' who can form the bond with students in the true sense. Mentoring is required for students to achieve emotional stability and to promote clarity in thinking and decision making for overall progress.

3. **The Practice-** The practice is that of creating an efficient mentor-ward system. Each teacher is assigned 8-10 students for the complete duration of their study. They meet at least once a week to discuss, clarify and primarily to share various problems which may be personal, domestic, academic, etc. The mentors encourage the students to participate in co-curricular and extra-curricular activities and sports. Their academic performance and other activities are all recorded. Students should inform their mentors on

all their movements like their absence from college, sickness or leave the hostel for home or for shopping or any other activities. The mentors also keep in touch with the parents on their attendance, test performance, fee payment, examinations etc. The teacher is equipped with all the necessary information about his/her wards on a file. The teacher involves local guardians and parents as well, whenever necessary for any advice or help. At the end of every month the mentors prepare a report of their mentees progress.

The mentors also counsel the students in need of emotional problems. When the students have any problem in any department either with the staff or with work completion the mentors speak with the respective staff and sorts out the problem. Mentors take special care of Slow learners, who are given advice on how to study, prepare a time table for study and clarify the doubts and also given notes to study.

The mentors of every batch are advised by a mentor head. The mentor head meet his staffs once a month and get the report of the progress and achievements of students and complaints of and by the students. These complaints are discussed with the Principal and necessary action taken to rectify the complaints.

4. Evidence of Success- It is needless to say that a mentor gets the job satisfaction. Evidence of success of the practice includes university ranks, better results in the examinations, more regular attendance, less drop outs, increased participation in co-curricular and extra-curricular activities, better discipline on campus and respectful relationship between teachers and students. The students are more relaxed and have a healthy relationship with the staffs.

5. Limitations & Resources- This practice requires well-committed teaching staff who have the desire to help students beyond teaching hours. There is no limitations or constraints faced during implementing the program.

CREATION OF RESEARCH CULTURE AMONG UNDERGRADUATE STUDENTS

1. Objective of the Practice- To inculcate research culture among undergraduate students

2. Need Addressed and the Context- There is a need to use this provision towards student development. Students need to be encouraged to take up research activities, which will help them to go beyond the curriculum and prescribed syllabi. This enables them the usage of internet and information and communication technology (ICT) enabled facilities and other facilities available in the college or in the sister colleges to further their inquisitiveness and creative abilities. In other words, the need is to optimize student research potential with the inculcation of evidence based dentistry.

3. The Practice- The students entering the second year are made to enroll in NPTEL course of Introduction to research, and the Health Research Fundamentals during the third year to introduce them to research and develop interest in it. From the first year onwards students are encouraged to participate in research. During the orientation program, the students are given an overview of the research activities in the college and how it can shape their future. Any student can approach for participation with any staff. The college provides with free internet facility to research on the topics and review of literature. The research lab at the college, medical college and engineering college are open for the students to perform their research work. Monetary help is provided to the students for the purchase of consumables for research

activities. Publication cost of students' research is borne by the college.

4. Evidence of Success- Students' are very enthusiastic about it; and utilize the facilities for research. This is evident by the number of research proposals which are presented before the research committee and Institutional ethics committee and the number of student publications which are brought forward in the recent past. 65 students have cleared The introduction to research and 164 students have cleared the Health Research Fundamentals. Ms Aswini Chandra secured the gold medal and was declared as one of the 5 top students appearing for the exam. 22 students cleared in the elite group with distinction.

5. Limitations & Resources- The College has a computer centre, research lab at the college, and medical college and internet facilities. The recurring expenditure of consumables and publications is met from the college funds.

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

7.3 Institutional Distinctiveness

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

Response:

Social responsibility is one of the missions of the college and has been given priority. and many programs are carried out with this in mind. Every year programs are organized on World cancer day, Anti Tobacco day, World environment day, Diabetic day, Oral hygiene day, World Health day, denture camps, Road safety awareness etc to increase awareness among the public. Lectures, screening in schools, colleges, public etc., skits, miming, and role play in public places, pamphlet distribution in public places, Rallies, road art, marathon are some of the methods used to create awareness. During the floods and cyclone in Chennai relief materials were collected from the staffs and students and distributed to the local people who were affected and lost their properties due to the calamities. Tobacco awareness programs were organized in trial areas of Kothagiri and Yelagiri hills. The camp at Yelagiri Hills was recorded in the LIMCA book of world records. The students also organized an awareness camp on menstrual hygiene, menstrual and post menstrual problems, and gender harassment at Cheyyar, for the tribal women and children and also distributed free sanitary napkins.

The institution has adopted a school to improve their lifestyle, health, knowledge, nutrition and oral hygiene practices of the people and prevention of general and oral diseases. The objective of Tagore school adoption is oral health promotion and mapping services and to create awareness in oral hygiene maintenance, ill effects of tobacco, excessive usage of refined sugars, preventive dental care, oral health screening and treatment for needed people at free of cost within available resources and oral disease mapping in school.

The school has a morning assembly every Monday where all students gather before classes. We have utilized this opportunity to speak to the students and staffs on general health, need to have general checkup, nutrition, sanitation, common diseases like tuberculosis, dengue, typhoid, food poisoning and their prevention, environmental issues like water conservation, rain water harvesting, prevention of water stagnation, avoid plastics, planting trees and their protection, child abuse, gender harassment are some of the topics covered. This is just to create awareness in general and its necessity.

The school teachers are also taught and trained in the methods to handle emergencies at school and outside. The staff and students collected around 500 old books and donated to the library and also a cupboard to store them. The school Principal was honored during Women's day celebration.

The students were brought to the college to visit the dental exhibition and gifts and snacks were provided. Coloring competition, drawing competition, essay writing were conducted for the students and prizes distributed at various occasions. The school had arranged to go for excursion to visit the zoo, arts village, Dakshin Chitra and our college had provided transportation to the staff and students of the school.

Dedicated and committed staffs and students make the work easy. The staffs and students get satisfaction in organizing these programs. The students develop a sense of public service and develop empathy.

| File Description | Document |
|--|-------------------------------|
| Link for appropriate web page in the institutional website | View Document |
| Link for any other relevant information | View Document |

Criterion 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: 46.23 | |
| 8.1.1.1 Institutional mean NEET percentile score | |
| Response: 193.03 | |
| 8.1.1.2 National mean NEET percentile score | |
| Response: 119 | |
| 8.1.1.3 National level Standard deviation NEET percentile score | |
| Response: 159 | |
| File Description | Document |
| NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year | View Document |
| List of students enrolled for the BDS programme for the preceding academic year | View Document |
| Institutional data in prescribed format | View Document |

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

Response:

Students entering clinical years of study should be prepared to handle and treat patients. Preparing full dentures and partial dentures and repair works are done in dummy models from first years and they are also practised to take impressions of each other during the preclinical years before entering the department of Prosthodontics. The department of Conservative dentistry teaches students to prepare cavities in all surfaces of tooth and in different clinical situations, application of base and matrix bands and filling of teeth with all restorative materials. They are also posted in the clinical department to give them an exposure to cement mixing in clinical situations.

The PRECLINICAL FACILITIES include

- 1.The phantom head lab in conservative dentistry has 60 units, trains the second year students on cavity preparation and restoration on dummy models before the clinical work on patients.
- 2.The Preclinical lab of Prosthodontics has 150 working points trains the first and second year students on making RPD and CD before they do it on patients.

3. Pre clinical Phantom lab of Prosthodontics has 60 units, trains final year students on crown preparation.
4. Department of Oral & Maxillo-facial surgery trains the clinical students on suturing and wiring on dummy models.
5. Department of Periodontia trains the students on dummy models to get a feel of grips and rests before doing scaling on patients.
6. Department of Pedodontia trains students for space maintainers and regainers on dummy models and also carve deciduous teeth in wax blocks.
7. Department of Orthodontia prepares the students for clinical work by doing pre clinical exercises of wire bending and making appliances.
8. Basic Life Support courses are conducted for the third year students and certified by professional organizations and they work on mannequins in Medical College for reinforcing their knowledge.

There are 4 preclinical laboratories which are well equipped for teaching, demonstration and for doing the procedures.

1. Preclinical Prosthodontic laboratory has more than 150 work spots which handles the first and second year students.
2. The Preclinical conservative laboratory has 60 mannequins to develop skills for performing conservative dental procedures.
3. Phantom head lab of Prosthodontics helps students in preclinical work of crown preparation. There are 60 phantom head units for the same.
4. The preclinical Lab of Oral Histology & anatomy and Oral Pathology has 30 microscopes for visualising histology sections and also have provision for tooth carving.

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

8.1.3 Institution follows infection control protocols during clinical teaching

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

E. ? 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: B. Any 4 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:

FRESHERS

The students are inducted into the college with an induction program and a white coat ceremony in the presence of the parents and relatives and staffs and senior students. They also take the Hippocratic Oath as would be doctors.

The students entering the college are given 2 weeks of orientation programs to orient them to the course, the subjects of examination in every year, pre clinical and clinical year work to be done, what they will be proficient when the finish the course, what opportunities they have once they finished their degree, and make them familiar to their surroundings. The students are introduced to their mentors and to each other. All the students introduce themselves and their interest in extracurricular activities and sports. The academic and curricular programs organised in the college, sports and cultural programs organised within and outside the college are explained to them. The college rules, library, sports, hostel, transport rules are discussed with them. The various committees of the college are introduced to them like anti-ragging, Gender harassment, student's grievances, sports and cultural committee. There are separate sessions on anti- ragging and gender harassment where they are explained about them and how to complain and approach the staffs for help. Yoga classes are also conducted to make them comfortable and relaxed. Routine blood tests are done and all the students are vaccinated for Hepatitis B vaccination.

ENTRY TO CLINICAL YEAR

The students enter clinical year during their third year of study after completing their second year subjects. The white coat ceremony is organised to mark their entry into clinical year before they handle

patients and they take the Hippocratic Oath. The students are given 2 days of orientation lectures about infection control, self protection, safety gears and how to report about needle stick injuries, infectious diseases and their protection and prevention, waste disposal, patient safety and care, patient approach and communications, professional ethics and principles of ethics, what should be done and what should not be done and how to handle medical emergencies. 3 days introductory postings are given in each department to get to know the procedures they will have to do, what instruments and materials they are expected to bring and how many different procedures they are expected to perform in their 2 clinical years.

INTERNSHIP ORIENTATION

Students enter internship after 4 years of study. During internship students are allowed to perform varied procedures more independently under staff supervision. The orientation program for the interns is to make them understand that this is the period of learning and attaining skills to prepare themselves to work on their own later in their clinics or hospitals. They are made to understand that there would be no one to teach once they leave college and this would be the right time to learn without fear of exam. They are also advised on preparation for NEET exams. Lectures on post degree opportunities, career guidance and NEET training advice are also organised.

| 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**

E.? 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: B. Any 4 of the above

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

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

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

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: B. Any 4 of the above

| File Description | Document |
|--|-------------------------------|
| Institutional data in prescribed format | View Document |
| Geotagged Photographs of facilities | View Document |
| Certificate from the principal/competent authority | View Document |

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

Response: 6.96

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 6 | 6 | 5 | 2 | 2 |

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

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

As the entire course is based on developing the knowledge and clinical skills, which would help them to develop later and have a good practice of their own or work for some person or organisation. The institution gives importance to developing skills and they are continuously monitored and assessed, and those who lag are given additional help and guidance. They are also given additional clinical work to those who are poor performers. All the procedures are guided by the faculties step by step till it is completed. Every case is discussed with the students as to the diagnosis, treatment plan, and the procedures to be followed. Practice makes perfect. So the departments have set quotas as to the number of cases to be done by the students so as to help them to perform well in the clinical examinations.

Clinical competencies are objectively measured by the staff on a regular basis. The faculties are encouraged to conduct surprise tests and viva to monitor the skill of the students and see that they have obtained the necessary skills. 2 clinical practical exams are conducted before the University Practicals to assess their performance. OSCE and OCPE methods are followed so as to assess the knowledge and skills of the students in a set pattern. There are two types of questions in the OSCE. Most stations have two questions and require the candidate to review the information supplied (e.g., case history, dental charts, photographs, radiographic images, casts, models, videos) and answer specific question or a multiple choice question. Some stations require the candidate to review the information supplied and write an acceptable prescription for a medication commonly prescribed by general dentists. The examiners have a checklist for evaluating the students and all the students are asked the same questions. All the students see the same problem and perform the same tasks within the same time frame. The tasks are representative of those faced in real clinical situation. Various clinical skills like history taking, physical examination, technical

procedure, communication, interpersonal skills, patient education, knowledge and understanding, data interpretation, problem solving and attitudes are assessed.

The feedbacks of the patients attended by the students are obtained, to ascertain if they treated them well and to their satisfaction. Student feedback of the confidence to practice all aspects of dentistry is obtained from them at the completion of their course. Evaluating the academic performance and the feedback from the students and patients it is obvious that we are on the right path and we are achieving our course outcomes.

| 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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 62 | 89 | 81 | 98 | 100 |

8.1.9.2 Number of first year Students admitted in last five years

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 62 | 89 | 81 | 98 | 100 |

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

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

Response:

As the entire course is based on developing clinical skills, and are continuously assessed, those who lag are given additional help and guidance. They are also given additional clinical work to those who are poor performers. The faculties are encouraged to conduct surprise tests, viva to monitor the progress of the students. The feedbacks of the patients attended by the students are obtained, to ascertain if they treated them well and to their satisfaction. Student feedback of the confidence to practice all aspects of dentistry is obtained from them at the completion of their course. Interns are given complex cases to treat and sophisticated equipments are handled by them under the guidance of staff. The students are advised to do research and publish.

University result analysis- There is consistent increase in pass percentage over the years, with 99% pass percentage achieved by the regular batch students who appeared for the final year in august 2018 and 94% by the first and third years and 87 by the third year students. Also the students publications have increased and they have patented some of them.

So far out of 9 batch of students who have passed out many of the students have progressed to join PG , some have started their own practise, and some are working as consultants at hospitals, and some have gone abroad to do their further studies.

Graduate outcomes are made known to all the stake holders. The staffs work hard to achieve our goals. The result of these efforts of the staff and the management there has resulted in great success as proved by some of the achievements of the students given below

- 1.11 students have received **Gold medals** and University ranks since 2013
2. Dr V DivyaNandhini has secured the all **India 15th rank** in the **NEET 2017** and Dr Sai Subramaniam secured **114 rank in NEET 2016**,
3. Our students have been selected 5 times in 2013, 2015, 2017, 2018,2019, as one of the best 10 students in India to receive the **The Pierre Fauchard Academy International Senior Student award**.
4. Dr Subham Agarwal received the first place in Medal exams conducted by The TN branch of OMFSI and Adhi Parasakthi Dental College in 2019.

5. Ms V Saranya also received **award for Prosthodontics**, awarded by the IADR in 2017 and Ms Divya in 2019 for Periodontia..
6. Ms Aswini Chandra received the **Gold Medal in Health Research Fundamentals conducted by NPTEL-**
7. Ms. KrishangaSrivastave, Ms. S.Pavithra and Ms.A.M.Roshini won **1st place in the All Indian Student convention** by IDA at Bhubaneswar, Odisha FEB 9-10th 2018.
8. Tagore students stood **first in Academic competitions** in MIDAS - **four consecutive years and also current year 2019.**
9. Srudhy R - **Recieved The National Topper Award** in the subject Public Health Dentistry.

Evaluating the academic performance and the feedback from the students and patients it is obvious that we are on the right path and we are achieving our course outcomes.

| File Description | Document |
|--|-------------------------------|
| Dental graduate attributes as described in the website of the College. | View Document |

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

Response: 0.21

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

| 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 |
|---------|---------|---------|---------|---------|
| 131 | 127 | 89 | 63 | 60 |

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

Dental Education unit of the college organises academic activities and enrichment programs for the staff and students. There were programs organised on areas of emerging trends in Dental Educational

Technology, to update on the latest methods of teaching.

There was a teachers training program conducted by Dr Anbarasi, who is a resource person in Ramachandra Dental College for Dental Education Unit in 2013, wherein she explained about making power-point presentations and students evaluation techniques.

On 5th and 6th March 2015 there was a 2-day workshop by Dr Tamilselvan and his team who spoke on Microteaching and there was a hands on evaluation of teachers teaching methodology.

In 2017 there was a workshop by the MBA department of Tagore Engineering College on Body language and how to attract attention of students during teaching.

On 17th and 17th April 2019 a 2-day workshop was organised by the institution on Outcome Based Education. The invited faculty for the program was Dr.J.Sabarinathan, Director – Academics , Vinayaka Missions, Salem.The topics covered were Education as a system – Paradigm shift in India, Outcome based education – Overview , Taxonomy of Domains- Cognitive / Affective / psychomotor, workshop on “Writing Learning outcomes”, Curriculum design , Planning and implementation , Newer teaching methods and OBE, Assessments and OBE and a workshop on workshop on “curriculum redesigning”.

Communication skills seminar was conducted twice by Dr Alistair King in 2016 and 18. Photoshop and Photography workshop was organised in 2014 and workshop on Soft skill development for 4 days in 2019 on Microsoft word, excel, power-point and photoshop at Tagore Engineering College.

Seminars were organised on Research training by Dr S P Thiagarajan in 2015, Clinical trials & practice by Dr Manickam in 2015, Bioethics CDE program on Bioethics in 2017, Seminar on Intellectual Property Rights in 2017, and Seminar on Biostatistics in 2014.

The DEU organises these program for the overall development of the teaching staff so as to communicate with the students well and encourage and enthuse them to learn better and engage them in research activities.

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

5. CONCLUSION

Additional Information :

The communication skill will be given a thrust and computer will also feature in the agenda of improvement. Research lab has been started recently and research will be given emphasis. The quality of research to be improved, like some interventional research projects by the faculties, aim for more publications in Indexed journals and obtain grants from research organizations and hence strengthen Research and Innovations. A smarter way of teaching with absolutely paperless technique is under development which will make the students more efficient and the campus greener.

Further development of the campus has been planned with green initiative in mind. Post-graduation courses have been started in 4 departments and there are plans to start in other departments also. There are plans to start post diploma courses as well. The institution would like to render Global quality care to patients and provide adequate exposure to the students.

Concluding Remarks :

The college has admitted 13 batches of students and 9 batches of students have passed out. There have been 11 university ranks, 8 students who have got ranks within 50, 5 Pierre Fauchard awards, 9 student patents, 127 students research work, 70 student publications, 10 ICMR projects approved, more than 200 students doing higher studies, more than 200 students having their own practice and a student winning gold medal at NPTEL exam.

These are indicators that we are moving in the right direction. There is still work to be done and improve the quality of education and research. With the college admitting into IIQA we have realized our deficiencies and are willing to rectify them to improve our quality. With starting a full-fledged research lab in the college in the future and with new post-graduate students coming the college will surely be able to produce quality research and procure grants from outside. The institution is looking forward to make more collaborations with universities and institutions to upgrade the quality of treatment and exposure to the students.