SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAGAS DENTAL COLLEGE AND HOSPITAL

NEW NO 102, EAST COAST ROAD, UTHANDI
600119
www.rdc.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

October 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ragas Dental College & Hospital is a hub for quality dental education through teaching - learning process, competent faculty members and committed efforts on research and innovation.RDCis a co-educational institution established in the year 1989 in the scenic East coast road, Uthandi, Tamil Nadu which is affiliated to The Tamilnadu Dr. MGR Medical University, Chennai. It is recognized for both UG and PG Dental education by Dental Council of India (DCI). Presently, it offers PhD in Oral Pathology and Microbiology.

The college is managed by Ragas Educational Society, with imparting quality dental education both academically and professionally. Our college was established in the year & is known beyond India as an institute for advanced study in Dentistry and look back on long tradition. During these years RDC has become synonym for quality education. The journey has been quite challenging yet very successful. Recently RDC celebrated its **Silver Jubilee on 29th March 2014.**

Vision

VISION:

Our college is guided by its well defined vision - **STRIVE TO SERVE**

To create an environment of excellence where dental education combines scientific knowledge with ethical values

Mission

MISSION:

1. To impart cutting edge clinical skills in an evidence based approach.
2. The imparted clinical skills will be used to treat patients holistically.
3. To provide quality dental health care with a human touch which adheres to one motto **"Strive to serve".**
4. To constantly steer towards innovating teaching & learning experience along with research.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- TheVision And Mission of the college framed in comprehensive terms
- More than 30 years of experience in dental education
- Transprancy in admission process
- Excellent local and regional reputataion
- Young dynamic dedicated experienced teaching faculty menbers are availables per DCI norms
- Determined supportive and committed management with effective leadership ensuring quality in every aspect of dental education
- College has one PHD program running in oral and maxillofacial pathology
- MOU's with malaysian'suniversity and different NGO's
- ICT enabled teaching learning involving smartboards
- Well structured student feed-back system
- Formative and summative evaluation
- Ecofriendly campus with 24/7 assured safety
- Excellent hostel facility
- Ragging free campus
- Academic freedom to all the head of the department
- Astonishing governance and leadership
- Learner centric approach

Institutional Weakness

- Distance form the city limits
- Limited advanced research work and sponsorship

Institutional Opportunity

- Encourage faculty for research
- Excellent internship for our students
- To introduce new courses/ programs in dental care
- To introduce PHD programme in other departments
- To reach far-villages for outreach proposals
- Easy transportation facilities with upcoming metroservices
- Developing interdisciplininary programmes
- Foreign institutes arelooking towards India for academic and research collaborations.
- Establishing new as well as strengthening existing national and international linkages.
- Recognition of faculty members as fellows of national and international academic and professional societies/bodies.
- Strengthening Research and Innovation by mobilizing funds through different funding agencies.
- Establishing a global presence through a large pool of alumni in diverse specialities and institutions.
- Outcome based Education.
- Internationalization of various activities.

Institutional Challenge

- To compete with the other colleges in state/country
- Establishment of educational institutions of repute in the vicinity providing local, regional and global competition.
- Attracting and retaining experienced faculty members andd eveloping a wide spectrum of expertise across the disciplines.
- Sustaining quality of education imparted
- Changing academicand employement scenario.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Ragas dental college and hospital is affiliated to Tamilnadu Dr.MGR Medical University. The affiliating university creates and develops the curriculum for the various undergraduate and post graduate programmes offered. The college's curriculum implementation process entails the enthusiastic involvement of every department as per the guidance provided by the curriculum committee. An effective assessment system, guest lectures, Field visits, Peripheral postings and internships are a few of the tactics used to apply the curriculum. The Academic Calendar and the timetables for internal exams and assessments are created by the curriculum committee. The amendments advised by the curriculum committee is represented to the University by the Board of study members. Academic implementation and student concerns are handled by faculty in-charges for each year of the curriculum. For each procedure, laboratory and clinical demonstrations are provided during the posting. Through appropriate lectures, periodic assessment tests and viva-voce, preclinical and clinical assignments, the goals and objective of the programme is satisfied. The students further enhance their academic skill by participating in various interdisciplinary and departmental courses on specified focussed topics. All curricular activities are monitored through structured feedback mechanism and appropriate necessary actions are being taken to resolve any lacunae in the curriculum.

As a co-educational institution, both genders have equal access to curricular, co-curricular, and extracurricular activities. Responsibilities are assigned to students regardless of gender, allowing them to demonstrate mutual respect with students of the opposite gender. Professional Ethics is educated to students as part of the curriculum to impart moral values, integrity, and work ethics. Anti-ragging laws are strictly enforced on campus, and students enjoy a pleasant environment. Our College students are interestingly participating in providing community services by conducting various clinical camps, awareness programs in a variety of areas, including villages, schools, and colleges and in various Old age homes and disabled homes and hospitals.

Teaching-learning and Evaluation

The Instituteprovides a great environmentfor learning and conducts various academic activities that ensures a structured and holisticacademic approach for learning. The teaching faculty are very experienced whose average range from five years to thirty years of teaching experience. They are qualifiedto handle the prescribed curriculum laid by Dental Council of India and guided by the affiliated university with great professionalism, the out come of which the students are trained and skilled to overcome the exams and becomegood dentists. The Learning Management System (LMS) provides a great platform to students and faculty for enriching their knowledge through the teaching-learning process. Staff get themselves upgraded by attending Faculty Development Programsperiodically. The provision to use ICT in teaching and learning is practiced in all the departments and it was handy during theCovid19 lock down during 2020. Students are encouraged in various

club activities to hone their skills after college hours. This helps them build a holistic and stress free mindset at the campus. Students welfare also got enhanced by Implementation of mentorship programs. The Academic calendar which indicates internal tests well in advance helps students to prepare and perform well in all formats of exams. The internal assessments are assessed within a week of the exam. This helps students to keep abreast with curriculum and learning process. Make up assignments are given to students based on these assessments. Retests/ Remedial courses are arranged for students who are developing to meet expectations in academics. Identification of fine Graduate Attributes for our students on the guidelines of the affiliated university is done through a participatory process. The college library has been enriched with addition of books which are open for research and study purposes. A wide range of co-curricular and extra-curricular activities are carried out for the students. Faculty in-charges undergo training to learn about e contents and teachers training programs to update themselves to help students in learning process. The students are constantly monitored by mentors and feed backs are sent promptly to parents. Yearly two parents teachers meetings are arranged and remedies are done as per the reports submitted by the committee.

Research, Innovations and Extension

Ragas Dental College and Hospital (RDCH) since its inception in late 1980s, ensured a balance of strong academics, research and service culture in its students. It had been in forefront in creating a niche for itself in research and outreach activities well before these became norms. The RDCH staff mentors and inspires its students to pursue research and service beyond the minimum curriculum mandates, extending their critical analysis pattern and logical reasoning acumen. Students are encouraged to develop own research questions and hypothesis, provided platform and access to all relevant needed expertise / technology to seek relevant answer. RDCH has created student-dentist-scientist who continues to enrich the fraternity, widening the knowledge boundaries. This empowered set of dentists develop and spread the lifelong learning as their core competency. A strong research and publication culture is a hallmark of the dental course at RDCH. In a bid to expand the frontiers, especially in inter and multidisciplinary aspects, several collaborations and memorandum of understanding have been signed with several agencies including International dental institutes, dental Industry, Non-governmental organizations and like-minded entities to foster oral health care delivery and research. Several publications have been a by-product of such ventures and stands as a tall testimony to the hegemonous effort of the RDCH and its staff. In addition to excelling in research and academics, RDCH ensures that its students give back to society at a every available opportunity. Besides providing oral health care delivery through its numerous dental camps, outreach activities, it engages itself in sensitizing the local community in domains of creating awareness in education, general health, sanitation, electoral literacy and preserving our local culture. Students of RDCH during their study period are provided sufficient opportunities to access several dimensions of training in dentistry as well as to emerge as a confident, empowered, volunteering and a valuable member of his/her community in future. This multimodal approach is feasible through our unique teaching-learning methodology that holistically approach the entire dental education system. By adopting to the prescribed guidelines of the policymakers and concurring with vision-mission of the RDCH, we continue to train future empowered Indians.

Infrastructure and Learning Resources

Ragas Dental College and Hosppital (RDCH(guarantees that adequate physical infrastructure is available and is used efficiently. It has supplied students with state-of-the-art facilities and a stress-free learning atmosphere in a well maintained lush green campus. All the facilities offered are in compliance with the Dental Council of India's and Tamilnadu's Dr. M.G.R. Medical University's criteria. Continuous updating of all the facilities is

done to provide clinically-oriented and technologically advanced learning. The campus has well-ventilated ICT enabled lecture halls and seminar halls where interactive lectures are taken. All the lecture halls, seminar halls, laboratories are Wi-Fi enabled. The institution has well equipped laboratories for the benefit of UG and PG students. The campus provides various sports and recreational facilities for students and staffs. Cricket ground, volley ball court, kho-kho ground are situated within the campus. A large indoor stadium is also available attached with gym, indoor games rooms and yoga centre. Two auditoriums are present for all kinds of cultural and academic activities. The dental college is attached with a 100 bedded general hospital which is present within the campus. Other facilities like, canteen, hostel, mess, 24 hrs pharmacy, CCTV surveillance, power back up, transformers, water purification system etc. are available. The management of RDCH not only provides infrastructure that caters to the needs of students to study in the most comfortable stress free environment but also takes every single step in providing comforts to students, faculty and patients. The library of RDCH is spread across 8000 Sq.ft with 300 seating capacity. The central library is a repository of 905 titles and 3075 copies of reference books and various collections of 107   national and 36 international journals on various specialities in dentistry. Library orientation programmes are conducted for 1st BDS and 1st MDS students every year. The institution has many peripheral centres through which the rural population is also benefitted. Maintenance of laboratory, library, sports facilities, campus facilities, equipment's, computers and classrooms etc is taken care of designated workers.

Student Support and Progression

Ragas Dental College and Hospital is one of the oldest private colleges in the country serving in the field of dental education for more than 30 years. In keeping with our motto of "Strive to serve", the students and the faculties excel in all fields of dentistry and beyond with the able guidance and support of the management. The college boasts of a huge alumnus and a student community which is one of the main strengths of our institution. The graduation of the first batch took place in 1993 and since then there has been no looking behind.

The student council comprises of the undergraduate students who are in their internship and consists of the chairman, general secretary, sports, cultural and literary secretaries. The council also has a faculty who would guide the students and help them to connect with the administration. They conduct as well as coordinate all the extracurricular activities which would involve student participation.

There is adequate representation of the students in various committees viz. the student welfare committee, hostel committee and the feedback committee. The rapport between the students and the faculties has been very conducive for an optimal learning experience. The students are actively involved in all curricular as well as co -curricular activities of the college and constantly strive to bring laurels to their Almamater.

The Alumni of Ragas Dental College was named as ROSE (Ragas Dental College and Hospital), which consists of students, both UG and PG students who graduate in each academic year. This robust body is to provide support to the Institution and guide the students who are an integral part of it. The alumni also ensure that community based dental awareness and treatment is provided to the neighbourhood and in areas which are not very accessible to dental health care. They have been engaging with various activities of the students and the institution since its inception. Recently, the alumni association has become a registered body and will continue to strive for the betterment of the institution and the society.

Governance, Leadership and Management

The organisational structure under the management through the Principal is strengthened by the faculty who in turn help to build a healthy environment. The college has constituted various academic and administrative committees. All the committees have set definitive goals and work in autonomy to implement the policies adopted. Faculties and students actively take part in the committee activities and are a part of decision-making process to achieve the best quality of education, service and research. The academic, administrative policies and governance is effectively maintained by various committees The Principal and the various committees are responsible for governance of the institute. This ensures participative management in decision making process. E-governance is adopted in areas Academic Planning and Development, Administration, Finance and Accounts, Students Admissions and Examinations. The Principal along with the various administrative committees help in the governance of the college based on the DCI norms. For effective governance decentralization is practiced which follows a hierarchical system, well-structured Organization Chart. The committees meet regularly and any decision, recommendation or action plan is initiated with the knowledge of management and concerned department. The college follows performance appraisal system for faculty and staff. Financial support is provided for faculty attending conferences and workshops. The college has a clear-cut mechanism to monitor effective and efficient use of available financial resources through proper financial planning supported by audits. The accounts department maintains the records of financial inflow and expenditures via Tally software (e-governance strategies-salary statements, e-banking, and net-banking).The feedback from students on faculty members are analyzed and used to take corrective measures. Funds from various philanthropic organisations are put to good use by the efficient board of management.Audits are conducted regularly to ensure transparency.

The Internal Quality Assessment Cell is established as per the NAAC guidelines on to initiate various quality measures in teaching, learning, administration, governance, finance etc. The college has various committees for effective governance and management of concerned activities. Our faculties have attended faculty development programs conducted by other colleges. Continuing Dental Education Programs are conducted by our college. The college obtains the feedback from the students on teaching, learning resources and student support services and necessary amends are made based on the same. The Internal Quality Assurance cell – IQAC monitors the quality through the comprehensive feedback mechanism for continuous improvement of the curriculum, teaching-learning process by the external academic peers – external examiners help to know the strength and weaknesses of the system evaluation, research,financial management and student support services.

Institutional Values and Best Practices

The policies and procedures of the institution are intended to benefit and encourage all students and faculty members in all aspects of their work. It establishes a clear rule for how people should behave one another, with a focus on gender equality. It is clearly articulated, taught, motivated, and learned on campus. Safety and security are ensured through CCTV surveillance. Day-scholars are safely carried to the college by skilled professional drivers in well-maintained college buses from diverse locations. The management is adamantly opposed to ragging, which it considers to be both offensive and punishable. The numbers for anti-ragging hotlines are easily accessible. When it comes to female students, they can readily file complaints without fear of retaliation, and the necessary steps are taken right away.

For waste management on campus, the institution follows the 3Rs: Reduce, Reuse, and Recycle. G.J Multi-clave (INDIA) PVT. LTD has inked a deal with the management. Ragas Dental College strives to get the most value out of waste products while producing the least amount of garbage possible. The Safety Committee is made up of properly qualified personnel. The Atomic Energy Regulating Board (AERB) has registered and

licensed our Radiology Department. Assisting in the conservation of natural resources, the recovered wastewater is used to water the garden's lawns and seedlings.

Furthermore, because the institute attracts students from all walks of life, it takes great care to provide a nurturing environment where best standards in training and boarding are followed. The institution hosts programmes on a regular basis to celebrate various sports and cultural events held at the college encourage unity among students. In the college, commemorative days such as Women's Day, Yoga Day, and Cancer Day are observed, as well as several regional festivals such as Pongal, Christmas, Ayudha puja and Ramzan. Participation in community-oriented and rural development projects to improve interaction with and assistance to the local community is also encouraged.

The following are institution's best practices, distinctiveness:

Best practice 01 MINIMALLY INVASIVE SURGICAL TECHNIQUES IN PERIODONTICS

Best practice 02- DISABLE AIDED DENTISTRY (DAD)

Institutional Distinctiveness:

 Next Generation Sequencing (NGS) and Cell Based Regenerative approaches

Dental Part

RAGAS is one of the pioneer Dental institutions in Tamil Nadu. Student admission into the course is based on the NEET ranking.The Institution aims to provide students with solid theoretical knowledge and excellent clinical skills in all fields of dentistry so that they can excel as effective dental surgeons. We at RAGAS follow strict guidelines for freshmen to provide relevant campus resources, encourage, indulge, participate in social events/activities, and provide necessary assistance and advise via a team of college mentors. White coat ceremony, orientation program is annually held for 1st BDS. Pre- clinical training is given in the first 2 years where students get training on simulation models. As they step into clinicals, reinforcement of the importance of infection control is done for 3rd BDS along with patient care, management, and OP handling. Students are trained in communication skills, decision making and time management to ensure they have a flexible and conducive learning environment. Additionally, our institution provides skill building in tobacco cessation counselling, special care, comprehensive clinic, implant clinic and geriatric clinics along with training in high end equipments like imaging and morphometric softwares,Dental laser unit, endodontic microscope, fluorescence microscope and Immuno Histo Chemistry. The institute is backed with full time dedicated faculty, few of whom have additional degrees and fellowships. All students are vaccinated for Hepatitis B. Meticulous infection control protocols are being followed and are continuously monitored.

Interdepartmental meetings are held once a month for case discussions, and clinical skill development programmes are held for interns. Students are educated about societal issues and responsibilities, and faculty members are given several opportunities to keep up to date on emerging topics and latest technologies in the field of dental education. The Dental Education Unit (DEU) functions with the goal of creating a single point of contact for the institution, administration, teaching faculty, departments, and students. Apart from its primary focus on students, the DEU also makes a significant contribution to the institution's academic events. The DEU coordinates and synchronises all academic events arranged by the various committees.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAGAS DENTAL COLLEGE AND HOSPITAL
Address	New No 102, East Coast Road, Uthandi
City	Chennai
State	Tamil Nadu
Pin	600119
Website	www.rdc.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	N.s. Azhagarasan	044-24530001	9176846009	044-24530009	principal@rdc.ac.in
IQAC / CIQA coordinator	P.d. Madan Kumar	044-24530002	9841760306	-	madankumar@rdc.ac.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	Yes Ragas Minority.pdf
If Yes, Specify minority status	
Religious	
Linguistic	TELUGU
Any Other	

Establishment Details	
Date of establishment of the college	03-10-1988

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	12-02-2010	180	Recognition will be issues one time by the Ministry of Health and Family Welfare

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.?	Yes
If yes, nature of recognition	NIRF Dental Catagory Rank Thirty Two
Date of recognition	27-07-2022

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	New No 102, East Coast Road, Uthandi	Urban	5.34	247856

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,Undergraduate Program	60	HSC	English	100	78
PG	MDS,Department Of Public Health Dentistry	36	BDS	English	3	2
PG	MDS,Department Of Conservative Dentistry And Endodontics	36	BDS	English	8	8
PG	MDS,Depart	36	BDS	English	6	6

	ment Of Oral And Maxillofacial Surgery					
PG	MDS,Department Of Periodontics	36	BDS	English	6	6
PG	MDS,Department Of Prosthodontics	36	BDS	English	6	6
PG	MDS,Department Of Oral Medicine And Radiology	36	BDS	English	5	4
PG	MDS,Department Of Oral And Maxillofacial Pathology	36	BDS	English	6	4
PG	MDS,Department Of Orthodontics	36	BDS	English	8	8
PG	MDS,Department Of Pedodontics	36	BDS	English	2	2
Doctoral (Ph.D)	PhD or DPhil,Department Of Oral And Maxillofacial Pathology	48	BDS	English	6	2

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				46				25				0
Recruited	18	28	0	46	5	20	0	25	0	0	0	0
Yet to Recruit				0				0				0
	Lecturer				**Tutor / Clinical Instructor**				**Senior Resident**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0
Sanctioned by the Management/Society or Other Authorized Bodies				49				0				0
Recruited	8	41	0	49	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				110
Recruited	40	70	0	110
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				10
Recruited	3	7	0	10
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	0	0	0	0	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	17	28	0	5	20	0	0	0	0	70
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	8	41	0	0	0	0	0	0	0	49
UG	0	0	0	0	0	0	0	0	0	0

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

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

22-12-2022 11:22:44

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	14	0	0	0	14
	Female	64	0	0	0	64
	Others	0	0	0	0	0
PG	Male	16	0	0	0	16
	Female	30	0	0	0	30
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	4	6	7
	Female	8	10	15	21
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	2
	Others	0	0	0	0
OBC	Male	20	22	28	25
	Female	53	54	76	75
	Others	0	0	0	0
General	Male	5	1	1	3
	Female	17	17	18	10
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		108	108	144	143

General Facilities	
Campus Type: New No 102, East Coast Road, Uthandi	
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)	14
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	9
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	**No Of Hostels**	**No Of Inmates**
* Boys' hostel	1	50
* Girls's hostel	2	205
* Overseas students hostel	0	0
* Hostel for interns	2	44
* PG Hostel	1	13

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Ragas Dental College and Hospital (RDCH) emphasizes outcome-based education and entrustable professional activities that are in line with the core features of the NEP. A roadmap for curriculum improvements concentrating on interdisciplinary and multidisciplinary teaching and learning approaches is being prepared by our institution, as mandated by the policy makers confirming to the state, national and university policies. The reforms are sequentially implemented and gradually incorporating many facets of the country's national education policy. The implementation of formative, thorough, and ongoing student evaluations aids in the achievement of the new policy's requirements for the qualities of dental graduates. To combine multidisciplinary specialties including implant dentistry, laser dentistry, aesthetic dentistry, 3D model simulation, virtual reality, and augmented reality into the curriculum, we are in the process of instituting new departments like the Department of Advanced Dental Sciences. The research division supports multidisciplinary, inter-departmental, multi-dimensional research projects for doctoral and post-doctoral programmes. Undergraduate students are encouraged to undertake short studies and projects based on multidisciplinary approach.
2. Academic bank of credits (ABC):	The Tamil Nadu Dr. MGR Medical University and the Dental Council of India have both set requirements for the Ragas Dental College and Hospital (RDCH) curriculum. The aforementioned decision-makers are getting ready and preparing to include the academic bank of credit system. The same has been created and is currently being distributed to all interested parties for comments and critique. Students and professors at RDCH have always had the freedom and opportunity to earn credits from a variety of departments as well as from institutes of higher learning on a national and worldwide scale, such as the SWAYAM and NPTEL portals. In order to assure proper language, culture, psychological, therapeutic, and entrepreneurial skill development and credit-earning, a variety of add-on courses are introduced into the curriculum. Our faculty and students can get access to the MOOCs

	based on nptel and swayam. For the advantage of workforce members and students at institutions, other permitted credit-based programmes are also offered. Our college enters into mutually beneficial MOUs with domestic and international universities. Our long-term objectives include implementing the global outreach as envisioned in NEP.
3. Skill development:	Our institution had been constantly working on enhancing the skill set of our students. Primary focus on mapping of skill achievement for better employability, advancement in academic and research capability. Students can avail the short term skill enhancement programs and add on courses for their benefit. The institution has established various clubs for upskilling of students. Activity based learning education (ABLE) system with integration of mid class activities such as Peer led Teaching learning, critical pedagogy ,role play helps tremendously in enhancing reading , writing ability along with communication skills. Revision of syllabus is done systematically to integrate multidisciplinary learning approach in line with the national education policy. The curriculum gives importance to ethics, communal harmony; sensitization to environmental issues, gender discrimination, inclusiveness and keeping up owns traditional values.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	By routinely hosting seminars and programmes with spiritual, community and cultural figures, the institution emphasises integrating our Indian culture within our fraternity. At the institution and university levels, students are encouraged to take part in a variety of artistic and cultural activities. The student also actively participates in discussions, extempore, and elocution on a variety of socially significant topics in several internal and external forums. They have brought in several laurels at National level. Our student's participation in such activities was also well received by their peers. During the COVID19, yoga classes were made available to staff and students online. We were able to teach our pupils, teaching staff, and non-teaching staff traditional as well as cultural values thanks to these creative concepts
5. Focus on Outcome based education (OBE):	Through the combination of professional, skill, and vocational development evaluation through the dental

	graduate attribute system, the institution gives attention to outcome-based education in line with the national education policy. Activities that are both academic and extracurricular are given weight when evaluating our students' ultimate performance. Competencies are assessed using particular programme and course outcomes. Evaluation criteria include soft skills, human values, scientific temper, and upright behaviour. In addition, for the post-graduate we evaluate them on 1. Cognitive Domain (Observation and Perception, Attention, Collecting required clinical information, Generation of an idea/treatment, Control over impulsive thought process, Problem Solving, Memory/recollecting) 2.Communicative Domain (Description of findings, Interpretation of findings, Discussion with Teacher, Discussion with Patient, Making assertations, Documentation, Presentation to Teacher, Opinion from Peers) 3.Normative Domain (Technical Norms/ Knowledge from book and journals, Rational Choice, Social Norms) 4. Conduct as a Dental professional and 5. clinical skills. Due to this inherent training and evaluation, our students stand apart. RDCH also provides Project RAIL (Regular Assessment for Improved Learning and Rapid Assessment for incremental learning); Project CURE Course-based Undergraduate Research Experience or Curriculum-based Undergraduate Research Experience); Project CODE (Clinical Outcome-based Dental Education), stand alone DIED (Dental Instructional and Education Design), DOPS (Direct Observation of Procedural Skills), VMICS (Visual-Motor Integration for Clinical Skill), FAST (Functional Adaptation Skills Training) MESSDS (Madras Evaluation of Social Skills of Dental Student), PACES (Practical Assessment of Clinical Examination Skills), Performance Assessment of Self-Care Skills (PASCS), D-PEERS (Dental Program for the Education and Enrichment of Relational Skills), DESC(Dentists Essential Skills Clusters), CETA (Cost Effective Training and Assessment). A Monthly Academic Progress (MAP) is provided to parents.
6. Distance education/online education:	Our institution is planning to implement a fully integrated Learning Management System (LMS) based on the Dental Council of India's proposed curriculum changes. This will have various verticals

| | including online teaching module, distant education module and live class mode in teacher component. Student module would comprise of mid class activity submission, post class evaluation submission assignment submission modules. Integration of offline, online, distant and hybrid mode features in the LMS would enable us to impart education in a 360 educational model. E contents on a myriad of topics would be made available in our system for easy access to students. Our learning system in fully prepared to incorporate new features envisaged on the new education policy. |

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
531	534	477	474	513
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
132	146	139	76	141
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
124	143	144	108	108
File Description			Document	
Institutional data in prescribed format(Data templ			[View Document](#)	

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	120	120	120	120

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	120	120	120

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

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1002.0	1095.58	1222.7	1424.65	669.86

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 Dental Council of India and the TN Dr. MGR Medical University, Chennai proposes that dental graduates acquire knowledge, expertise to diagnose and execute appropriate dental treatment. The institution ensures that the students are trained in dental practice management , with a strong emphasis on efficient patient communication and community resource management. Ragas Dental College ensures curriculum implementation by strictly adhering to requirements mandated by the appropriate regulatory body. Further, it is ensured that the institute provides the students with a comprehensive clinical training by laying emphasis on clinical correlation of basic medical sciences and the applied uses of the same in real life patient scenarios.

The Curriculum committee takes input from the Head of the department, senior professors, Parents, Alumni, Students and the preceding academic year's audit report. The Curriculum Committee proposes modifications in curriculum delivery as and when it is deemed appropriate. The Curriculum Committee coordinates and formulates the academic timetable incorporating lecture classes, laboratory hours, clinical postings, cycle test, model examinations and implements the proposed adjustments to meet University/DCI recommendations for each subject. The teaching schedules are developed at the start of the academic year by all departments across the years of study, together with lesson plans and course styles, in order to provide a structured learning experience.

Based on the deliberations and decisions of the Curriculum committee guest lectures, Peripheral posting, certification courses and value added programs are decided and implemented by the department. Faculty members are encouraged to successfully implement curriculum through innovative teaching methods such as multimedia presentations, seminars, Video presentations, case discussions and practical demonstration etc. apart from the regular teaching methodologies. It was proposed to introduce a credit based system for evaluation of clinical and academic progress of both undergraduates and post graduates. The implementation of this credit based system will be done in phased manner in accordance with the directives of the Tamilnadu Dr MGR Medical University.

Ragas Dental College uses formative assessment as a monitoring and steering tool for continuous and comprehensive evaluation, as stipulated by the affiliating university. Postgraduates and undergraduates are encouraged to participate in research initiatives, research publications, and scientific conference presentations.

Structured feedback on curriculum is routinely requested from all students and staff members. Thus obtained feedback reports are used to conduct appropriate corrective and preventive actions, in order to sustain good practices. Routine evaluations like viva-voce and supervising clinical work are used to monitor the academic progress and practical excellence of the students. Necessary actions are being taken by the institution to ensure that no students is left behind without necessary attention. This assures that the institution is moving in the direction of its vision in the greatest interests of dental education and health care. The ultimate goal of the institute is to ensure that our students are prepared to render the highest level of dental care to the society. Furthermore, the students are instilled with the value of lifelong learning in order to successfully transforming as a competent and ethical dentist.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for Minutes of the meeting of the college curriculum committee	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

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

Response: 3.36

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

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

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for details of participation of teachers in various bodies	[View Document](#)
Link for additional information	[View Document](#)

1.2 Academic Flexibility

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

Response: 63.64

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

Response: 35

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

Response: 55

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

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

Response: 78.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
394	378	383	404	408

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:

Dental education should prepare a health care provider to accomplish their responsibilities with the utmost honesty, accountability, and responsibility. The Dental Council of India has mandated the development of competences in the realms of knowledge, skill, and attitude.

The institute has adopted a code of conduct that replicates the ethical and professional traits recommended by the DCI and the TN Dr. MGR Medical University, in addition to teaching ethics as part of the normal curriculum. Students and newly appointed faculty members are informed about the Code of Conduct. The student handbook and the Ragas website both have the code of conduct available for quick reference. Anti-Ragging is strictly enforced in the campus and a cordial environment is maintained for the students.

To create a gender-equitable atmosphere, the Gender Sensitization Committee Against Sexual Harassment holds annual sensitization seminars. Students take an active role in women's welfare initiatives. The college has taken an active role in enrolment of all staff and students in Kavalan SOS app, an application developed by Govt. of Tamilnadu for ensuring safety of women and offering necessary legal protection in case of emergency. Sensitization of the availability and applicability of this app was demonstrated by the Inespector, Kanathur police station through a program conducted by the gender sensitization committee.

The institution further ensures Women's Day Celebration is carried out in a grand manner as to acknowledge, appreciate all Women in the institute for their curricular and extra-curricular excellence.

Students participate in environmental conservation initiatives such as tree planting drives and awareness campaigns through the NSS units. This instills a strong sense of urgency and commitment to environmental preservation. Students are exposed to environmental resource management approaches through scheduled trips to water treatment plants and sewage treatment facilities. Students participate in Swacch efforts on a daily basis to raise awareness about the importance of cleanliness and hygiene in illness prevention. RAGAS's NSS units organize blood donation camps, with student volunteers taking part.

The Institution observes international and national oral health days. Activities such as screening and therapy are carried out. Street play shows, rallies, and skits are used by students to educate the public about health issues. The Tobacco Cessation Clinic is part of the Department of Public Health Dentistry, and several programmes are held to commemorate World No Tobacco Day. Students assigned at clinics are trained to teach patients about the harmful effects of tobacco smoking and to assist them in quitting harmful behaviors.

The institute takes cognizance of the pressures that the students undergo. Ragas Dental College commits regular hours to optional meditation and counselling sessions to equilibrate the 'mind-body' continuum and develop a stress-free college learning atmosphere, providing optimum productivity for themselves and their society. This is an attempt to create long-term habits that will assure professional and personal success. These practices align with objective of Ragas Dental College in educating dental graduates who will provide holistic treatment to the patients in order to improve the quality of life for the society at large.

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

Other Upload Files	
1	[View Document](#)

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

life skills.

Response: 24

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

Response: 24

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: 80.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
406	414	391	407	418

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: 95.48

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

Response: 507

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

1.4 Feedback System

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

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

Response: A. All of the above

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

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 78.55

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

2021-22	2020-21	2019-20	2018-19	2017-18
53	65	65	41	47

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

2021-22	2020-21	2019-20	2018-19	2017-18
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: 83.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
124	143	144	108	108

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

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: 3.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	1	5	5	11

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	[View Document](#)
List of students enrolled from other states year-wise during the last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
E-copies of admission letters of the students enrolled from other states	[View Document](#)
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	[View Document](#)
Any other relevant information	[View Document](#)
Link for additional information	[View Document](#)

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 6.81

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

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

Response:

The institution believes in holistic development of student's innate talents and aptitudes of every student. Every student gets ample opportunities to choose their area's of interests, hone their talents and skills and demonstrate their excellence in club activities, competitions, events etc. The thrust by the institution towards outside class activities ignites their passion, enhances their confidence and develop a sense of belonging with the institute.

The college has a Tamil Sangam club which conducts programs for Tamil enthusiasts. The literary club conducts essay writing, debates, quizzes and poster presentations on various topics and provides opportunities to speak their minds.

The First-year students are welcomed by the faculty and seniors on the induction day celebration. The student council organises various club activities after the college hours which greatly help the students to relax after their routine college activities.

The institution has Students clubs such as the Journal club, The research club.

The journal club which comprises of the Postgraduates has students who are enthusiast in reading articles from journals. It helps them get updated with day to day changes in their fields. The club meets once in two weeks after the class hours and discusses the various new developments in their field of program.

the research cub is a mixture of undergraduates and post graduates who are keen on coming up with short/ long research topics. They also discuss the topics of research interest and come out with new projects with feasible study protocol and budgeting. The concerned staff guides, places it in IRB, then implements the study frame and the results are arrived. if the project is approved with no modifications then the project's result is taken up for writing an article on the outcomes and sent for publications.

The student council has student representatives for sports and cultural activities from each batch. They are motivated to take part in college cultural programs to showcase their talents. The college is equipped with

two auditoriums with 600 and 200 capacities each, which is used for conducting cultural programs, conferences etc. Cultural programs along with college day celebrations are conducted every year. Singing, dancing and arts like soap carving, painting are common cultural programs conducted during festivals and college day celebrations. Students are also encouraged to participate in intra college cultural, and sports events conducted in other colleges and they have won several laurels to the institution.

Sports is a way of life in the institute. The institution has sports facilities like volleyball ground, badminton court, kho-kho ground for after college sports. Inter college sports meets are conducted regularly and prizes are given to encourage the winners and participants.

The literary club helps students to ignite their talents in various art forms like poetry and elocution. The students meet once in three months with flavoured topics for the meeting and have their poems/ speech delivered to their club members. After the pan adamic these club activities will cater to wider audience and bring in other artforms like music, dance and theatre forms.

File Description	Document	
Link for Appropriate documentary evidence	[View Document](#)	
Link for any other relevant information	[View Document](#)	

2.3 Teaching- Learning Process

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

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

Response:

The institute focuses on imparting dental education with an optimum blend of theoretical, practical and clinical skills. The following methods are employed to enable the students to learn better in the aspects of the curriculum.

Experiential learning: The institute has state of the art labs, facilities, and hospitals to prepare the students progressively from the initial introduction to dentistry to become an expert dentist to face the complicated clinical situations in the real world.

ICT enabled lecture helps the students to understand the concepts. Demonstrating sessions by faculties

prepare the students to practice their learning in preclinical/clinical simulation labs with models, phantom head mannequins. In clinical departments, students undergo training with faculty guidance and treat the patients ethically in a safe manner.

In addition, the student practices the experiments in all basic sciences subjects like Anatomy, Physiology, Biochemistry, Pharmacology to get comprehensive understanding of the clinical situation. Thus, every student is provided with a structured curriculum to acquire the knowledge and skills to practice in real life situations.

Interpreted/ interdisciplinary learning: It's important for every student to integrate the learning from more than one academic discipline to address a particular problem holistically. This is primarily used in the clinical years of under graduation and is an integral part of post-graduation learning.

Areas such as Implantology, Endodontic- periodontal lesions, Restorative- periodontal and orthodontics-periodontal interrelationships require inter-disciplinary approach with the concerted framework of the disciplines of Prosthodontics, Orthodontics, Endodontics, Periodontics and Oral maxillo facial surgery.

Regular Clinical society meetings for the interns and postgraduates help to enhance their knowledge in understanding the concepts of inter disciplinary learning.

Participatory learning: The institute encourages discussion among the students to improve the knowledge on the subjects. The undergraduate students are formed into small groups to do projects on the topics which they find difficulty in understanding followed by question-and-answer sessions. Model presentations and brain storming sessions are conducted for the students to improve their clinical skills.

Problem – Solving methodologies: The undergraduate students are given a scenario of clinical aspect and are asked to come up with solutions which includes diagnostic plans and possible treatment plan and treatment outcomes. Detailed case discussion are conducted regularly for the postgraduates, where the post graduate students record their cases and present the cases with treatment plan.

Patient centric/ Evidence based learning:

Patient centric approach is the centre in both aspects of dental education – Theory and Clinical. Every student is separately allotted patients to diagnose and prepare proper treatment plan under the guidance of the faculty. The post graduate students participate in journal discussions and seminars to enhance their clinical expertise.

Project based learning/ role play: Short studies and dissertation projects are undertaken by the postgraduates in both clinical and theoretical concepts. The undergraduate students especially who come from mediums other than English are encouraged to do role play to understand theoretical concepts which are difficult to understand. It is also used as a method to students who are in the category of meeting expectations to improve further.

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

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

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

Response: A. All of the above

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

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

Response:

Upgradation to newer technologies is a continuous process in the Institution to match with the

technological advancement in the ongoing fast phase of the newer tools that emerge out of technology day to day. Internet and its uses which has been widely debated as a boon or bane, has always been a boon to the student and faculty of our college in the teaching learning process. Upgrading the teaching methodologies in accordance with the newer technology becomes inevitable for the benefits it provides to the faculty and student community. Hence the faculties and students are encouraged to use the ICT tools effectively in the teaching -learning process to part with the latest updations.

ICT-enabled tools are commonly used in teaching and learning process in our institute. All lecture halls are enabled with screens , projectors and laptops. All the teaching faculties of the college are well trained in use of these tools. The lectures are effectively delivered through chalk and blackboard, power point presentations, visual aids, animated clinical videos and simulation-based models wherever appropriate and necessary. Special surgical procedures which are performed either by the senior faculties of the department or by invited experts in the clinical departments are streamed live to the lecture halls for the benefit of a larger number of students who shall learn such complex skills. The students are encouraged to be interactive throughout the session and at the end of every session, a short Q & A is conducted. The grey areas and doubts of the students are assimilated from them and proper clarifications are given in the next class if it is a theoretical concept or during the clinical postings if its a technique/ procedure related one.

All the clinical departments have their respective seminar halls with a projection facility and A-V aids which enables the students especially the post graduates to present their learning in a cohesive manner and helps the faculty and student to engage in quick discussions. Students are encouraged to use online study materials and e-resources from authentic sources of scientific literature to keep themselves abreast with the current trends. For this purpose, password protected Wi-Fi facility is provided for free to all teachers as well as students.

The Institution was quick to embrace the online teaching methodologies through the easy to use and access platforms viz. zoom and google class rooms when there was an unprecedented crisis of COVID-19 especially during the lock down period , which ensured the continuity of education during the most difficult times. The learning demands of the students were met and was of immense help in their periodic assessment too. Thus the effective and optimum use of the ICT enabled tools has become an integrated part of the teaching -learning process of the college today and will remain as its in the future too.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 7:1

2.3.4.1 Total number of mentors in the preceding academic year

Response: 78

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:

The teaching-learning process in the institute ensures that the student gains knowledge through structured curriculum, develop critical thinking, reasoning and analytical skills, study the scientific literature, to integrate multiple disciplines into a comprehensive treatment plan.

The institute aims in unleashing the creativity of the students by practicing various teaching methodologies like groups discussions, scientific journal discussions, projects-based learning approaches, hands-on laboratory and clinical skills and innovative teaching. The curriculum ensures that the student gains knowledge to prescribe investigations and analyse them for treatment planning.

Research and projects: The institute practices project-based learning approach where not only projects are assigned to students in various disciplines but also encourages the students to take various research projects. The project-based learning process enhances planning, critical thinking, reasoning, and execution. Faculties review the projects periodically and provide feedback to the students.

Laboratory skills: The laboratory skills are developed by the students from simple cavity preparations for restorations in the typodont model, teeth setting exercises to advanced Crown Bridge, Aesthetic Dentistry and Oral Implantology exercises. Studying dental morphology also is a part of initial training. The laboratory skills inculcate the ability of attention to detail to the students.

Clinical Skills: Prior to performing any clinical procedure, the students are required to take a comprehensive case history evaluation for the patients. This enables the process of thinking analytically about the possible differential diagnosis, ordering appropriate investigations for each patient, and arriving at a confirmatory diagnosis. Following these steps, the students are subsequently encouraged to formulate a

treatment plan on their own.

The students need to gain adequate clinical hands on-experience in extractions and other minor oral surgical procedures, all aspects of Conservative Dentistry, Endodontics, Crown and Bridge, fabrication of dentures, periodontal therapeutic procedures and use of orthodontic appliances. Familiarity with various radiological techniques, particularly intra-oral methods and proper interpretation of radiographs is an essential part of this component of training and has application in clinical diagnosis, forensic identification and age estimation.

Innovative Teaching: Innovative teaching methods like using simulator teaching aids such as phantom head, restoration in caries teeth, carving in wax blocks, plaster model teeth preparation, suture techniques as well as advanced clinical procedures like Implant placement, Esthetic related surgical procedures are also practiced there by creating clinical skills as well as to master with the technique prior to handling with the patients. Towards the final stage of the clinical training, each student will be involved in comprehensive oral health care or holistic approach to enable them to plan and treat patients. The clinical course incorporates analysis of radiographs, tracing of key landmarks in the facial region through cephalometric tracing, evaluation of oral tissues excised for histological analysis and critical thinking through the process of elimination for the formulation of a diagnosis.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 93

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: 16.94

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	16	19	21	21

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: 14.31

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

Response: 1116

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)

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

Response: 27.69

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

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

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	[View Document](#)
Web-link to the contents delivered by the faculty hosted in the HEI's website	[View Document](#)
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: 1.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	0	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 curriculum / course contents are prescribed by the statutory bodies of Dental education in the country viz. the Dental Council of India and the Ministry of Health which is advocated by the respective state -owned / deemed universities. The Academic council / curriculum Board of our institution prepares the academic calendar of each year based on the structure of the prescribed curriculum to plan the academic progam schedule. The academic calendar encompasses everything that is within its scope and purview. it begins with the planning of the theory class schedule, clinical postings for the students in the clinical years and the preclinical laboratory time table for the first and second year students of undergraduation,schedules for conduct of various internal assessments, plan for inter- disciplinary sessions , clinical society meetings keeping in mind the prescribed holidays for that particular calender year. this is one of the most important excercise which greatly benefist the students, faculties and the administration. Having this year plan in advance helps the students to understand the importance of cohesive and systematic learning, while it supports the administration and the faculties like a backbone to stay in course throughout the academic year. it serves as a template for all the branches, both the basic sciences and the clinical departments to plan the delivery and assessment of their course contents. As a new academic year begins, the evaluationprocess begins right from the beginning of the teaching learning process. This is done on a continous basis throughout the year. It would be in the form of short Q & A sessions and quiz at the end of every theory class, assignments for conceptual understanding of certain topics, both theory and clinicals and objective assessment based on the objective structured clinical examination (OSCE) pattern which is a time tested evaluation format in medical and dental education. In addition to these, there is a periodic internal assessment exam which is conducted in cycles atleast for three to four times a year before the student apperas for the final university examinations. This helps both the student and the faculty in proper assessment of the learning progress in both the theory and practicals/ clinicals. It allows the students to plan and establish short term goals. It helps the faculty to plan for lectures and so as to complete the topics in time as per the prescribed curriculum. The academic calendar also comprises the schedule for re -assessments for those who are in need which is aimed to improve the academic performance of those students.thus remdial measures could be instituted at the earliest for the needy. The calendar also has a schedule for parent's teachers meeting which helps the parents to know of their ward's progress and also helps to plan their participation without fail. The academic calendar is designed in such a way that it enables the students to achieve academic excellence andbring laurels to the faaculties and to the institution.

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

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

Response:

The University Examinations are conducted as per the rules and regulations of the TN Dr.MGR Medical University for both the undergraduate as well as the post graduate students. Both the theory and practical/

clinical examination is conducted in the institution as per the prescribed guidelines.While the theory answer scripts are valued by a central evaluation system in the University premises as per the TN Dr.MGR Medical University norms until COVID struck and thereafter by a central online evaluation as per the format given by the university, the practical /clinical examinations are conducted physically within the premises of the Institution with a panel of examiners, both Internal and External as appointed by the University.

SUBMISSION OF APPEALS

After the results are published on the website, students who have any issues with the marks awarded by the university can apply to access their answer scripts which are available on the university website. Guidelines for the issue of photocopy of answer sheets to the failed candidates or those who have similar grievances are given on the TNMGRMU website for reference.

PROVISION OF RE-TOTALLING AND RE-ASSESSMENT:

As per the University norms, the answer scripts are evaluated twice before the publication of results for the undergarduate program, while there is a evaluation of the PG answer scripts by two set of examiners from within and outside the university. Since the evaluation system by the university does not provide for any scope for laxity and is completely fool -proof ,there is no provision for re-totaling and re-assessment. https://www.tnmgrmu.ac.in/index.php/application-forms/guidelines-for-the-issue-of-photocopy-of-answerscripts-of-the-failed-subjects.html

FOR CONTINUOUS INTERNAL EXAMINATION (CIE):

SUBMISSION OF APPEALS: within the Institution (RAGAS DENTAL COLLEGE) Sessional exams (CIE) are conducted once in three months at the end of each term as per the norms. as laid down in the academic calender provided by the Academic Board of the college. After each sessional exams are conducted, the answer scripts are evaluated and discussed with the students and then displayed on the notice board to ensure transparency. If students has any grievance related to the CIE exams, they could apply for re-totaling and reassessment in a prescribed format which is available in the academic cell. The duly filled-in forms should be submitted to the Head of the Department of the concerned subject who will then ascertain the genuineness for the need for reassessment and take it up for the necessary corrective actions viz. re-totaling / re-assessment. If any alterations are made during the re- assessment , it is noted in the evalaution sheet and also in the academic progress record of the student . After the corrective actions are taken, the students are duly informed and is taken up for discussion with the student and finally submitted to the academic board. For the post garduate program, equal weightage is given to both the theory and clinical evalaution which is conducetd periodically as per their academic calender.

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

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

Response:

The Process of conduction of exams and evaluating the students forms the final criteria to assess the learning outcome of the student.The Institution follows the guidelines laid by The Tamilnadu Dr. MGR medical university which we are affiliated to and the guidelines set up by the Dental council of India in regards to conduct of the examinations. The reforms undertaken by the bodies are notified to the affiliated colleges when and where its been passed by the respective executive committee and the syndicate. Our institutions follow them and make reforms according to the regulations given. The Part-1 exam which includes the Basic sciences for the Post graduation was moved to the first year of their curriculum which was previously clubbed with the final year. The university has now done away with physical correction of the answer sheets and now scans the answer sheets of the students and uploads it in the system. The evaluators do the evaluation in the system. During the pandemic , the evaluation was done online, the answer scripts were sent to the evaluator through the link. Time prescribed evaluation was introduced by the university for the same. Each evaluator had to evaluate the answer scripts for six minutes and then go to the next script. This helped the evaluator to thoroughly go through the answer script and award the marks. Going through all the pages of the script before submitting finally. This will ensure if the candidate has answered all the questions. The evaluator has to enter the marks in the digital column that ensures two benefits. The evaluator can see if they have awarded marks to all the questions and secondly the total is done automatically. This will help rectify any total mistakes of the answer script. These reforms from the university has greatly benefited the student community as well as the evaluators since re totalling becomes unnecessary. hence the university has done away with any application that requests for retotalling of the answer scripts as there cannot be anu errors regarding the same. The university sends in the question paper only fifteen minutes prior to start of the exam and only the chief controller has the access to receive the link. Then the papers are xeroxed and distributed to the students. This ensures free and fare conduct of the exam. installation of CCTV camera and recording the exams is mandatory as per university's guidelines. Our institution makes sure to adhere to these guidelines strictly. Mobile jammers are also installed in the exam hall to curb any mal practice. The Continuous Internal Assessment methodology which is in par with the university guidelines are followed to enhance the patterns of question paper/ practical exam methods as prescribed by the university. This helps the students to prepare for the exams in the same pattern and help them face the questions and do their practical exams with confidence. The Internal assessment is done periodically and any change that the university brings about is adhered without delay.

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

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

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

4.Remedial teaching/support

Response: A. All of the above

File Description	Document
Re-test and Answer sheets	View Document
Policy document of the options claimed by the institution duly signed by the Head of the Institution	View Document
Policy document of midcourse improvement of performance of students	View Document
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View Document
Institutional data in prescribed format	View Document
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:

Ragas Dental college and Hospital is a long serving Institution, which offers a 5 year Undergraduate course in Dentistry, known as Bachelor of Dental Surgery (BDS) and 3 year Post graduation course called masters of Dental Surgery (MDS). The college adheres to the syllabus laid by the governing body Dr Tamilnadu MGR medical university and the Governing council The Dental Council of India. The students are trained to excel in academics, become competent professionals, responsible citizens by instilling skills and advanced techniques, in addition to providing quality education. Methodical formulation of learning objectives helps to achieve the targeted goals.

 GOALS OF BDS CURRICULUM:

 After the completion of the five-year undergraduate program of Bachelor of Dental Surgery, the student becomes competent enough to perform the following:

1.General Skills - Apply knowledge & skills in day-to-day practice.

2.Practice Management - Practice within the scope of one's competence Communication & Community Resources.

3.Patient Care – Diagnosis: Obtaining patient's history in a methodical way, performing thorough clinical examination, Selection and interpretation of clinical, radiological and other diagnostic information,

Arriving at provisional, differential and final diagnosis.

 4.Patient Care - Treatment Planning

 5. Knowledge about Disinfection and Infection Control Protocol ASSESSMENT PROCESSES: Objective Structured Clinical Examination (OSCE): Clinical Evaluation of the student is made structured and objective.

A number of practical and clinical examinations in laboratories and on patients respectively are conducted to assess the student's practical and clinical knowledge. This includes regular assessment on spotters and models as well. Logbooks and records: The student's performance is constantly monitored with Log books and Records.

Theory Examinations: Written examination is an excellent method of assessing the student. Internal Assessment and model exams are conducted on regular basis. Group Discussions: Discussions on interesting cases makes learning easier for the students.

Goals of MDS Curriculum:

Apart from the BDS curriculum goals , MDS curriculum trains the student to be expert in the chosen branch of the postgraduation.

The main objectives will include:

a) Training to prepare, present research papers in the national and international conferences.

b) Student is motived to publish articles in journals in various indexed journals.

c)Guidance and training given to prepare Seminars and Journal presentations.

d) Diagnose, treat and evaluate the out comes of the speciality cases concerned with the postgraduation.

e) Gain knowledge and execute skills in inter disc cases.

f) Enhance communication skills with the patient and motive for better treatment outcomes.

g)Apart from treating variety of cases, the quality and quantity of patients are increased as per requirements of the university.

h) The postgraduates are assessed from time to time with the prescribed guides from the university as well as Dental council of India and guided progress is recorded time to time.

i) Case Discussions, Spot viva, Seminars and Journal discussions along with periodic evaluations of the clinical and theory knowledge is done.

The postgraduate learns, excels in the field chosen at the end of three years.

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

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

Response: 83.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
106	125	64	109	119

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	128	78	133	149

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

Ragas Dental college and Hospital is a long serving Institution, which offers a 5 year Undergraduate course in Dentistry, known as Bachelor of Dental Surgery (BDS) and 3 year Post graduation course called masters of Dental Surgery (MDS). The college adheres to the syllabus laid by the governing body Dr Tamilnadu MGR medical university and the Governing council The Dental Council of India. The students are trained to excel in academics, become competent professionals, responsible citizens by instilling skills and advanced techniques , in addition to providing quality education. Methodical formulation of learning objectives helps to achieve the targeted goals.

 GOALS OF BDS CURRICULUM:

 After the completion of the five-year undergraduate program of Bachelor of Dental Surgery, the student becomes competent enough to perform the following:

1.General Skills - Apply knowledge & skills in day to day practice.

2.Practice Management - Practice within the scope of one's competence Communication & Community Resources.

3.Patient Care – Diagnosis: Obtaining patient's history in a methodical way, performing thorough clinical examination, Selection and interpretation of clinical, radiological and other diagnostic information, Arriving at provisional, differential and final diagnosis.

4.Patient Care - Treatment Planning

5. Knowledge about Disinfection and Infection Control Protocol ASSESSMENT PROCESSES: Objective Structured Clinical Examination (OSCE): Clinical Evaluation of the student is made structured and objective.

A number of practical and clinical examinations in laboratories and on patients respectively are conducted to assess the student's practical and clinical knowledge. This includes regular assessment on spotters and models as well. Logbooks and records: The student's performance is constantly monitored with Log books and Records.

Theory Examinations: Written examination is an excellent method of assessing the student. Internal Assessment and model exams are conducted on regular basis. Group Discussions: Discussions on interesting cases makes learning easier for the students.

Goals of MDS Curriculum:

Apart from the BDS curriculum goals , MDS curriculum trains the student to be expert in the chosen branch of the postgraduation.

The main objectives will include:

a)Training to prepare, present research papers in the national and international confrences.

b)Student is motived to publish articles in journals in various indexed journals.

c)Guidance and training given to prepare Seminars and Journal presentations.

d) Diagnose, treat and evaluate the out comes of the speality cases concered with the postgraduation.

e) Gain knowlege and exuecute skills in inter displilinary cases.

f) Enchance communication skills with the patient and motive for better treatment outcomes.

g)Apart from treating variety of cases, the quality and quantity of patients are increased as per requirements of the university.

h) The postgraduates are assesed from time to time with the prescribed guides from the university as well as Dental council of India and guided progress is recorded time to time .

i) Case Discussions, Spot viva, Seminars and Journal discussions along with periodic evaluations of the clinical and therory knowdlege is done.

The postgraduate learns, excels in the field chosen at the end of three years.

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

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

Response:

To inform the parents, about the importance and purpose of Parent Teachers Meeting (PTM) schedule and timings of the meeting is informed well ahead, at least a week prior to the parents.

Teachers Meeting (PTM): PTA committee functions acts like a bridge between the parents, faculties and students. The Internal assessment exams are conducted, followed by a model exam in an academic year. The evaluated answer sheets are given to the students. Any query from the student side is clarified by the concerned department faculty who is in charge of the subject. The finalized marks are sent to the academic board. The board forwards the marks to the parents. The coordinators discuss and fix a date that would be convenient for the parents if differed from the academic calendar. Parents are intimated over phone about the meeting timings. All parents are called upon for the meeting in the first term to get a better introduction about students and parents. Parents who could not make up for the meeting on the scheduled date, can meet the concerned staff on their convenient dates or send in their family members/guardians to represent them. On the day of the meeting, each department would be represented by staff in charge of the particular subject to discuss the marks, progress, attendance of every student in person with the parents. The parents would meet the HOD as well, if they wish and need to discuss in detail. The students can open their mind, in case of any hindrance like language barrier, psychological stress or any other of concern regarding their subject or any general matter. Any difficulties from the student, if genuine would be noted and addressed accordingly. Psychological counselling is also done whenever needed. Special classes are taken for the betterment of slow learners. Mentoring system also ensures the identification of problems that a student face which affects the academics and remedial measures are initiated to overcome the same. Adequate remedial measures are taken according to the type of difficulty faced by the student.

Remedial measures: Slow learners are identified and special attention and care is given to improve them. It is seen to that adequate measures are taken by the faculties for the students to cope up psychologically and academically. Special coaching classes are given to slow learners with repeated clinical, written and oral assessments. To enable thorough understanding of the subject for the student, revision classes are taken following meticulous completion of coverage of the syllabus. Parents of slow learners are met at frequent intervals until the concerned student achieves satisfactory academic performance. The type of difficulty faced by each student in learning process is identified and intense training is given accordingly to correct the same.

Outcome analysis: These methodical and innovative measures helped the students to excel in the university examinations. Slow learners were more confident and competent, psychologically stable, and performed better with higher score of marks.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	[View Document](#)
Link for follow up reports on the action taken and outcome analysis.	[View Document](#)
Link for any other relevant information	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.33

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: 30.47

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	37	33	31	36

File Description	Document
List of full time teacher during the last five years	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the university	[View Document](#)
Any additional information	[View Document](#)
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: 4.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	3	1	2	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[View Document](#)
Any additional information	[View Document](#)
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: 3

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

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

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](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[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:

Ragas Dental College and Hospital (RDCH) has effectively planned and initiated an effective, integrated,

staggered, self-sustaining research eco system, manned by the intra-mural and extra-mural entities since its major growth in 2000-2005 period. The Unified Research Laboratory (URL) for Research and transfer of knowledge was initiated in the year 2003. The URL is self contained and is located on the second floor in the college building which is accessible to all the departments. The facilities of the URL and its roles and functions are described during the orientation program to the BDS and post-graduate students by the in-charge of the URL and motivate them towards research activities.

The objectives of the URL is:

- To create awareness about the importance of innovation and discovery in oral health area among students
- To help to identify knowledge/resource gaps that is needed for the clinicians and or the community.
- Creating and promoting new knowledge, technology, and innovation-based start-ups in oral health area
- To instil a culture of innovation-driven entrepreneurship in oral health platform
- To establish a research and innovation platform for undergraduate and postgraduate dental students.
- To build a vibrant social and academic network between academia, industries, and financial institutions.

The URL has a state of art Infrastructure facility for Research with modern instruments like Thermal Cycler (PCR), Gel Documentation System (transilluminator), Stereo-microscope, Ten headed microscope, Upright Freezer (-20 and -80 degree C), Digital PH Meter (bench Top), Centrifuge, Gel Electrophoresis Horizontal, Biosafety Cabinet With Virus Burnout, Autoclave, Incubator, Hot Air Oven, Fluorescence Microscope (Up Right), Biological Microscope, fully equipped cytogenetics lab is also available as part of URL.

The URL also promotes the research activity by conducting the orientation programs and workshops among the students. CRL has conducted a workshop on PCR and orientation to postgraduate students in in batches during the past 5-year period.

The research ecosystem is facilitated by Institutional Ethical Committee and Publication committee. The Department of Oral Pathology as well as the Tamil nadu Dr. MGR Medical University takes the initiative every year to organise the 3 days' workshop on Research Methodology for the 1st year Postgraduates.

The BDS students are encouraged to take part in Short Term Studentship of ICMR and in the year 2021, RDCH has submitted 7 proposals for the same. In addition, postgraduates of the institution have presented their unique concepts and research in several platforms winning several accolades. The College has been recognized as PhD center. (http://www.tnmgrmu.ac.in/images/Research-ph-d-d-s-c/phddeptrecog.pdf)

The department of public health dentistry has acquired a patent for their innovation. This work has served as a motivation for others. Other departments are in active collaboration in same direction. To motivate and promote the research work, the Research Advisory Committee is established. Inspiring and informative speech with an eminent scientists are being periodically organised by the institution through the RAC.

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: 10

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	1	1	4	1

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

3.3 Research Publications and Awards

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

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

Response: B. Any 3 of the above

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

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

Response: 4.27

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: 209

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

Response: 49

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

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

Response: 2.58

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0.03

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: 215

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

2021-22	2020-21	2019-20	2018-19	2017-18
08	09	40	60	98

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

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

Response: 99.85

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

2021-22	2020-21	2019-20	2018-19	2017-18
529	533	476	474	513

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

3.4.3 Number of awards and recognitions received for extension and outreach activities from

Government / other recognised bodies during the last five years

Response:

Ragas Dental College and hospital since its inception has been interested in and promoted public health related activities. The college believes in the holistic approach to ensuring uniform advancement and growth as a society as a cardinal feature of individual development. The prime motto of the institution is "STRIVE TO SERVE". To materialize the same, students have inculcated the feeling of universal brotherhood. The management of the institution through their various support activities have ensured that the college, staff, and student continue to extend society through their various activities. The principal and the staff members are encouraged to extend their active participation in all outreach activities. The college organizes several outreach programs to raise oral health awareness among the general public in several places, mainly rural areas. The college has also conducted free dental camps and offered free dental services in a lot of schools so that awareness is created among the parents regarding oral health. For the adults, besides oral health, educating them about the hazards of smoking and smokeless tobacco use, the need to maintain adequate oral health are emphasized. The college does its part to ensure healthy lives and promote the well-being of all people, as a part of sustainable development goals. Oral health screening camps provide an easy step to monitor the overall health of the community. The college, in the past 5 years has organized 300 camps. Free medicines are also provided for the needful population at their will. Constant motivation and Cooperation among the departments is the main reason behind the continuation of these programs. Our institution has a special consideration for anti-tobacco usage in the nearby society. The hospital has a special anti-tobacco cell to educate all the tobacco-using people visiting the institution and also the anti-tobacco cell creates and displays banners, videos, and education materials for creating awareness. We are proud to say that we have been bestowed with several awards of appreciation in recognition of our work.

RDCH in the immediate past has received personal letter of appreciation from the Govt Girls Higher Secondary School., Kelambakkam, St. Joseph Higher Secondary School, Kovalam, besides several NGOs (St. John De Brito Home for Aged Women, Visharanthi Charitable Trust, Mylapore academy) and public hospitals (Solara Dispensary, Sri Sathya Sai Mobile Hospital, SGS Charitable Clinic). The tallest of the appreciation was from the National Institute for Empowerment of Persons with multiple Disabilities for providing oral health services for the people under their care for more than a decade.

In addition to this, RDCH was judged to be the best Outreach service provider by the Academy of Dentistry International, India and recognized for the same in Global Conclave in 2019 in form of felicitation by the Hon. Deputy Chief Minister of Tamil Nadu. RDCH also was awarded and recognized as best Outreach Activities – 2nd place by the Indian Association For Public Health Dentistry

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

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

Response:

RDCH has developed extension activities intending to reach out and promote healthy practices and provide oral health care services to the rural population. These activities not only fulfill the institution's social responsibility but also sensitize the students and interns on social and oral health-related problems prevailing at the community level.

The Department of Public Health dentistry together with the head of the institution schedule and coordinate the extension activities like organising oral health camps and supervising student training in the primary and rural health centres. They play a leading role in planning and implementation of the schedule for the deputing staff, faculty and the students to the sites of extension activities. The areas of extension activities are widely distributed in different parts of the adjoining areas along the ECR and reach out the families in the villages to provide advice on preventive oral healthcare and improving general health including sanitation and cleanliness, as a part of **Swachh Bharath mission**.

Medicines, tooth pastes and brushes are regularly distributed free of cost and expert consultation in the dental hospital are arranged for needy patients. Camps in nearby school provide an opportunity to check oral health status of students. The institute works in close collaboration with National Institute for Empowerment of Persons with Multiple Disability (NIPMED) and caters to oral health needs of the inmates. The institute in the pre-COVID era had been conducting 6 camps per week [Report attached] Besides the same, students and college actively takes part in annual Island ground exhibitions, mass screening programs to create awareness on oral health requirements. The college plans and create awareness about women empowerment, address ragging issues, keeping environment clean besides the regular curriculum. RDCH also works in collaboration with geriatric homes, homes for destitute women, to provide oral health care to these marginalized and vulnerable group of people. RDCH also works in tandem with hospitals run by minority and religious entities to provide oral health care of population free of charge. RDCH is also actively involved with the services rendered by the Tamil Nadu- Chennai Chapter of St John Ambulance brigade.

The college houses a special tobacco cessation clinic that helps patients to quit smoking and smokeless tobacco use. It also imparts on-hand training to all BDS students in tobacco cessation counselling. The details are attached herewith. Department of Public health Dentistry and the Department of Oral Pathology have collaborative work to reach certain targeted high risk and vulnerable population, identify early oral cancer and institute appropriate treatment. Also, they engage in risk reduction protocols for this vulnerable populations. Events such as International Yoga Day etc are regularly celebrated. Students are encouraged to participate in various activities of social and environmental awareness issues. Feedback from students confirmed positive response to their experience in the extension activities.

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

3.5 Collaboration

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

Response: 5.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	4	5	11

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: 13

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: 13	
File Description	**Document**
Institutional data in prescribed format	[View Document](#)
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

Response:

In learning you will teach, and in teaching you will learn

There is strong evidence that high-quality infrastructure facilities better instruction, improves student outcomes, and reduces dropout rates, among other benefits.

There are ICT enabled classrooms and seminar halls with LCD projectors and LAN facilities. Each of these classrooms is well ventilated and has the capacity to hold all students spaciously and this ensures that teaching and learning take place in a comfortable and sophisticated atmosphere.

Digital dental radiographic facilities like OPG, OPG/CEPH, printer, RVG, automatic processors are available. IOPA machines are available with attached well designed maze type entranced dark room. AERB approval is duly updated for both digital and analog x-ray machines. TLD badges are available for both staffs and post graduates and are regularly updated once in 3 months. Online UPS has been installed.

The Oral Medicine and Radiology department has an exclusive biopsy clinic, interpretation room where all radiographs are interpreted and reporting of the same is done and also has an AV room where educational videos are taken and uploaded online for the benefit of our students. All the departments are equipped with the latest advanced imaging and diagnostic apparatus.

RDCH also provides up-to-the-minute facilities like 10 headed microscope, soft tissue laser, specialized implantology dept. with physiodispenser, research microscope, binocular compound microscope, centrifuge for PRF extraction, oscillation saw, defibrillator, BLS mannequin, computerized cephalometric room with DOLPHIN software, sialography kit, illuminated diagnostic instruments, digital graphic drawing pen tab, virtual reality headset, electrosurgery unit, PCR machine, gel reader, image analysis system, deep freezer, labomed dental operating microscope (22x magnification, HDMI camera and beam splitter), fully equipped 2 operation theatres for major surgical procedure and fully equipped pedo dental chairs.

The Oral and Maxillofacial department of the institution has innovative software "MIMICS" by Materialise Belgium since 2007, which is used to reconstruct 2D CT data to virtual 3D object. It also provides to export and print the 3D object as a physical model which is a very good teaching tool as it enhances the diagnosis and treatment planning.

The Periodontology department of the institution also provides specialized equipment's and infrastructure in addition to DCI norms like surgical operating microscope (2 in number - double headed and single headed), research room (which has ELISA reader, automated washer, microbalance, homogenizer) and a micro centrifuge.

The institution provides student learning assistive mobile application for learning experience for leaners of all types. This provides a more advanced coaching technique for the students with adequate factors for individual care.

Students benefit from the institution's community-based dental education. The institution has 8 satellite centres where staff and interns are stationed on all working days.

The institution provides practical knowledge to the students through it various stimulated pre-clinical laboratories. RDCH houses well equipped casting room, ceramic room, typho models for demonstration, microsurgical work station, histopathology skills lab etc. The campus is Wi-Fi enabled with computers utilized for library and academic activities.

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

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

Response:

Response:

Recreation and diversion are as necessary to our well-being as the more serious pursuits of life

With the above quote in mind, the institution promotes students overall development and has created adequate facilities for sports, cultural and recreational activities within the large lush greenery campus. Ragas not only shapes the students into better professionals, but also provide facilities to cater to their physical and holistic development. These sports facilities offer students of Ragas a recreational opportunity to unwind from their daily grind and to balance their physical and mental health.

There are multiple sport facilities to keep our students engaged and physically fit. For various outdoor activities the campus has a large throw ball/volley ball court for outdoor sports. A large well-kept kho-kho field and cricket ground is also available. The outdoor cricket ground is also used to play sports like football and hockey. The outdoor ground is well maintained and special care is taken by the campus maintenance team to make necessary preparations before any sports event. The institution has an indoor stadium. Indoor games such as carom, chess and table tennis facilities are also available within the campus for students and staffs. The college consistently provides platform for various indoor and outdoor events encouraging the students to showcase their interest and enabling them to master in the respective games.

The indoor games are a part of the college cultural programs and sports day. Various events were organized by the institution for the benefit of staffs and students highlighting the importance of yoga and physical fitness. A well renowned scholar in Yoga was invited to the institution and a few workshops on yoga were also conducted for the benefit of the students and staffs. All our students and staffs very actively participated in these workshop.

The campus houses two auditoriums for all kinds of cultural and academic events. One large air-conditioned auditorium which can seat around 500 people and a mini air-conditioned auditorium which can seat around 100 people. Cultural activities are conducted along with sports event to bring out the hidden talent of the students and as means of stress buster. Apart from cultural events, conferences and workshops are regularly conducted in both the auditoriums of the campus. Department specific celebrations and events are also conducted in the large air-conditioned auditorium. Both the large auditorium and the mini auditorium is Wi-Fi enabled. the large auditorium has a huge stage and is attached with two separate dressings rooms for boys and girls which can be used while cultural programs.

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:

Response:

Infrastructure is the key part of energy security

The management of RDCH not only provides infrastructure that caters to the needs of students to study in the most comfortable stress free environment but also takes every single step in providing comforts to students, faculty and patients.

The college complex has a medical hospital attached which is certified by greater Chennai Corporation within the campus with 24X7 medical and pharmacy facilities.

Days scholars are provided with transport facilities and in house students are provided with hostel accommodation. Hostels are provided separately for boys and girls with 130 rooms and 52 rooms that accommodate 131 boys and 20 girls respectively. The hostel has 24X7 security guards. The hostel mess provides well-balanced nutritious food that is catered by the in-house catering staff. The campus is under CCTV surveillance.

The cafeteria has an in-house catered and commercially available hygienic snacks, beverages, tiffin and meals that are made available at affordable prices. There are two cafeterias within the campus, for the

benefit of the students, faculty and patients

The institution provides separate restrooms for men and women on all floors of both the main building and near the lecture complex. Each restroom has a sufficient number of toilets to meet the needs of patients and students. There are also separate restrooms for students and staff within each department. The restrooms are kept well maintained by the house keeping team.

An operational AXIS bank ATM is present in the campus. Roads within the campus are well maintained. Ample parking space is available for students, staffs and patients with proper signage boards. There is separate 4 wheeler parking and separate 2 wheeler parking. The parking area is continuously monitored by the security guards of the campus. Vehicles are not allowed into the dental hospital and academic blocks. Special needs and gediatric patients use the ramp to reach the registration counter. The institution has well-maintained beautiful green landscape with many trees which is taken care of by designated gardeners. Other facilities include ambulance service, power back up, rain water harvesting system, water purification plant. There are two diesel generators within the campus. This ensures continuous supply of current to the entire campus without any interruption. One generator is 250 kv and the second one is 500 kv. The institution also has a high voltage transformer with the campus. The institution has a lift facility for the benefit of patients. Apart from the kids play area within the pedodontia department, the campus has a play area with slide and other activities which is located near the general hospital of the campus. Paediatric dental and medical patients who visit the campus are entertained to play there which ensures a stress treatment environment. Smoking in premises of the institution is strictly not allowed.

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

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

Response: 37.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
512.66	712.35	405.00	105.00	209.94

File Description	Document
Institutional data in prescribed format	View Document
Audited utilization statements (highlight relevant items)	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Response:

We are what we repeatedly do. Excellence, therefore, is not an act, but a habit

There is strong evidence that high-quality infrastructure facilities better instruction, improves student outcomes, and reduces dropout rates, among other benefits.

The institution provides excellent academic environment for students with highly proficient teaching faculty. Post graduate students make use of various culturing media available in the microbiology department for their research. Post graduate students are encouraged to attend peripheral postings in various academic institutions.

There are more than 300 dental chairs and 1portable dental chair in the institution and 1dental chair in the mobile dental unit and 8 dental chairs in the peripheral health centres. RDCH also provides up-to-the-minute facilities like 10 headed microscope, soft tissue laser, specialized implantology dept with physiodispenser, surgical operating microscope, research microscope, binocular compound microscope, research room with ELISA READER, centrifuge for PRF extraction, oscillation saw, surgical operating microscope, MIMICS software, defibrillator, BLS mannequin, computerized cephalometric room with DOLPHIN software, digital graphic drawing pen tab, virtual reality headset, sialography kit, illuminated diagnostic instruments, electrosurgery unit, PCR machine, gel reader, image analysis system, deep freezer, labomed dental operating microscope (22x magnification, HDMI camera and beam splitter), fully equipped 2 operation theatres for major surgical procedures and fully equipped pedo dental chairs. All dental departments are equipped with up-to-the-minute equipment's as prescribed by DCI to provide best quality care for our patients. Dolphin 3D software is a powerful tool that makes processing 3D data extremely simple, enabling dental specialists from a wide variety of disciplines to diagnose, plan treatment, document and present cases. Dolphin 3D allows visualization and analysis of craniofacial anatomy from data produced by comuted tomography, MRI, medical bCT and 3D facial camera systems. it features tools for onscreen manipulation and analysis of volumetric datasets: Images are easily oriented and rotated, and tissue density threshold can be adjusted for detailed views of craniofacial anatomy. measurements and digitization can be performed in both 3D and traditional 2D.

The Prosthodontia department of the institution has a well-equipped ceramic furnace, casting room with titanium casting machine. Milling and surveying unit for attachment cases are available. Sand blaster, acrylizer and cyclic loading machine are also available. Many post graduate research works have been

done using cyclic loading machine.

The campus provides a biochemical laboratory for the benefit of patients to take immediate tests prescribed by the doctors. There is a play area within the Pedodontia department of the institution which provides a stress environment for the paediatric patients. The patients are educated through various simulated typho models and charts. Public addressing system which includes a mike and a mobile projector is available for the benefit of community based 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: 29189

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

2021-22	2020-21	2019-20	2018-19	2017-18
17640	16560	27000	33840	30600

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

2021-22	2020-21	2019-20	2018-19	2017-18
1210	1455	6539	5176	5925

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 to hospital records / Hospital Management Information System	[View Document](#)	
Link for additional information	[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: 185.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
174	147	123	136	120

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

2021-22	2020-21	2019-20	2018-19	2017-18
48	48	47	42	43

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**

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 in our college is the strongest support system for educational and knowledge acquisition. We have

enough collection of books, national and international journals. Library has a clean, hygienic, well-ventilated area with books well arranged in shelf/cupboard levels. Rules and regulations of library and stacking, how to search a book on the stack are displayed. Library budget, audit report, e-resource and database access are maintained.

Library automation using integrated library management system (ILMS), library digitization facilities are available. Our integrated library system usually comprises a relational database, and software to interact with that database. I Institution has access to e-journals, e-books, databases and remote access to e-resources. RDCH library is Wi-Fi enabled and is partial automated. The library uses total library Management software solution (LMSS).

Library management software solution is a powerful database engine designed to serve organizations and libraries in particular to efficiently manage their contents and data. LMSS is fully competent window navigation, which is quite easy for library patrons and staffs. One can explore this user-friendly software with just a few mouse clicks. The simple interface has a powerful database engine, capable of maintaining millions of records. Modules of the library software include library guidelines, acquisition module, accession module, circulation module, publisher module, members module, stock module and staff module. RDCH library is Wi-Fi enabled and has a good collection of printed and electronic documents. It is subscribing to both national and international journals to enable its faculty and students to keep abreast with growth of knowledge in the areas of dental and medical sciences.

The library of RDCH is spread across 8000 Sq.ft with 300 seating capacity. The central library is a repository of 905 titles and 5733 of total books, 3075copies of reference books and various collections of 107 national and 36 international journals on various specialities in dentistry. Photocopy of these journals are permitted and in the end of the year these journals are bound volume wise and issue wise. As of now there are 1113 bound volumes in the library. 50 years back volume of international journals of all subjects is also available. Apart from central library every department has its own department wise library. Articles related to Unani medicine are also available in the central library. Copies of thesis and library dissertation of the post graduates are also preserved in the library. The institution has a link with e-consortium under The Tamil nadu Dr.M.G.R.Medical university Guindy, Chennai.. Membership number for e-consortium - TNMGRMU023540601. There are 27 international online journals.The institution has a link with dell net(Discipline specific databasa).RDC link with delnet(www.delnet.in/new discovery portal)

Attendance of students and staffs using the library resources is taken. Research related topics are taken by various faculty members for encouraging and promoting UG and PG students to do more researches. Accessing the library physically as well as through e-access are available. Library user statistics are maintained manually. Minutes of committee meeting with agenda and action taken report are maintained annually.

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:

Library in our college is the strongest support system for educational and knowledge acquisition. We have enough collection of books (5733), national and international journals. Library has a clean, hygienic, well-ventilated area with books well arranged in shelf/cupboard levels. Rules and regulations of library and stacking, how to search a book on the stack are displayed. Library budget, audit report, e-resource and database access are maintained. RDCH library is Wi-Fi enabled and has a good collection of printed and electronic documents. It is subscribing to both national and international journals to enable its faculty and students to keep abreast with growth of knowledge in the areas of dental and medical sciences.

The library of RDCH is spread across 8000 Sq. Ft with 300 seating capacity. Library Reading Hall is open from 8.00 am till 8.00 pm. The central library is a repository of 905 titles, total collection of books(5733) and 3075 copies of reference books and various collections of 107 national and 36 international journals on various specialities in dentistry. Photocopy of these journals are permitted and in the end of the year these journals are bound volume wise and issue wise. As of now there are 1113 bound volumes in the library. 50 years back volume of international journals of all subjects is also available. Apart from central library every department has its own department wise library. Articles related to Unani medicine are also available in the central library. Copies of thesis and library dissertation of the post graduates are also preserved in the library.

Special features

  Question Bank: The librarian takes concerted effort to collate all the question papers of University examinations of previous years and compiles them orderly. The students-teachers have an access to them.

  Newspaper Clippings: The librarian goes through the newspapers and collects relevant news items related to education, employment opportunities, socio-cultural issues, current issues, etc. and displays them on the notice board. He also documents them systemically.

Book Bank Scheme: -

Central library provides book bank scheme for undergraduates and post graduate students. Students can apply for the scheme by submitting the book bank application form. Under this scheme students can get the set of the reference books for the whole semester. After the semester exam finish, they have to return the books to the library. This scheme provides for students at free of cost.

Library Orientation Program: -

Library orientation program is organized by the Central Library for first year students of undergraduates and post graduates at the beginning of every academic year. In the orientation program library gives the detail information about the collection, services, library rules and other library activities. At the time of the orientation library will arrange the exhibition of the reference books and journals available in the library. Library staff also gives the training of E-resources subscribed by the library.

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

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

Response: C. Any three of the above

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

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

Response: 7.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.25	1.76	10.25	19.23	4.21

File Description	Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Audit statement highlighting the expenditure for purchase of books and journal library resources	[View Document](#)

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

Response:

Various programme related research methodology and library orientation programme has been conducted each year

Aim of conducting CME Programme

Most students and beginning researchers do not fully understand what a research proposal means, nor do they understand its importance. Generally, a research proposal should contain all the key elements involved in the research process and include sufficient information for the readers to evaluate the proposed study.

Attendance of students and staffs using the library resources is taken. Research related topics are taken by various faculty members for encouraging and promoting UG and PG students to do more researches. The following are a few research topics conducted by various faculty members of the institution:

- Evidence based dentistry
- How to write an article
- Refreshing styles
- What's a systematic review in research
- Importance of meta-analysis
- MeSH (Medical Subject Headings)
- Formulating your search strategy
- How to write thesis
- Epidemiology and statistics

Selection of subjects for CME

The disciplines in which programmes are to be held are finalised by the library committee members depending on the request of such programmes.

1. To collect abstracts/manuscripts from all the faculty members well in time before the programme.

2. To publish the programme proceedings and distribute copies to all the departments.
3. To send actual bills for expenses incurred towards programme proceedings for reimbursement.

Responsibilities of the library committee members

1. Selection of disciplines and venues for CME programmes.
2. Interaction between members for finalisation of the programme, resolving of problems, etc., if any.
3. To send official invitations to all faculty and students.
4. To collect the detailed report of the programmes, evaluation analysis and programme proceedings from the institution hosting CME programme.
5. To issue certificates of participation.

LIBRARY ORIENTATION PROGRAMME

RDC central library organizes library orientation programme for the new undergraduates and post graduate students in the beginning of the academic year. The aim of the programme is to make the new students more familiar with the library resources, services and rules so that they can avail library sources to a great extent. Orientation programmes are conducted in RDC for 1st BDS and 1st MDS students every year. Faculty members are assigned as coordinators to conduct the library orientation programmes. Students are sensitized about the rules and regulations of the library, the printed and electronic collections of books, library software, etc. Library leaner programme for faculty members is also conducted.

Objectives of Orientation

- To familiarize students with the library facility, resources and services.
- To acquaint students with basic database searching techniques.
- To introduce students to issues of academic integrity.

Expected Outcomes

Upon completion of the Library Orientation Students should be able to:

- Locate resources and services within the library.
- Know where to go for assistance from the library staff.
- Use the online catalog.
- Understand what resources are located within the library.
- Understand the basics of database searching.
- Recognize issues of academic integrity.

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

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)
Give links e_content repository used by the teachers	[View Document](#)

4.4 IT Infrastructure

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

Response: 86.67

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

Response: 13

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

Response: 15

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

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

Response:

Response

"Technology by itself doesn't make leaders. Technology only amplifies true leadership"

The following are some of configurations of the systems present in the institution :

1. i3 processor (2.5.GHZ), 4 GB ram and 500 GB hard disc.

2. i5 processor 8 GB ram, 500 GB hard disc.

3. i7 8th generation processor, 8 GB ram, 250 GB SSD and 1 TB hard disc

4. i7 3rd generation processor, 8 GB ram, 1 TB hard disc.

All departments, classrooms, mini auditorium and examination hall are connected with Wi-Fi facilities.The department of Oral Medicine and Radiology has digital OPG and CEPH machines supported by with LAN connection and SINORA software.

Department of Orthodontia has Dolphin 3D software. Dolphin 3D software is a powerful tool that makes processing 3D data extremely simple, enabling dental specialists from a wide variety of disciplines to diagnose, plan treatment, document and present cases. Dolphin 3D allows visualization and analysis of craniofacial anatomy from data produced by comuted tomography, MRI, medical bCT and 3D facial camera systems. it features tools for onscreen manipulation and analysis of volumetric datasets: Images are easily oriented and rotated, and tissue density threshold can be adjusted for detailed views of craniofacial anatomy. measurements and digitization can be performed in both 3D and traditional 2D.

The Oral and Maxillofacial department of the institution has innovative software "MIMICS" by

Materialise Belgium since 2007, which is used to reconstruct 2D CT data to virtual 3D object. It also provides to export and print the 3D object as a physical model which is a very good teaching tool as it enhances the diagnosis and treatment planning.

Departments of Oral Medicine and Radiology, Conservative Dentistry and Endodontics, Pedodontia and Periodontia have "RVG – E2 Dental for India 2.2.0".

The campus is under CCTV surveillance. Biometric attendance is followed for interns, PG students, teaching staffs and non-teaching staffs.

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

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

Response: 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document
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: 3.13

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

2021-22	2020-21	2019-20	2018-19	2017-18
21.61	98.51	17.85	15.35	13.26

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

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

Response:

Response

Development is maintenance

The institution has an eminent maintenance committee headed by the chairperson, followed by the member secretary and 11 members. The maintenance team conducts meetings on all maintenance work on regular basis. Maintenance of laboratory, library, sports facilities, campus facilities, equipments, computers and classrooms etc is taken care of designated workers.

The institution has appointed an electrician who takes care of all the electrical issues of the institution. The dental chair technician is responsible for the repairs, maintenance and replacement of parts of dental equipment's and fixtures.

Below are the few campus specific initiatives to improve the physical ambience:

Greenery by gardeners

Buildings and roads by housekeeping

Road maintenance by civil team

Pipes lines by the plumbing team

Wooden work by the carpenters

The manager of the institution inspects the building every month and undertakes the necessary repairs and maintenance. Proper disposal of medical bio-waste, environment waste, kitchen waste and laboratory waste are taken care of the manager. GJ Multiclave is the service provider for hospital waste management. Library books are maintained well. The back volumes of journals are also bounded for easy approach and use. Information and technology facilities of the institution are maintained by the I T engineer. Transport vehicles of students buses are maintained by in house specialists. Damage to any of the sports facilities is attended by respective designated workers and immediately rectified at the earliest. The institution

provides well-equipped classrooms. The students make use of the classrooms only during the lecture hours. To maintain cleanliness of the classroom, students are asked to not to eat or litter the lecture halls. The electrical fittings and the furniture in the classrooms are always kept under working condition and repair works are attended to by the technical staff immediately. The college has provided various costly equipments installed in the labs and they are maintained by the lab technicians and all major faults in the machines provided in the labs are taken care of by annual maintenance contract. The maintenance of the building includes cleaning, painting, whitewashing and replacement of fixture and equipments in the building. A maintenance team under a supervisor is functioning for undertaking the repair works of buildings and infrastructure. Daily cleaning of washrooms and the classrooms are done by house-keeping department. Acteon India Pvt Ltd and Cube Dental Equipment, Chennai, are associated with maintenance of the radiological related equipment's. Separate maintenance log books are available for complaints regarding laboratory equipment's, library facilities, sports facilities, campus facilities, specialized equipment's, computers and classrooms etc

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: 14.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
80	80	76	70	62

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: B. Any five of the above

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

Other Upload Files	
1	[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: 30.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
146	171	134	144	166

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

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

Response:

The International student cell was constituted in the year 2014 as an independent unit with the primary aim of expanding the horizons of dental education offered by the Institution to international students, both at undergraduate and post graduate levels. The ISC will coordinate and assist international students who would like to pursue dental education in our institution, within the scope of the guidelines issued by the DCI and other regulatory authorities.

ROLE OF INTERNATIONAL STUDENT CELL

1. To offer counselling to international students regarding the prevailing admission process in the state.
2. Offer assistance in terms of student visa, accommodation and other issues viz opening of bank accounts etc.
3. Offer orientation to the academic set- up prevalent in our institution and schedule their induction into the UG/ PG program.
4. To help them develop a harmonious relationship with their fellow students teaching and non-teaching staff.
5. To offer counselling regarding the local culture, food and lifestyle so as to enable them integrate well into our social system.
6. To offer help to connect to their local guardian and parents as and when required.

ACTIVITIES OF THE INTERNATIONAL STUDENT CELL

1. Study Period - Year – 2015 -2020

The academic year of 2015 had enrolment of 10 international students from Malaysia who were Malaysian nationals for the undergraduate course (BDS). They were admitted after obtaining due permission form the competent authorities.

The list of students who had joined BDS in the year 2015 were

1. Muhammad Azrul Amri Bin Ruhaizad
2. Nur Ain Auni Binti Mohd Khairi
3. Syazwani Binti Abdul Samad
4. Noorazleen Binti Zulkifli
5. Ain SyuhadaBinti Azali
6. Nur Halim Bin Ismail
7. Dian farhana Binti Alba
8. Nur Adilah Binti Ahmad
9. Nik Auni Amanina Binti Mohd Asri
10. Siti Fazira Norfatiha Binti Mohd Rosley

Study Period - Year – 2016- 2019

There was an enrolment of 3 international students who were Iranian nationals who had been admitted in various specialities in post graduate program (MDS). They had joined the course in June 2016 and passed out in the year 2019. They had completed their undergraduation form Rajiv Gandhi University of Medical Sciences, Karnataka. They were admitted after obtaining due permission from the competent authorities.

The list of students are as follows

1. SAMIN HALLAJMOGHADDAM SARAND – enrolled for MDS – (Prosthodontics and Crown & Bridge).
2. ALI FIROOZI – enrolled for MDS (PERIODONTICS)
3. MARYAM BANESHI (Orthodontics & Dentofacial orthopedics)

At present insitution has signed MOU with foreign universities to facilitate exchange of students form our insitution and thiers too. This will help our students to gain more academic knowledge and also develop clincal skills at par with the international students.Our Alumni students who are working in various foreign universities have offered to facilitate exchange of students through international students cell which is now under alumni body.

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

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

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

Response: All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Circular/web-link/ committee report justifying the objective of the metric	[View Document](#)
Any additional information	[View Document](#)
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: 86.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
40	15	16	17	30

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

2021-22	2020-21	2019-20	2018-19	2017-18
42	18	19	20	35

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 60.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
74	66	72	75	70

File Description	Document
Institutional data in prescribed format	[View Document](#)
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	[View Document](#)
Any additional information	[View Document](#)
Annual reports of Placement Cell	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 30.3

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

Response: 40

File Description	Document
Supporting data for students/alumni as per data template	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any proof of admission to higher education	[View Document](#)
Any additional information	[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: 11

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	3	5	1

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](#)

Other Upload Files	
1	[View Document](#)
2	[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:

Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution Response: The Student Council at Ragas Dental College & Hospital is a representative structure through which students become involved in the affairs of the institution, working in tandem with the management, faculties and parents for the benefit of the institution and its students. The motto of the Student Council is "to advocate the interests and welfare of the institution and to provide educational, social and cultural opportunities for the students of Ragas Dental College & Hospital through creating and maintaining an environment that is conducive for the discussion and resolution of concerns vital to the student community of the college." The members of the Student Council are selected based on their academic and extracurricular performances during their previous years at the institution. The Council has a balanced gender-based representation from all batches of students. The Council also has representation from the academic and the administrative departments of the institution as Advisory members and Ex- officio members. Through this body, the students function in concert with the faculty members and can get involved in various on and off campus academic and extracurricular events as a part of their course. The faculty members of the Council have to monitor the Council's activities and guide and advise, as and when needed. The Student Council ensures that all students get fair chance to participate in all activities of the institution and to represent the institution at other academic and cultural forums. The Student Council at Ragas Dental College & Hospital are involved in planning and execution of the colleges' annual literary, sports and cultural events. They coordinate with the Alumni committee for guidance in execution of other events in college calendar with great success. The Student Council members also are representatives in various other internal committees like Curriculum Committee, IQAC, Library Committee, Anti-ragging Committee, Anti-sexual Harassment Cell etc,.

Objectives:

• Actively engage students within class and campus to enhance their learning experience and skills.

• Advocate academic and cultural activities among the students.

• Act as a point-of-contact between faculties and the fellow students regarding student welfare needs and effortless functioning of the campus.

• Assist in the dissemination of information within the relevant class and campus, when requested by the concerned body.

• Awareness of all policies relating to academic and student support and point students to respective departments when in need. Activities: The Student Council are engaged in various intra and intercollegiate academic, sports and cultural activities at Regional and National level. The Student Council also dynamically partake in creating awareness and encouragement among fellow students in movements such as Swachh Bharath Program, voting awareness campaign, green India campaign, etc.

File Description	Document
Any additional information	[View Document](#)
Link for reports on the student council activities	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

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

Response: 25

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	19	23	31	36

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

Other Upload Files	
1	[View Document](#)

5.4 Alumni Engagement

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

Response:

The Alumni association of Ragas Dental College and Hospital was named as Ragas Old Students Elite,

ROSE and formed more than two decades ago. The undergraduate and post graduate students who completed their course in the institution join and form a part of this association, the primary aim of which is to support and aid in the growth of their alma mater. It has been active since its inception in helping both the institution and the students. The office of this association is within the premises of the college. Though it has been in existence for about 20 years , it became a registered association under the Tamil N?du societies registration act 1978, in December 2021. The team of office bearers with the other members offer support and guidance to the past and the present students with regard to their pursuance of higher education, in enhancing their clinical skills and in the prevention and management of dental diseases in the community.

Objectives

1. To offer inputs to the students who are interested in pursuing higher education outside India by offering counselling and other relevant in puts. It also offers help to students for NEET coaching.
2. To support the institution in the spread of awareness of dental diseases through the conduct of camps.
3. To offer support and guidance in clinical expertise through the conduct of webinars and guest lectures.
4. To help the alumni maintain their camaraderie by organising social events viz. get togethers and meet ups of the batches.

File Description	Document
Any additional information	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)
Link for Additional Information	[View Document](#)

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

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

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)
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:

Response:

Ragas Dental College and Hosptial made its beginning with a crystal clear vision and mission of imparting quality dental education academically and professionally. Our college is known beyond india as an institute for advanced study in dentistry and can look back on a long tradition, its program are characterised by academic diversity and an international atmosphere of learning, constitutional principle of freedom of research, teaching and patient care. Aim of education to make man think clearly, feel nobly and get rightly in development.

Study - Shine - Prosper

VISION:

Our college is guided by its well defined vision - **STRIVE TO SERVE**

To create an environment of excellence where dental education combines scientific knowledge with ethical values

MISSION:

1. To impart cutting edge clinical skills in an evidence based approach
2. The imparted clinical skills will be used to treat patients holistically
3. To provide quality dental health care with a human touch which adheres to one motto "Strive to serve"
4. To constantly steer towards innovating teaching & learning experience along with research.

In our college the nature of governance, perspective plans and stakeholders participation in the decision making bodies:

The board of management, the governing council and academic council including efficient faculty members meet regularly and plan the activity of the institution. The management is very particular about making the college globally accepted centre of excellence in dental education. The implementation process is executed by the head of institution and head of the departments. The college and the hospital is gifted

with qualified and competent administraters to provide effective leadership, patient care and academics. Several committees are formed to look after the academic and administrative function of the college.

The perspective plans are formulated by the head of the institution accordance with all head of the departments and various committees / cells heads. Our institution provides advanced standards in teaching – learning process the faculty members are nominated for various committees to actively involve them in framing and decision making.

The Principal assisted by Head of the departments, Administrative head, In-charges and Coordinators of various cells/committees conducts numerous quality upgradation programmes in our college. Head of the departments set up the effective arrangement for their departments with the accord of the Principal. Faculty and staff are assigned with the roles and responsibility to work in a pleasant environment with complete transparency. Head of the departments conduct periodic meeting in the department. The suggestions given by the faculty members, students and other stake holders are incorporated as minutes and discussed with the Principal. The Principal gathers the important issues from all the department HODs and frame the agenda for Academic Council Meeting and Governing Council Meeting. The committee members conducts periodic meetings regarding the same.The regular meeting at institutional/department level to address any grievance. The management ensures a smooth follow of information from top down and bottom up for good cooperation among stakeholders

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

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

Response:

Introduction:

Response:

Ragas Dental College and hosptial (RDC) Managing committee is headed by Jaya Educational Trust the system comprising of Chairman,Vice chairman, Secretary & Members, Principal,Vice principal & Adminstrative officer along with Heads of the department for the smooth functioning of all aspects. The governing authorites involved in formulating policies & guidelines regulating & implementing for the betterment of institution. The organisational structure has been formulatted in clear manner indicationg the hierarchial order of the instution, which depicts the decentralized and participative management process that are practised by the institution. The institution encourage the faculty to actively engage in various commmittes formed.

Principal: The Principal is the Head of the instiution & executive member of the college, who is responsible for the smooth functioning of this instiution at academic & adminstrative level. He plays a major role in implementing of the management & institution policies for a quality management.

Vice Principal: Vice Principal is responsible to make decision and to implement the decisions regarding the Academic & Adminstration. The vice principal oversees the entire academic program of the institution & reports to the principal on exact status, he coordinates and also monitors co-curricular & extra- curricular activites of students of academic cell.

HOD: Department heads plays a vital role in development & advancements in respective fields, regarding academics syllabus, students & patient's welfare and efficient functiong of departments.

Librarian: Librarian is access to resources (Books, e books & Journals), maintainance of library registers (issues/returns)

Hostel warden: To ensure smooth functioning of boys & girls hostel & services in the campus including safety & dicipiline of students

Governing council: This council determines & implements the decision in respect to academics, finance & management issues.

Ethical committee & IRB committee:

This college has well organised Review board & Ethical committee, which conducts projects studies under Tamilnadu DR. M.G.R University regulations.

IQAC: Aims in continuous improvement of quality and achieving academic excellence. IQAC coordinates with NAAC cell for all its implementations & for preparations are SSR.

IQAC maintainance of high standard to achieve its vision and mission. IQAC of our college plays an effective leadership role as a part of governance of the college. Adminstrative officers provide effective administration support including financial accounting, Procurement & supervision of Non-teaching staff.

List of Academic & Administrative committees

Internal quality assurance cell (IQAC)

Acdemic & curriculam enrichment board & dental educational unit

Instutional ethical committee

Library committee

Research committee

Anti-ragging committee

Gender sensitization cell & sexual harassment

Grievances redressal cells & diciplinary committee

Mentor programme & parent teachers association

Faculty & student welfare, hostel, alumini committee

Minority cell

SC/ ST cell

OBC cell

Internal complaint & feedback committee

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)
Link for relevant information / documents	[View Document](#)

6.2 Strategy Development and Deployment

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

Response:

Introduction

The Organisational structure of the institute & its operational details created are remarkable plans & policies to achieve the goal and mission of the institute. The committees functions as per the rules and

regulations formualted by the committees.

Committees:

The following committees are active function to keep the institution moving forward. Various committes constituted by the college is effective in implementation of plans and policies.

Academic & Curriculam Enrichment board & Dental Educatiom Unit

Ethical Committee

Library Committee

Research Committee

Anti – Ragging committee

Gender Sensitization cell & sexual harassment

Grievances Redressal cell & Disciplinary Committee

Mentor Program & Parent Teacher Association

Faculty & Student Welfare, Hostel & Alumni Committee

Minority Cell

SC/ST Cell

OBC Cell

Maintenance committee

Participation of respresentative faculty, administrative staff and students is ensured. Significant number of women members in all the committees and active participation are also ensured as a special care

According to the standard operating procedure (SOP) of each committee meeting are conduced, the minutes of the meeting are recorded and filed strategic plan comprises of th follwing

The strategic plan 2022 – 2027 is currently in process which comprises of following dimensions

The Strategic plan of RDC includes

1. Ranking & Accreditation.
2. Modern laboratory, flexible & inter- disciplinary teaching methods.
3. Internationalization.

4. Central library as modern information centre.
5. Healthy faculty - student ratio.
6. Centre of excellence.
7. Introduction of new diploma program.
8. Increase in students intake.
9. Generating alternative source of revenue.
10. Seeking endownment fund.
11. Research & Innovation.

Our college aspires to be a castle of dental education. In order to achive the above strategies our college performance has to be assessed, rated & recognised by the govrnment agencies like NAAC etc.

The ranking by National Institute of Ranking Network (NIRF) is of paramount importance in this regard, the college aims to be among the top 10 dental colleges in India.

The college submits itself for assessment & accreditation by NAAC.

Our college has been never tired of motivating staff & students (MDS & BDS) to participate in various competitions - academics, culturals & sports in both natioanl and international levels.

The RDC will be effectively implementing and monitering the process of five year strategy plan by a core team that will meet once in a month and review the progress.

Step - by - step implementation:

Strategic plan will be implemented at two levels: The department level and the institutional level. The goals set shall be implemented in the Institution by the top leadership of the Institution.They will mobilize resources – human and financial– to achieve the goals and will be closely involved in Implementation of the RDC – Strategic plan 2022-2027.

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

6.2.2 Implementation of e-governance in areas of operation

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

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

6.3 Faculty Empowerment Strategies

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

Response:

Response

The welfare measures of Ragas Dental College (RDC) includes various activities that are directed towards improvement and active participation. The college is supportive and friendly towards teaching and non – teaching staff. The role of teaching and nonteaching staff plays a significant role in the establishment and development of the Institution. The Institution minds about the welfare of teaching and non-teaching staff as it is important for effective functioning of the Institution. This will improve individual performance resulting in consistent growth of the institution.

Welfare measures:

Staff:

The institution pays fixed salary for the grade pay scale according to UGC norms. PPF facilities are available for both teaching and non teaching staff. Uniforms are provided for Technicians and nurses.

Registration fee, Dearness allowance, travel grants for teaching staff for attending various conferences, workshops and skill development courses.

Support is provided for the faculty members to present papers in international conferences through international travel grant, and dearness allowances etc.

Permission to faculty to deliver guest lectures at other institutes and higher learning institutes for knowledge acquisition / sharing Creating facilities to pursue research activities with modern facilities.

The faculty members are eligible for availing Casual Leave, and provided with both summer and winter vacations.

Performance of each member of the faculty as well as the non-teaching staff is evaluated by the institution through performance appraisal system

All staff rooms are equipped with sufficient number of chairs, tables, electric fans, Air conditioners, tube lights and internet accessible computers

Hostel Facility:

Providing free hostel facilities for Teaching and Non-Teaching.

Transport:

Free college bus facility for both teaching and non teaching staff. For other official purpose, the staff concerned should inform the Transport coordinator and admin in advance, so that he can retain the driver and ensure that vehicle is kept ready

Leave struture:

On duty is given for the day to staff invited for postgraduate & undergraduate university paper correction attending State or National conferences

Maternity leave for female staff is provided according to the norms

Medical / Dental facilities:

Employees and their family can avail treatment at our hospital at a reasonable cost / for free as and when required

Security:

The campus is fully secured with uniformed guards and also monitored by CCTV - 24*7 which adds the high level survillance

Cafeteria:

A cafeteria is present in the campus to all inmates. Sweepers, Scavengers, Bus drivers & Garden workers

are provided with Tea/coffee for free everyday

Empowering teachers with personal computation facility:

The Institute provides Desktops and Wi-Fi facilities to every faculty/staff member and encourages them to use modern teaching aids.

Others:

Gold – Ring was presented for non teaching staff who worked for 25 years in this institution

Free lunch for Teaching, Non Teaching, Parents and students on the day of First year BDS inauguration day and college day every year by the management

File Description	Document
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for policy document on the welfare measures	[View Document](#)

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

Response: 71

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	78	70	82	76

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

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

Response: 8

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	08	08	06	08

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

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: 6.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	10	20	1	1

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copy of the certificate of the program attended by teacher	[View Document](#)

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

Response:

Response:

An appraisal System is an effective way of improving the performance of the individuals and managements helps to achieve their aims and desired targets successfully. Institution provides structural performance appraisal system to evaluate the exact performance for guaranteeing the quality of training from teaching and non-teaching staff. Our college follows Academic Performance Indicators (API) based On Performance Based Appraisal System as Per DCI Regulations, 2010

The institution has the practice of evaluating the performance of the faculty members by Faculty Performance Appraisal System.

The Performance Appraisal System is on prescription of Dental Council of India norms and the institution governs qualitative and quantitative measures.

The performance appraisal system has the following components

Teaching performance for all subjects

Result percentage produced in the University Examinations

Feedback from students and HoD/Principal

Journal Publications

Conference Presentations / Publications

Workshop/Seminar Participation and organized

Guest Lecture to be delivered

Participation in FDPs organized in other Institutions

Motivation to be given to Students for paper presentation/Project Proposals to be submitted for grants from funding agencies

The faculty will submit the self-appraisal form to the Head of the Department with all the relevant supporting materials/documents Head of the Department will award scores for all the criteria and will submit the same to the Head of the Institute with all the recommendations. Head of the Institute will assess the scores awarded for the criteria and submit to the management with all the recommendations.

The Strength and Weakness of the faculty member in all the criteria are analyzed by the Head of the Department and the Head of the Institute and the same will be conveyed to the faculty member for further improvements. HoD observes the preparedness and involvement of the faculty in multiple activities throughout the year. A feedback taken from the students gives further inputs regarding the effectiveness of the teaching learning methodologies used. Heads will administer the feedback questionnaire to students for academic programmes and any other training programme of similar type through the learning management system. The self appraisal scores with the recommendations of the Head of the Department and the Head of the Institute will be considered by the management for career advancement

Performance appraisal system for non-teaching staff

Experience and Work Discipline.

Feedback from HoD and Principal.

Participation in Community services. Active participation in teamwork, Skill up-gradation through Orientation Programs, Refresher Course, Short Term Courses and Faculty Development Programs Higher Studies Outstanding Achievements in their studies

File Description	Document
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

6.4 Financial Management and Resource Mobilization

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

Response:

Response

The institution is self-financed and is managed by Jaya Educational Trust, other sources of income generation includes

1. Tuition fees collected for UG and PG courses.
2. Subsidized treatment charges collected from patients

Steps planned to increase resource include:

1. Introduction of additional diploma courses in the future.
2. Creation of awareness regarding the facilities available at the dental hospital to increase the number of patients availing treatment facility.
3. Planning to sign MOU's with corporate to attain financial as well as mutual benefits.

Tuition fees is the main source of income for the institution. Tuition fee is fixed based on the regulation of TAMILNADU DR.MGR MEDIACL UNIVERSITY, guindy, Chennai.

Ragas dental college and hospital is a self-financed affiliated institution which has cleared mechanism to monitor effective and efficient use of available resources. The account session of administrative office keeps records of all financial transaction under the control of the management, funds are received by ways of fees collection from students, hostel fees, hospital collection, through DD or cheque or cash deposited by students in our bank account. Hospital collections are deposited in the bank. As per the directions of the management for effective utilization of funds all purchases are made with the approval of the management on the bases of the quotation received from the agent or company, college avoid no budgetary expenditures.

Resource optimization:

Resource optimization is to find an alternative with the most effective or highest achievable human resources in Ragas Dental College and Hospital are teaching staff and non-teaching staff like office staff, electrician, librarian, attenders, receptionist, photographer, stores in charge, hostel staff, pharmacy staff and housekeeping staff.

The resource of money is utilized by paying salary to all teaching and non-teaching staff purchasing dental equipment and instruments, dental materials, journals etc.

Patient service revenue:

The Treatment charges fixed for the various procedures will generate revenue for the management, with

the special input from the speciality clinic.

The revenue generated will be spent mainly for the salary of teaching and non-teaching staffs. Part of it will be spent for the infrastructure, consumables, library enhancements and organising various Faculty development programmes and CDE programmes.

Rental revenue:

A part of the infrastructure of ragas dental college and hospital is rented out of

1. Canteen
2. Axis bank ATM

The revenue generated from the rental is used for the betterment of the institution

Recurring Expenses

Salary to staff, academic activities and payment of bank interest are done with fees collection

Infrastructural development facilities and Building construction works

Management allocates budget to create and upgrade the infrastructural facilities in tune with the modern trends and for construction works. Bank loans and corpus donations received from well wishers and philanthropist are judiciously utilized for the same.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

RESPONSE

The institution has a well monitored auditing system. The college management has appointed an internal auditor and an external auditor. The internal auditor committee head by an chartered accountant who will conduct a periodic auditing every 3-6 months. The inter departmental audit report will be forwarded to the management for its review.

External audit is conducted annually by the auditor. The books of account are maintained as per government norms. Both internal and external auditing plays a vital role in the financial management of the institution. The audited statement (income- expenditure balance sheets) are placed before the management every year for their approval.

Tally accounting is the software used for maintaining the accounts in the institution. Institution conducts regular audits on finance. Everyday the accounts are tallied, compiled and submitted to the trust office for submission of GST on purchase every month.

A central audit team visits the administrative office for auditing on income and expenditure transaction of purchase bill collection, student fee collection every month points raised by the auditors are discussed by the management. No adverse comments on accounts by the auditor. Audit report is classified under different categories. Any misleads are reported to finance department of the trust office. The management will review over it and take necessary actions all the faculties are issued form 16 to file the returns in time. Every year audit reports are filed with Income Tax department. Audit Reports of each year are placed with the financials of the respective year.

Guidelines for the Preparation of the Budget:

1. The Principal in consultation with the Accounts Department prepares the budget in accordance with the suggestions of the HOD.
2. The HOD at the end of the financial year analyses the last year's budget expenditure and prepares the budget of the department.
3. The Principal submits the budget before the Trustee.

Before preparing the budget, the following preparatory works are necessary:

1. To verify other sources of income like commercial establishment inside the campus, which are properly collected and accounted
2. Ensure that all the advances granted are properly reimbursed
3. Verify all the vouchers related to all expenditures.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)

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

Response: 1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
0.26	0.26	0.26	0.26	0.26

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Annual statements of accounts	[View Document](#)
Link for Additional Information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1 Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Response

Following the NAAC guidelines the internal quality assurance cell (IQAC) was established

As a pre-accreditation IQAC play an important role in the quality assurance in the teaching learning process

The members are drawn as per the NAAC recommendation. It is structured, compromising of the Principal as the chair person senior faculty member, administrative officer and members from management. The main aim of IQAC is to develop improve the academic and administrative performance of the institution which promotes towards quality enhancement of institutional best practices. Since the IQAC is active in conducting various activities. The IQAC unit started for NAAC and submit self – study report for cycle 1.

IQAC meetings are conducted quarterly and when required with prior information. Meetings are reviewed by principal, IQAC coordinator and the core committee members. The meetings of the IQAC are transparent suggestions given by the core committee members are noted and relevant suggestions are implemented subsequently.

FUNCTIONS OF IQAC

1. Development and application of quality benchmarks/parameters for various academic and Administrative activities of the institution
2. Facilitating the creation of a learner-centric environment conducive to quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process
3. Arrangement for feedback response from students, parents and other stakeholders on quality-related institutional processes
4. Dissemination of information on various quality parameters of higher education
5. Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles
6. Documentation of the various programmes/activities leading to quality improvement
7. Acting as a nodal agency of the Institution for coordinating quality-related activities,

including adoption and dissemination of best practices

1. Development and maintenance of institutional database through MIS for the purpose of maintaining/enhancing the institutional quality
2. Development of Quality Culture in the institution
3. Preparation of the Annual Quality Assurance Report (AQAR) as per guidelines and

parameters of NAAC, to be submitted to NAAC

STRATEGIES

1. Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks
2. The relevance and quality of academic and research programmes
3. Equitable access to and affordability of academic programmes for various sections of society

4. Optimization and integration of modern methods of teaching and learning
5. The credibility of evaluation procedures
6. Ensuring the adequacy, maintenance and functioning of the support structure and services
7. Research sharing and networking with other institutions in India and abroad

IQAC initiatives

1. Effective implementation of teaching and learning innovations through- counseling group for non compliance students , one to one and peer teaching methods for students coming from different boards of education.
2. To ensure further major research projects through government and non government funding agencies.
3. Effective three way communication between students, parents and faculties to achieve best student outcome.
4. To improve patient inflow and acceptance with help of more audio visual education aid and effective treatment of cases by students through problem based learning and problem based teaching.
5. To conduct more value added and training program for faculty and students incorporated in the curriculum.
6. Student and faculty exchange program inorder to be strengthen the academic efficiency, clinical and technological expertise and promote research culture.
7. To cover more rural population to fulfill the social responsibility through the outreach program.
8. To conduct more program on career guidance enabling students to get placement, compete in the national entrance and eligibility test and other competency test.
9. To strengthen the placement cell and alumini committee.
10. The following are the various quality initiatives taken by IQAC 1. IQAC plans for designing calendar of events of the college. 2. IQAC periodically conducts quality related workshops in the college 3. IQAC recommends teachers to use ICT enabled teaching effectively in classroom teaching. 4. IQAC regularly monitors the quality check at the institutional level 5. Academic audit is being conducted every year. 6. IQAC takes initiative to organise conference, seminar and workshop required for the benefits of the staff and students. 7. IQAC documents the research publication of faculties and enhances the research activities in the institution. 8. IQAC designs the feedback formats on various parameters applicable to all stakeholders

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

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

Response: 61.87

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	65	93	69	75

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

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

Response: A. All of the above

File Description	Document
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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: 23

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

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

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)
Any additional information	[View Document](#)
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:

Introduction

The policies and procedures of the institution are intended to benefit and encourage all students and faculty members in all aspects of their work. It establishes a clear rule for how people should behave one another, with a focus on gender equality. It is clearly articulated, taught, motivated, and learned on campus. The institution makes certain that everyone is treated fairly and equally. It makes no concessions, especially when it comes to women. The institution has made continuous efforts and also works on changing social attitudes toward women, such as raising awareness about women's empowerment and well-being, preparing young female students to face society and how to deal with delicate issues or hurdles they face on a daily basis, and fostering a welcoming working environment.

- **Safety and security**

The institution has installed 24-hour CCTV surveillance and constantly monitors it. To prevent illegal visitors, security guard officers offer security for all workers and students in and out of the school perimeters, including parking lots. There are separate dorms for under-graduate girls and boys, as well as a separate block for post-graduate students, all of which are well-kept and supervised by female wardens. To maintain a safe atmosphere on campus, the designated employees record the student's entry and exit times on a regular basis.

Day-scholars are safely carried to the college by skilled professional drivers in well-maintained college buses from diverse locations.

A police officer from a local police station was invited to educate and inform female students on how the Kavalan App works. On the 17th of December, 2019, a police officer showed the "KAVALAN SOS APP" and gave a special statement on the app. Inspectors assisted the students in downloading the app and explained the KAVALAN SOS APP's function keys. As proof of accomplishment, participants downloaded the app and gave favourable comments after learning how to use it. The management is adamantly opposed to ragging, which it considers to be both offensive and punishable. The numbers for anti-ragging hotlines are easily accessible. When it comes to female students, they can readily file complaints without fear of retaliation, and the necessary steps are taken right away.

Anti-ragging and anti-smoking policies are strictly enforced on campus.

- **Counselling:**

All students receive counselling during the admissions process as well as during the orientation session. Personal counselling is also provided based on the needs of the students.

- **Common Rooms:**

There are separate common rooms for both boys and girls in UG and PG, with basic amenities such as tables and chairs, a cupboard or designated lockers, and a nearby restroom that is cleaned and well managed on a regular basis.

- **Day Care Centre:**

The institution's day care centre provides a secure atmosphere for the children. Under general supervision, the centre assists youngsters in engaging in meaningful activities while also ensuring their safety.

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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

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

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

Response:

For waste management on campus, the institution follows the 3Rs: Reduce, Reuse, and Recycle. G.J Multi-clave (INDIA) PVT. LTD, a bio-waste management company having offices in Adyar, Chennai, and Chengalpattu, has inked a deal with the management. Ragas Dental College strives to get the most value out of waste products while producing the least amount of garbage possible. Waste management encompasses waste storage, collection, transportation, handling, recycling, disposal, and monitoring.

Solid waste management:

Biomedical waste generated during diagnosis, treatment, immunisation, operating rooms, and laboratory procedures is collected in color-coded containers, such as black for general waste, yellow and red for potentially infectious healthcare waste, and used sharps boxes. The cadaveric remains from the Department of Anatomy are being disposed of in the college's burial site using the burying procedure. Each block's administrative supervisor ensures that biological waste is collected at predetermined intervals (within 48 hours). Manure pits are used to dispose of biodegradable waste such as vegetables, food waste, rubbish, leaves, and other degradable waste.

Liquid Waste Management:

The major goal of liquid waste management is to eliminate, alter pollutants in liquid waste before it is released into the environment. Pollutants are treated using a physical process of three steps: primary, secondary, and tertiary. The waste water is first screened for large solid materials, after which the liquid wastes are conveyed via pipelines and stored in the settling tank. Sewage waste, laboratory waste, trash from the operating room and clinical departments, and laundry waste are all examples of liquid waste generated by the institution. The Sewage Treatment Plant is where sewage waste is treated (STP). Liquid waste from the Operation Theatre and Laboratory is disinfected before being pumped into the STP. These facilities' cleaned water is used for agricultural purposes.

Biomedical Waste Management (BMW):

All required actions are taken to guarantee that biomedical waste is managed efficiently in order to avoid any negative consequences for humans and the environment. BMW is segregated, weighed, and disposed of in our institution in compliance with the WHO's BMW management guideline 2016. Biomedical waste is separated into color-coded, leak-resistant containers.

Periodically, sensitization seminars are held to raise awareness about the necessity of effective BMW management. The Tamil Nadu Pollution Control Board has developed a Standard Operating Procedure for dealing with biomedical waste.

The Hazardous Chemicals and Radioactive Waste Management:

Three months before the expiration date, hazardous substances are removed from stock and returned to the vendors who purchased them. The Safety Committee at the hospital is made up of properly qualified

personnel. The Atomic Energy Regulating Board (AERB) has registered and licenced our Radiology Department. The leak proof test is completed on time, and all safety equipment to safeguard against radiation exposure are present.

Waste Recycling System:

Our institution's primary operations have a very low environmental impact since the institution is aware of the generation of glass trash and recycles it through a method that allows the used material to be re-used. The recovered wastewater is used to water the garden's lawns and seedlings.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Two of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as the claim of the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Geotagged photos / videos of the facilities if available	View Document
Any additional information	View Document
Link for additional information	View Document

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

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

Response: D. Any two of the above

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

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

Response:

RAGAS is a Telugu minority institution with a clear mission: to educate and develop quality dentists with the necessary skills and knowledge to serve society. Furthermore, because the institute attracts students from all walks of life, it takes great care to provide a nurturing environment where best standards in training and boarding are followed. The institute has established a culture that is devoid of ragging and supports an inclusive atmosphere in which persons of various cultural and socioeconomic backgrounds can thrive.

Academic Support:

The Institute provides academic support to all students to ensure that they have the best chance of succeeding. Flexible pacing, English coaching classes, mentorship programmes, and tutoring are all available to students who have trouble communicating in English or who have English as a second language. The institute has grievance redressal units that deal with complaints without regard to a person's race or cultural background.

The institute has a code of ethics for students and a second code of ethics for professors and other staff, both of which must be adhered to by all personnel, regardless of their cultural, geographical, language, communal socioeconomic, or other differences.

Cultural Activities:

The institution hosts programmes on a regular basis to celebrate cultural variety and to encourage teachers and students to appreciate it. Various sports and cultural events held at the college encourage unity among students. In the college, commemorative days such as Women's Day, Yoga Day, and Cancer Day are observed, as well as several regional festivals such as Pongal, Christmas, Ayudha puja and Ramzan. A separate room has been alloted for the muslim students to do Namaz every friday and also during fasting days of Ramzan. This creates opportunities for people of all racial and cultural origins to engage positively.

Socio-Economic Participation:

Through the following initiatives, the institute hopes to improve student and teacher integration and appreciation of various socio-economic groups:

To boost volunteer activities, we make a visit to a nearby old age home.

Participation in community-oriented and rural development projects to improve interaction with and assistance to the local community.

Promote a Positive Classroom Climate:

Faculty should attend the classroom 10 minutes ahead of time and greet students as they enter. Face-to-face contacts enable people to express their concerns and challenges. This favourable environment has aided the institution in developing an affectionate attachment among its students, regardless of races, socioeconomic origins, or educational readiness.

Create a Respectful Institutional Community:

In order to provide patient care in distant locations, satellite facilities have been built. For the convenience of patients, buses run frequently from the college to the institute. Oral screening of children is frequently

organized during school camps in order to give preventive and interventional dental care. A tobacco cessation cell has been established with the goal of raising awareness and offering treatment and referrals to those who are in need. All of these services are available to patients regardless of their caste, creed, colour, sex, or financial status.

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

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

Response: A. All of the above

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

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

Response:

Introduction :

In commemorating many national and international remembrance days, events, and festivals, the College Institute instils tolerance, social peace, and inclusivity among students and staff.

Voter's Day:

Every year, the Indian government proclaims January 25 as "National Voters' Day" in order to encourage more young people to engage in the political process. In order to encourage this, the Department of Public Health Dentistry at Ragas Dental College sponsored a voter's day celebration on January 25th, with competitions such as rangoli.

World Health Day:

Every year on April 7, Ragas Dental College commemorates World Health Day. It is a programme of the World Health Organization (WHO) to raise global awareness about people's general health and well-being.

World Cancer Day:

On February 4, our institution's students and professors from the Department of Public Health Dentistry took part in a walkathon organised by IDA Madras in partnership with the Cancer Institute (WIA), Adyar, in honour of "World Cancer Day."

International condom day:

On the occasion of "International condom day" on February 13, 2021, students and staff from our college participated in an awareness campaign organised by the district AIDS preventive control unit of Chennai at OMR Perungudi tollgate.

Ayudha pooja:

Ayudha pooja is the day on which we thank and appreciate all of the instruments that make our lives meaningful. On this day, all books and dental instruments, large and small, are cleansed and worshipped.

Golu:

During the Navaratri festival in South India, a display of dolls and miniatures is held. This event was held by the Department of Public Health Dentistry, and instead of dolls, dental tools were housed in the Golu. Following then, on this wonderful occasion, sweets and nibbles were provided to everyone.

Pongal:

Pongal is a harvest celebration observed on the first day of the Thai month in Tamil Nadu. It's a time to express gratitude to God for all of his favours and mercies, as well as to wish for a prosperous new year.

Interns from the Department of Public Health Dentistry.

Independence Day:

Independence Day is an Indian national holiday commemorating India's independence from the United Kingdom on August 15, 1947. Every year, it was commemorated at Ragas Dental College to honour the sweat and sacrifice of our heroes who helped make this day a reality.

Republic day:

Every year on January 26th, Ragas Dental College celebrates Republic Day with zest and excitement. Flag hoisting is a traditional practise on this day.

Gandhi Jayanthi:

Free dental camps are organized on october 2nd of every year as a mark of respect for the service of Mahatma Gandhi

World No Tobacco day:

On World No Tobacco Day, we seek to re-energize the fight against smoking by emphasising tobacco's particularly severe global health implications.

National toothbrushing day:

National toothbrushing day programme at government school, Kovalam, to emphasise the importance of children's oral health and encourage dental professionals' recommended teeth brushing habits.

File Description	Document
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

Other Upload Files	
1	[View Document](#)

7.2 Best Practices

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

Response:

Best Practice 1:

1. **Title of the Practice**

Minimally Invasive surgical Techniques in Periodontics

1. **Objectives of the Practice**

Minimally invasive surgery offers newer insights into the management of periodontal diseases resulting in visibly perceived advantages to both the clinician and patient. Microsurgery incorporates the following important principles

1. Improvement of motor skills thereby enhancing surgical ability
2. Passive wound closure with exact primary opposition of the wound edge.
3. The application of microsurgical instrumentation and suturing to reduce trauma.

The Context:

Gaining microsurgical experience in a newly established unit is challenging. It establishes the need for a clear learning curve which eventually leads significant improvement over time. Training with the microscope enhances the motor skills, which can translate to improved surgical skills.

1. **The Practice**

With the advent of advances in the surgical technologies in Periodontics, microsurgical approach in managing soft tissue discrepancies of the periodontium has gained importance in the recent years owing to its primary advantages of being minimally invasive. Technology has advanced in leaps and bounds to enable access and visualization of the operating site with lesser trauma to the adjacent uninvolved tissues This is because of the magnification offered either by surgical loupes or operating microscope which enables gentle handling of tissues and precise approximation of the surgical wound margins facilitating / achieving better healing and hence successful treatment outcomes. **Our postgraduate students are trained in using the surgical microscope which reslted in more precise periodontal surgical procedures with less operative trauma and improved healing.**

1. **Evidence of success**

Microsurgery is mostly applied for soft tissue augmentation in gingival recession or ridge defects. As evidence to it, we have performed a dissertation study in our department assessing the clinical efficacy of microsurgically performed CAF which does not require a second surgical site and compared it with a gold standard CTG performed macroscopically. The study concluded that the primary outcome measure after microsurgical approach was comparable to the macroscopically performed technique. The results showed that magnification offered by the operating microscope provided better visual acuity, atraumatic flap management, less post operative discomfort and greater acceptance by the patients. The dissertation has been submitted in the University and have been approved.

The microsurgical approach has also been applied to other periodontal defects such as intrabony defects and we have obtained promising results in terms of reduction in probing depth and gain in clinical attachment levels apart from good patient centric outcomes.

1. **Problems Encountered and Resources Required**

Access to high quality equipment is very limited due to prohibitively high costs and distribution difficulties. This is particularly applicable to highly specialized microsurgical instruments and disposables such as sutures. This warrants the need for proper storage and maintenance of the equipments and instruments

Best Practice : 2

1. TITLE OF PRACTICE- Disable Aided Dentistry (DAD)

2. OBJECTIVES OF THE PRACTIE:

- To increase the access to dental care services by designing a new dental chair which would accommodate both wheelchair bound patients and general population
- To assess the level of comfort and satisfaction in using the newly designed dental chair.

3. THE CONTEXT:

As per Census 2011, in India, out of the 121 Cr population, about 2.68 Cr persons are 'disabled' which is 2.21% of the total population. Our interaction with this population dates back to 2008 where we established a satellite centre at the National Institute of Persons with Multiple Disability (NIEPMD), a tertiary care government centre for multiple disabilities build according to the norms of disable friendly environment proposed by GoI in 2016. The barriers in utilising the dental services were analysed using a mixed method research among these people .

4. THE PRACTICE:

The modified dental chair was constructed with an idea that it could be used by both general as well as wheelchair bound patients where these patients can be treated while remaining in their wheelchair without any transfer. In addition, our **students are trained on how to manage and treat patients with multiple disabilities particularly wheel chair bound patients using this modified dental chair without any hesitation.**

KEY IMPLEMENTORS AND COLLOBORATORS OF THE PRACTICE

Dental team (Public Health Dentistry Department, Ragas Dental College)	Problem identification Designing and patenting chair Pilot testing of the product
Problem identification Designing and patenting the DAD chair Pilot testing of the product	Manufacturing the DAD chair
NIEPMD	Input towards the design of DAD chair Installat DAD chair at their centre. Pilot testing of the projec

RESOURCES OF THE PROJECT:

This was the result of collaboration of public health dental doctors, prosthetic lab workers, occupational therapist, Psychologist, parents and caregivers of the different abled population who provided their valuable thought to the development of DAD chair. It was a self- funded project.

.

The uniqueness of the practice is that the existing modified dental chair including Versatilt and Diaco companies are exclusive for wheelchair patients, but no dental unit that allows both general and wheelchair bound patient is available and the one that we have developed can be considered to be the first of its kind in the world which accommodates both general and wheelchair bound patients.

5. EVIDENCE OF SUCCESS:

The description of the chair was published in the journal "DISABILITY AND REHABILITATION: ASSISTIVE TECHNOLOGY" . A pilot study was conducted using a pre tested satisfaction proforma which yielded a satisfactory and comfortable response from both differently abled and general population. The results of this study was presented at IAPHD national convention at Maulana Azad Dental College during June 2019 and won the best poster award.

6. PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED:

 Although a chair in which the wheelchair patient could remain seated for dental treatment has been reported, it occupied a large space even when it was installed on one side of a shared spittoon with a unit for general patients on the other side, making it impractical to install in the clinics of general dental practitioners.

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

7.3 Institutional Distinctiveness

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

Response:

Until recently, the focus in dental research has been on studying a small fraction of the oral microbiome—so-called opportunistic pathogens. With the advent of next-generation sequencing (NGS) technologies, researchers now have the tools that allow for profiling of the microbiomes and metagenomes at unprecedented depths. The major advantages of NGS are the high throughput and the fact that specific taxa do not need to be targeted. The relatively low cost and the availability of sequencing facilities have contributed to nearly exponential growth of NGS datasets. The quality and interpretation of the NGS data could be undermined at numerous steps—from sample collection, storage, and DNA extraction to PCR bias, sequencing errors, choice of algorithms for data processing, and statistical analyses. The community analyses based on systems ecology principles will bring us closer to an understanding of the underlying forces that facilitate the stability (or imbalance) of the microbiome.

Department of Periodontics

We incorporate the knowledge in basic sciences and molecular biology into the clinical aspects of Periodontology. In our department, the latest molecular methods of analysis like Next Generation Sequencing (NGS) and Cell Based Regenerative approaches have been applied in the clinics. These have been included in the dissertations, research projects and clinical cases of the post graduate curriculum.

As evidence to it, there has been multiple dissertations done on the analysis of the salivary microbiome using NGS which has been submitted and approved by the University. Its clinical implications are being currently analyzed.

Tissue engineering is a relatively new therapeutic approach, designed to apply engineering principles in controlled tissue production. Cell-based tissue engineering approach consists of utilizing cells with reparative/regenerative capacity. One such application is the use of gingival fibroblast which after being isolated, cultivated and seeded onto a three-dimensional scaffold, could present as an alternative to soft tissue autografts. In our department, we have adopted this technique and have done both the invitro study of the characteristics of the gingival fibroblast and the subsequent seeding of the fibroblast in a scaffold and was brought to the clinics.

In the clinics, the fibroblast seeded membrane/ scaffold was brought back to the patient for the treatment of gingival recession. This was attempted on a few patients and the treatment outcomes were found to be satisfactory and superior to the conventional approaches.

In another study, the biocompatibility of two different types of biodegradable collagen membranes seeded with human gingival fibroblasts were evaluated in terms of proliferation and viability and found to be better than the conventional / commercially available membranes. This technique attempts to utilize the molecular mechanisms involved in soft tissue regeneration and hence create a unique product which would enhance the treatment outcomes.

Evaluation of the Salivary, GCF and Serum biomarkers have been a regular feature of the research undertakings of the department of which a few have been done as a part of the ICMR extra mural project.

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

8.Dental Part

8.1 Dental Indicator

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

Response: 72.25

8.1.1.1 Institutional mean NEET percentile score

Response: 72.25

File Description	Document
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	[View Document](#)
List of students enrolled for the BDS programme for the preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

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

Response:

The laboratory skills to be developed by the students like Crown Bridge, Aesthetic Dentistry and Oral Implantology exercises and studying dental morphology also is a part of initial training. Preclinical work is part of curriculum and work on models to simulate the oral structures which helps them in nurturing creativity and better understanding of the subject.

The purpose of preclinical training is to expose students to laboratory and clinical procedures in dentistry in a simulated environment. Our institution has appropriate resources for students to learn pre-clinical skills.The first- and second-year students are given pre-clinical training

Department of Prosthodontics

The Prosthodontics preclinical laboratory has a seating capacity of 100 people, with individual Bunsen burners, lathes, Model trimmers, and Study models in the dry lab, and an Acrylizer, de-waxing unit, and water heater in the wet lab. For a better grasp of the subject, students are taught how to make a plaster edentulous cast and paint anatomic landmarks. Students learn how to make unique tray and permanent denture bases, occlusal rims, articulator orientation of occlusal rims, tooth arrangement, complete

processing of complete dentures, and fabrication of acrylic removable partial denture in all Kennedys categorization groups. In the same facility, students are taught how to manipulate various dental materials.

Department of Endodontics

The pre-clinical laboratory at Conservative Dentistry and Endodontics promotes students to learn about clinical work on models with a seating capacity of one hundred students and 60 phantom heads. A simulator is available in the lab to aid pupils in their understanding. Aside from the standard Typhodont exercises, the students are taught cavity preparation in natural teeth so that they are prepared to take on patients in the clinical segment.

Department of Orthodontics

Fundamental wire bending exercise-Straightening of wire and basic shapes are taught to students as part of their preclinical training. Bows, clasps, springs, retractors, detachable orthodontic appliances, and myofunctional appliances are all made by us.

Department of Oral & Maxillofacial Surgery

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

Our curriculum includes video streaming of the pre-clinical exercises that are shared with the students for their reference, in addition to extensive demonstrations in small groups. Students obtaining the requisite basic skills in order to practice dentistry safely and confidently would be critical to the success of a competency-based dental curriculum

DEPARTMENT OF PEDODONTICS Students are given preclinical training in basic wire bending exercises and fabrication of space maintainers and habit breaking appliances.

DEPARTMENT OF PERIODONTICS The students are trained to do suturing techniques on models.

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

8.1.3 *Institution follows infection control protocols during clinical teaching*

1. Central Sterile Supplies Department (CSSD) (Registers maintained)
2. Provides Personal Protective Equipment (PPE) while working in the clinic
3. Patient safety curriculum

4. Periodic fumigation / fogging for all clinical areas (Registers maintained)
5. Immunization of all the caregivers (Registers maintained)
6. Needle stick injury Register

Response: A. All of the above

File Description	Document
Relevant records / documents for all 6 parameteres	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Immunization Register of preceding academic year	[View Document](#)
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:

1. ORIENTATION FOR FRESHERS:

Freshers' orientation is a critical component for new entrants who arrive on campus after completing their secondary education. The transition from high school to college, especially in a completely different setting, is critical in terms of their exposure, practise, learning, and adaptation in a new environment by adapting planned strategies to overcome the fear of adapting to the new arena, such as an agenda, expectations, and benefits communicated through communication.

We at RAGAS follow strict guidelines for freshmen in order to provide relevant campus resources, encourage, indulge, participate in social events/activities, and provide necessary assistance and advise via a team of college mentors.

PROFESSIONAL ETHICS:

In all aspects of our everyday lives, we are bound by the discipline and practise of professional ethics, as determined by our professional bodies such as the IMA, IDA, Medical and Dental Councils - Almamater.

The primary goal is to provide service to mankind with the utmost respect, devotion, and professional dignity.

Non - maleficence Beneficence

Health maximization Efficiency

Respect for autonomy Justice Proportionality

WHITE COAT CEREMONY:

Every year, we follow the procedure in our college for new entrants who transfer from high school to medical or dental schools in their first year.

During the ceremony, each student is required to wear a white coat and recite Hippocrates' oath.

BMW (BIO MEDICAL WASTE MANAGEMENT):

We manage BMWs in an appropriate manner and protocol in terms of collecting, segregation, and disposal in accordance with BMW rules in effect at the time, as well as the instructions set forth by the central/state.

2. ORIENTATION FOR THIRD YEAR

INFECTION CONTROL:

Infection control is critical in all health-care settings, and we've been diligently following the following protocols in a thorough and effective manner.

Patient evaluations are performed on a regular basis. Personal safety is paramount. Techniques for constructing barriers Sterilization of instruments Disinfection of equipment

Controls for asepsis and disinfection in the laboratory and its environs.

3.ORIENTATION FOR INTERNS:

An orientation programme is a systematic programme that teaches students about the nuances of the profession, proper etiquette, interpersonal skills, and intern readiness in patient management. In this way, their fears and anxieties are alleviated, and a sense of absolute confidence is built in the minds of aspiring doctors, as well as preparing them for competitive PG programmes.

WORKSHOPS ON PATIENT CARE:

The value of patient education in medicine and dentistry cannot be overstated.

Social stigma, superstitions, apprehensions, and worry regarding numerous infectious diseases and cancers, among other things, are addressed, as are misconceptions. Various techniques are used to reach the public, such as psychological counselling, village/rural educational programs/workshops, handbills/banners/AV aids, and so on, in order to obtain competency and a full grasp of medical/dental practise and management.

COMMUNITY SKILLS:

We follow the following community skills;

Empathy

Communication skills

Team work

Stress management

Positive attitude

Flexibility of time

Time management

Decision making.

File Description	Document
Programme report	View Document
Orientation circulars	View Document

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

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

microscopy/fluorescent microscopy)
7. Immunohistochemical (IHC) set up

Response: A. Any 5 of the above

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

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

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

Response: A. Any 5 of the above

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

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

Response: 2.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	0	2	6

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

Other Upload Files	
1	[View Document](#)

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

Response:

The Institution's ultimate goal is to provide students with solid theoretical knowledge and excellent clinical skills in all fields of dentistry so that they can excel as effective dental surgeons. When the student reaches the third year of the programme, he or she is responsible for the patient. OSCEObjective Structured Clinical Examination is a procedure where predetermined decisions are made on the competencies to be tested and checklists incorporating important evaluable skills are prepared. It is a method of assessing a student's clinical competence which is objective rather than subjective and in which the areas tested are carefully planned by the examiners.Students are well-trained in preclinical and practical elements during the first and second years. The fundamental sciences departments, which include anatomy, physiology, microbiology, pharmacology, and pathology, provide proper instruction in laboratory investigations such as analysis of urine and blood samples, recording of vital signs, and dissection of the head and neck. The practical training on tooth carving provides students with a deep understanding and insight into the morphology of teeth. The preclinical prosthodontics department prepares students for patient care by teaching and evaluating them on how to make detachable and fixed partial dentures. The preclinical conservative dentistry department instructs students on how to prepare cavities in plaster models, how to identify and understand the properties of dental cements, how to manipulate various dental cements, how to identify and handle straight and contra-angled rotary handpieces, and how to use the instruments needed for cavity preparation and restoration. Basic endodontic instruments and endodontic procedures must be learned by the student. Practical exercises on phantom and simulation models improve the student's ability to handle the situation. When students are assigned to General Medicine, they are taught skills that are

necessary for examining general health and diagnosing symptoms of different key disorders of organ systems. The students are taught how to examine and diagnose common swellings, cysts, and tumours of orofacial origin in the head and neck by the General Surgery department. When students are assigned to clinical departments, they are trained in a variety of skills, including taking and processing Intra Oral Periapical Radiographs (IOPA), recording case histories, and conducting Root Canal Treatments (RCT),construction of removable and fixed partial dentures, complete dentures, crown and bridge construction, to learn different techniques of Local Anesthesia(LA), tooth extraction, minor oral surgical procedures such as abscess drainage, performing alveoloplasty, performing complete oral prophylaxis, minor periodontal surgical procedures, and biopsy under local anaesthesia Internal assessment and model exams, as well as monthly tests that involve both written and practical assessment, are used to evaluate pupils on a regular basis.

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

Other Upload Files	
1	[View Document](#)

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
124	143	144	108	108

8.1.9.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
124	143	144	108	108

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

Other Upload Files	
1	[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:

Dental Graduate attributes in our institute are aimed at guiding the students to acquire adequate knowledge, necessary skills and reasonable attitudes which are required for carrying out activities appropriate to general dental practice while understanding the concept of community oral health education. The new graduate's abilities and traits are expressed as thorough professionalism, adequate scientific knowledge regarding patient care and serving the society at large.

To arrive at the graduation qualities, the institution takes necessary procedures. Every group of students is assigned a co-ordinator who is responsible for keeping track of their internal assessment grades, addressing personal issues, and monitoring their academic progress. Mentors look after the students' mental health and offer psychologic counselling as needed. Throughout the preclinical phase, the students receive extensive training in order to prepare them to handle patients during the clinical section of the course. A record book is used to keep track of the student's performance in the preclinical and clinical sections. Viva voce is held on a regular basis to test the depth of knowledge, logical reasoning, and confidence of students in order to inculcate a full knowledge and deep grasp of the subject and to help them prepare better for university examinations. Students are appropriately trained through case discussions, group discussions, and live demonstrations during clinical placements. The completion of a set quota of clinical cases improves each student's technical skill. Individual student evaluation occurs frequently during clinical hours and well in advance of university examinations. Students graduating from this prominent university will be completely prepared with the necessary technical knowledge, competencies, capacities, and skills to manage a wide

range of dental diseases and problems. The institute lays emphasis that the student has acquired competent clinical skills and knowledge as the student appear for the final exam (for undergraduate and post graduate students). College has implemented Objective Structured Clinical Examination (OSCE) and case presentation for evaluating students' clinical skills and judgment. OSCE provides an overall picture of the student's general knowledge across several disciplines, diagnostic and treatment planning skills, and presentation skills. Both forms of student assessment encourage interactions with faculty members at the examination and provide immediate and formative feedback from the examiners. This enables faculty members to evaluate students' knowledge in pathophysiology, clinical diagnosis and treatment planning. The other disciplines/areas represented are orthodontics, operative dentistry, periodontology, endodontics, prosthodontics, oral health policy, problem solving and treatment planning in a community, oral and maxillofacial surgery, oral radiology and oral pathology, and pediatric dentistry . As regarding professionalism, BDS graduates will have mastered the following skills by the time they graduate

Empathy, compassion, honesty, integrity, resilience, and a lifelong curiosity, as well as the capacity to display.

•Use a scientific approach to dentistry that is based on current research.

•Self-awareness, the capacity to recognise when clinical issues surpass their knowledge and abilities, and a willingness to seek assistance.

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

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

Response: 0.15

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

2021-22	2020-21	2019-20	2018-19	2017-18
67	32	98	93	88

File Description	Document
Institutional data in prescribed format	[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:

Faculty Development Programme has become an essential part of the current health-professions education, to enhance the competencies of all, from a novice instructor to an administrator. These are a set of broad range of planned activities and programs that focus on four types of developments, namely, personal, instructional, organizational, and professional. They are conducted as seminars, short courses, sabbaticals, and workshops or fellowships. The duration of FDP varies from short, one-shot activities to longitudinal programs with follow-up activities. The activities are based on theories of constructivism, social learning, self-efficacy, situated learning, adult learning, and experiential learning

The Institute offers a variety of programmes to help faculty, postgraduates, and students improve and update their clinical abilities. On a monthly basis, the following routine is followed. It includes a diverse set of meetings covering basic sciences to clinical sciences. Interdepartmental meetings are held once a month for case discussions, and clinical skill development programmes are held for interns. Students are educated about societal issues and responsibilities, and faculty members are given several opportunities to keep up to date on emerging topics and latest technologies in the field of dental education. The college's Faculty Development Programs enhance the faculty's ability to teach and learn in a variety of ways. The DEU is extremely important to the smooth operation of our school. The committee was formed with the goal of creating a single point of contact for the institution, administration, teaching faculty, departments, and students. Its main goal is to improve the academic, practical, and clinical performance of the institution's pupils. It assists students by providing information on academic-related questions, providing support in times of difficulty, and ensuring the efficient operation of departments. Apart from its primary focus on students, the DEU also makes a significant contribution to the institution's academic events. The DEU coordinates and synchronises all academic events arranged by the various committees.

DEU's academic events include:

1.Students' academic, clinical, and cultural enrichment programmes

2.Programs for the development of faculty

3.Sensitization and execution programmes for anti-ragging measures

4.Eminent entrepreneurs provide guest speakers

5.Coordination of national and international conferences/workshops with departments and other statutory bodies

6.Programs to enhance soft skills, gender sensitization, personality development, bioethics and values,

professional ethics, and addressing non-compliant students.

FDPs conducted by DEU:

1.Clinical Society Meetings:

All the departments in the college are actively involved in presenting new advancements and research papers on rotation; house surgeons are encouraged to present in this forum, giving them a platform to radiate self-confidence.

1.Value Added Courses:

As part of its role to expand faculty and student knowledge and bring awareness to issues linked to and outside of the dental curriculum, the Dental Education Unit offers a variety of value-added courses, including life course programmes, ethics, and personality development, to mention a few.

1.Faculty Development Programmes:

Faculty from our college are encouraged to attend and conduct faculty development programmes, during which time many innovative improvements in teaching and learning are discussed and finally included in teaching methods.

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

Other Upload Files

1	View Document

5. CONCLUSION

Additional Information :

Ragas Dental College has been able to impart dental education through its following techonologies:

1. Cental Research Lab with faciliteis for Cell culure technologies

2. Microscope aided microsurgical techniques

3. Robust public outreach programs, with clinical postings at governmental instituions, including the National Institute of Persons with Multiple Disabilites, a central government aided enterprise for differently abled population

4. IT enabled treatment planning with the assitance of Dolphin and Mimics softwares

5. Ragas Dental College has one of the senior most teaching faculites, with more than 20 teachers attached to this instituyion for more than 20 years.

Concluding Remarks :

Being in the field of dental education for more than three decades, Ragas Denal College has always focussed on delviering quality dental education, brining out dental graduates of repute and also providing quality dental care to the its patients at an affordable prize. Based on its vision and mission, graduates of Ragas dental college have won numerious prizes and reputes in various exainations consistantly. Our students have been awarded Univerisity level prizes and also secured AIR in NEET PG examinations. Students from Ragas have also diverisified and the alumni of our institute have been decorating various platofrms both in national and international front. In fact the alumni of this institute are the present principals in two dental colleges in this city, which showcasts the academic and administraitive brillliance instilled in its students by Ragas.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification:<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>5</td><td>5</td><td>4</td><td>3</td><td>3</td></tr></table> Answer After DVV Verification :<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>4</td><td>4</td><td>3</td><td>3</td></tr></table> Remark : DVV has made the changes as per shared report by HEI.
2.4.2	Average percentage of fulltime teachers with Ph.D./D.Sc./ D.Lit./DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences (like MD/ MS/ MDS etc.,) for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils /Affiliating Universities. 2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered. Answer before DVV Verification:<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>33</td><td>29</td><td>31</td><td>29</td><td>27</td></tr></table> Answer After DVV Verification :<table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>16</td><td>16</td><td>19</td><td>21</td><td>21</td></tr></table> Remark : DVV has made the changes as per considered only Ph.D. guideship but not MDS Guideship.
2.4.5	Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	3	2	1	4

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	2	1	0	1

Remark : DVV has excluded some of the not recognized foundations like AKS, KTK etc.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
12	4	2	4	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	3	1	2	4

Remark : DVV has considered national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences to teachers.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	1	1	2

Answer After DVV Verification :

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

Remark : DVV has made the changes as per excluded the proposal and training programs.

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : DVV has select B. Any 3 of the above as per shared report bY HEI.

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

3.3.2.1. Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.
Answer before DVV Verification : 223
Answer after DVV Verification: 209
3.3.2.2. Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years.
Answer before DVV Verification : 55
Answer after DVV Verification: 49

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

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
16	15	55	90	124

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
08	09	40	60	98

Remark : DVV has excluded the extension and outreach activities such as Career guidance program, celebration of Independence Day, Teacher's Day, Gandhi jayanthi celebrations etc.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5	7	8	6	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	4	4	5	11

Remark : DVV has made the changes as excluded the Dental camps. Same activity with same partner in same year multiple times should be considered as one.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
694.66	738.35	777	112	269.94

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
512.66	712.35	405.00	105.00	209.94

Remark : DVV has converted the value into lakhs and excluded the Consultancy charges.

4.2.4	Availability of infrastructure for community based learning

	Institution has: 1. Attached Satellite Primary Health Center/s 2. Attached Rural Health Center/s other than College teaching hospital available for training of students 3. Residential facility for students / trainees at the above peripheral health centers / hospitals 4. Mobile clinical service facilities to reach remote rural locations Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any two of the above Remark : DVV has select C. Any two of the above as per shared report by HEI.
4.3.4	Average annual expenditure for the purchase of books and journals including e-journals during the last five years 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) Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2.4	1.76	14.89	22.07	7.36

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0.25	1.76	10.25	19.23	4.21

Remark : DVV has made the changes as per excluded printing & stationery expenditure.

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 Answer before DVV Verification : Any Three of the above Answer After DVV Verification: Any Two of the above Remark : DVV has select Any Two of the above as per shared report by HEI.
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

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
165.74	291.46	207.37	187.78	198.93

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21.61	98.51	17.85	15.35	13.26

Remark : DVV has considered only Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary by HEI.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	6	4	3

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	0	3	5	1

Remark : DVV has excluded certificate of appreciation. |

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
20	25	54	49	53

Answer After DVV Verification :

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

16	19	23	31	36

Remark : DVV has made the changes as per excluded Events cannot be split into activities.

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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any two of the above Remark : DVV has select D. Any two of the above as per shared links.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
82	79	70	82	76

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
78	78	70	82	76

Remark : DVV has made the changes as per excluded librarian.

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.,)

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

Answer before DVV Verification:

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

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
10	08	08	06	08

Remark : DV has made the changes as per excluded professional programs on NAAC and adminstrative programs related to COVID topics.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
103	110	123	97	86

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
45	65	93	69	75

Remark : DVV has made the changes as per excluded librarians and Same teacher attending more than one programme in a year need to be considered as one only.

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

Answer before DVV Verification : All of the above
Answer After DVV Verification: Any Two of the above
Remark : DVV has select Any Two of the above as per shared links.

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
120	120	120	120	120

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78	120	120	120	120

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1582	1429	1830	1913	952

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1002.0	1095.58	1222.7	1424.65	669.86