



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**TRIVENI INSTITUTE OF DENTAL SCIENCES HOSPITAL  
AND RESEARCH CENTRE**

**VIDYA STHALI, NEAR NEW HIGH COURT, RAIPUR ROAD, BODRI, BILASPUR  
495220**

**<https://www.trivenidental.com>**

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**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

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# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Triveni Institute of Dental Sciences Hospital & Research Centre (TIDSHRC) was established in 2008 by the initiative of Singhai Lakhmi Chand Memorial Trust a non profit organisation devoted for supporting, helping and nurture the skill based value education in the vicinity. TIDSHRC offers BDS & MDS programs. The campus of Triveni is spread across 5 acres and is located at Vidya Sthali, Village Bodri, Bilaspur, Chhattisgarh and houses state-of-the-art buildings.

TIDSHRC is organized into various departments focusing on different aspects of dentistry, along with 8 distinct clinical departments dedicated to patient treatment Each department has academically qualified, highly skilled and experienced Faculty. TIDSHRC Attracts students from diverse communities across India and students continue to excel in both academic and extracurricular activities.

Central Library of has an immense assemblage of 4489 books concerning to the specialities of dentistry and stocks over 1864 international and national journals that benefit students' competence. The students can access an inclusive variation of e-journals and digital resources via Ebscohost platform. There is the presence an expansive indoor auditorium for conducting Workshops, Seminars & other cultural programs. TRIVENI authorities sustain buses for commuting of students. Distinct hostel accommodations for Male & Female students and separate quarters for the faculty are made available, with all essential amenities and electricity back up. TIDSHRC is committed to both environmental sustainability and community-focused healthcare with a lush green campus having initiatives like STP and Rain water harvesting.

Overall, TIDSHRC is dedicated to creating a supportive and effective environment for both learning and patient care.

### **Vision**

Our vision is to foster an intellectually stimulating academic environment and establish Triveni Institute of Dental Sciences, Hospital & Research Centre (TIDSHRC) as a premier center of excellence in India. We are dedicated to advancing the national objective of "Health for All" by emphasizing the principle that "The Mouth is the Mirror to Health," which underscores the vital role of oral health as an indicator of overall well-being. By prioritizing oral care, we gain valuable insights into broader health issues, thereby enhancing overall health outcomes.

We aspire to elevate TIDSHRC to become a renowned hub of dental education, healthcare, and research. Our commitment is to transcend conventional boundaries, striving to achieve global leadership in education. In this pursuit, we aim to shape and nurture students to be not only skilled professionals in the field of dentistry but also exemplars of civic responsibility and social consciousness.

We believe that research is fundamental to advancing knowledge, driving innovation, and improving clinical practices. TIDSHRC is deeply committed to fostering a vibrant research culture among students and encourage

them in their research endeavours.

## **Mission**

At Triveni Institute of Dental Sciences, Hospital & Research Centre (TIDSHRC), our mission is to set exemplary standards in dental education by nurturing leadership qualities and imparting advanced professional skills to aspiring dental professionals. We are dedicated to providing a robust clinical and bio-technical education through our highly qualified and experienced faculty, ensuring that our graduates and postgraduates are not only competent but also excel in their field.

Our commitment extends to offering state-of-the-art infrastructure and an academic environment that fosters advanced learning and innovation. We strive to become a premier dental institute in India by integrating cutting-edge technology and contemporary knowledge with the preservation of our rich cultural heritage. Through this unique approach, we aim to contribute meaningfully to the betterment of the community and advance the field of dental science.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- TIDSHRC has a striking green campus with a congenial environment that provides a peaceful ambience to the faculty, students and visitors.
- Majority of students are from various states like west Bengal, Orrisa, Maharashtra, North eastern states, Andhra, Telengana & Kerala thus demonstrating a nation wide spread that fosters a rich cultural harmony among students.
- TIDSHRC Encourages the innate talents among students by providing them opportunities to participate in beyond the classroom programs by providing them a platform for the same.
- Having postgraduate programs in seven dental departments, Triveni Institute of Dental Sciences, Hospital & Research Centre (TIDSHRC) provide advanced treatment and specialized care.
- Conducting the Triveni PG Mock Entrance Test at TIDSHRC is an excellent strategy to help students prepare for the NEET PG exam by providing valuable exposure and improves their approach to the exam, thereby enhancing their chances of success in pursuing higher education.
- TIDSHRC has full time highly qualified teaching faculty and all the senior faculty have passed out from reputed Dental institutions across the country. Leveraging the expertise of experienced and proactive faculty to implement innovative teaching methods is a key strategy for enhancing learning opportunities and developing skilled professionals at TIDSHRC.
- TIDSHRC has a vast central library with a wide array of textbooks, journals, library dissertations, dictionaries and the availability of E- learning subscription facility. Research papers by faculty and students are available on its website as Triveni Index factor. These works are frequently cited in academic settings such as scientific presentations and journal clubs
- TIDSHRC has maintained an impressive reputation with a consistent student pass rate of 97-98% over the past five years and also by , securing gold medals in both BDS and MDS programs.
- TIDSHRC's alumni have excelled academically, and have gone on to contribute to society as skilled clinicians, national speakers, trainers, medical officers, and researchers.

## **Institutional Weakness**

- The institution over the years has seen decrease in BDS admissions due to the increasing number of medical colleges in the state and heightened competition among dental colleges in the vicinity.
- The prescribed curriculum is not aligned with the current challenges/ societal needs due to inadequate involvement of stakeholders such as teaching faculties from all Dental colleges in the centralized 'Curriculum Framing Committee'.
- Recruiting faculty with additional qualifications such as Ph.D. and super-specializations is challenging smaller cities like Bilaspur due to fewer amenities and career opportunities compared to tier one cities.
- Faculty participation in online educational platforms like SWAYAM is in its early stages
- Securing advanced diagnostic and research-oriented equipment like Cone Beam Computed Tomography (CBCT) and hard tissue microtomes for Oral Medicine and Radiology and Oral Pathology can be challenging when funding is limited and student enrolment in these specializations is low.
- Triveni Institute of Dental Sciences and Research Centre (TIDSHRC) currently has limited ties with government and non-government organizations
- TIDSHRC has been unable to secure funding from government organizations, which may limit its ability to invest in infrastructure and development.
- Quality research by students and faculty is still in the budding stage.
- Lack of implementation of digital solutions in the administrative and hospital OPD sector.
- Lack of implementation of alternate sources of energy particularly solar power & incorporating energy conservation devices.
- Implementing effective e-waste management is crucial for maintaining an environmentally responsible and sustainable institution. There lack of facilities for E-waste management in the city.

## **Institutional Opportunity**

- Owing to the diversity of students admitted at Triveni Institute of Dental Sciences, Hospital & Research Centre (TIDSHRC), the institution has the potential to organize more social awareness and fundraiser programs, enhancing its community presence and impact.
- Comprehensive Oral Health Screening Program conducted by TIDSHRC helped the doctors to recognize and address barriers to access and provide quality care to patients by taking up interventional

programs such as treatment camps using mobile dental chairs. This shall help students in their clinical and research activities.

- Enhanced support from alumni of TIDSHRC is a significant driver in institutional development and improving placement opportunities for current students at TIDSHRC.
- The shift towards digital learning accelerated by the COVID-19 pandemic offers numerous opportunities for enhancing the educational processes.
- National Education Policy 2020 advocates introduction of multidisciplinary and interdisciplinary programs in the health science sector. This if effectively implemented is a boon to students in dentistry providing significant opportunities to students to choose career in the allied subjects too.
- Dental Health care scheme if implemented by the government can give a boost to both dentists in setting up quality dental clinics and patients for availing the best treatment facilities.
- To empower students and enhance their career prospects TIDSHRC plans to introduce a range of skill-based and vocational courses alongside traditional academic programs such as medico legal aspects in Dental treatment, Forensic odontology, Yoga and Oral health etc.
- TIDSHRC has demonstrated its commitment to community service through its impactful work in adopting adjoining villages. This experience has inspired the institution to expand its outreach to more neighbourhood communities under the Government of India initiatives.

## **Institutional Challenge**

- Increasing number of medical colleges in the state and heightened competition among dental colleges in the vicinity pose substantial challenges in admissions at the UG level for the institution.
- The saturation in the dental field, combined with a lack of job opportunities for MDS graduates, has indeed affected student enrolment in postgraduate dental programs. This trend, compounded by the increase in the number of postgraduate seats and the allure of tier-one cities, has made it challenging for smaller institutions like Triveni Institute of Dental Sciences and Research Centre (TIDSHRC) to attract students.
- Recruiting and retaining young faculty members is challenging when the compensation and perks are perceived as inadequate compared to more lucrative opportunities outside of academia, such as setting up their own clinics.
- Creating awareness among locals regarding oral care is challenging due to a combination of factors, including limited knowledge, insufficient access to dental care, lack of government support for such initiatives, and inadequate public transport facilities in the city.
- Attracting patients to TIDSHRC amidst increasing competition from numerous dental clinics and another dental college, despite offering subsidized rates, is challenging.
- Fostering global competencies among students involves equipping them with the skills, knowledge, and experiences needed to thrive in an increasingly interconnected and diverse world. This requires huge investment in terms of upgrading to newer equipments, recruiting skilled faculty members and adapting to newer methods of teaching and learning which presents a substantial challenge, especially when

facing financial constraints due to fewer admissions.

- Securing research grants in the field of dentistry is difficult due to limited funding opportunities and competitive grant processes.
- Moving from a paper-based system to e-governance in administration will require significant investment in technology and training, presenting a challenge in the given current resource constraints.
- Continuously adapting to changing regulations and accreditation standards in education and healthcare is resource-intensive and requires ongoing diligence, posing a challenge for the institution.
- Communicating and adapting all the research policies undertaken by the Students and the Staff to the fullest is in itself a challenge.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

TIDSHRC provides a conducive environment for holistic development of the student within its affiliations to Pandit Deendayal Upadhyay Memorial Health Sciences and Ayush University of Chhattisgarh and governed by the Dental council of India(DCI).

The institution focuses on Intended Program Learning Outcomes and Intended Course Learning Outcomes as per DCI guidelines which allows the students to discover and achieve desired competencies that is required of any health care professional.

Over the last 5 years, our institution's representation at the University as members of BOS and Dean of Faculty has enabled them to suggest constructive reforms in the curriculum/evaluation process that facilitate innovation in dental education.

The Curriculum committee designs a comprehensive academic calendar at the beginning of the academic session including subject-wise distribution of theory lecture classes, pre-clinical, laboratory and clinical hours along with designated days for various scientific programs.

The Curriculum for the undergraduate and post graduate students is enriched with incorporation of cross cutting issues by offering various multidisciplinary and value-added courses under the guidance of the Head of the Institution.

Curriculum delivery is implemented after reviewing the reports of previous academic session and modifications are made following recommendations of the Curriculum committee.

The students are continuously assessed and evaluated for their cognitive, formative, summative and skill- based learning progression. The institution fosters strong professional ethical foundation by inculcating its principles into the core curriculum so that the students practice with integrity, compassion and responsibility. By integrating topics on gender sensitization into the curriculum, the institution encourages the students to uphold an inclusive and respectful learning environment.

The institution emphasizes on enhancing the learning process for students through internships, community camps, seminars, CDE programs, hands-on courses, workshops and by celebrating days of National importance.

The institution instills civic responsibility among students by conducting awareness programs related to environment and sustainability and emerging health trends.

Regular feedback from the stakeholders such as students, alumni and teachers helps in identifying the gaps and are used to continuously make necessary changes and improve the curriculum.

### **Teaching-learning and Evaluation**

The student enrolment process is done transparently by giving due consideration to equity and inclusiveness by providing reservations to all categories during the admission process in TIDSHRC. Students qualified in NEET Examination from various states of India such as Maharashtra, Orrisa, WestBengal, Jharkand etc. are admitted to BDS and MDS programs under in this Institute.

Once the students are enrolled, the Institution systematizes special programs like remedial classes for the slow learners and advanced learners by identifying them through some special identifying characteristics. The Institute maintains a prescribed student- teacher ratio (10:1) as per the guidelines and follows learner-centric teaching methodologies like experimental learning in simulation labs, integration of knowledge of Dental Sciences in clinical decision making and interdisciplinary teaching.

In this Institute, Mentoring students is one of the essential parts of teaching and learning that ensures need based appropriate guidance and training to serve all the mentees hailing from different backgrounds. For overall development of the students, equal importance is given for both the curricular and extra-curricular activities like sports, cultural activities etc.

All the faculty of TIDSHRC use ICT enabled tools for effective teaching. Triveni Learning Management System, an LMS developed by the IT department of the institution provides facility to students & faculty to access & upload lectures & have access to the database of books in the central library of this Institute. TIDSHRC has subscription to Ebscohost, a digital e-library platform to access journals.

TIDSHRC offers qualified and experienced faculty to implement the recommended academic curriculum with professionalism. All the teaching faculty of the Institute are well trained and updated for the development and delivery of e- content and courses to the students.

The institution adheres to the academic calendar for the conduct of continuous internal evaluation and ensures that it is transparent. All the examinations conducted strictly follows the regulation of the examination cell of the Institute, the regulatory body (DCI) and the affiliated University (Pandit Deendayal Upadhyay Memorial Health Sciences and Ayush University of Chhattisgarh).

Parents interact with faculty in orientation programs and are regularly updated about the student's performance.

## **Research, Innovations and Extension**

TIDSHRC promotes activities in various fields gaining name and fame in the field of dentistry . TIDSHRC boasts of qualified faculty members to teach both the undergraduate and post graduate students approved by Pandit Deendayal Upadhyay Memorial Health Sciences and Ayush University of Chhattisgarh thus guiding and mentoring students fetch their undergraduate and postgraduate degree respectively. The credibility of the staff is expressed in terms of their presence at the conferences and conducting CDE programs in various research fields along with their publications in national and international journals. The institution conducts its researches based on the ICMR guidelines by following the ethical codes through its own committee with its own standard operating procedures.

In terms of its services to the general public, TIDSHRC conducts various camps in association with various organizations and also individually to promote the oral health amongst the people in and around Bilaspur gaining appreciation from its people like the sarpanch of the villages and various heads of organizations . Both staff and students actively participate in these programmes leading to the spread of awareness of both general and oral health. TIDSHRC promotes the exchange of knowledge through its student exchange programs and encouraging upgradation of their clinical expertise by promoting their participation in other institutions having various memorandum of understanding with various institutions.



## **Infrastructure and Learning Resources**

TIDSHRC has a built up area of roughly 110745 square feet with a striking lush green campus. The institution provides state of the art architecture that supports teaching and learning opportunities to its staff and students. TIDSHRC has an academic block that consists of the main college building which is a 5 storied building (ground plus 4 floors). The institution has 9 Dental clinics, 4 Class rooms, 7 seminar rooms, a Reception area, well aerated patient waiting area, Hostels, Staff quarters, Canteen and mess facilities available. Dental clinics for undergraduate and post graduate teaching are well equipped with examination chairs, treatment chairs, and other aids as per the DCI regulations. The class rooms and seminar rooms cater to every type of teaching as preferred by the faculty, from chalk and board to Overhead projectors and power point presentation classes. The institute has an MOU with a multispeciality Railway hospital with a satellite dental clinic setup . The institute supports physical and recreational requirements of its staff and students by organizing frequent sports and cultural activities. TIDSHRC has spacious playgrounds for outdoor games and separate rooms for yoga and indoor games. The entire campus is secured through multiple CCTV cameras and is Wi-Fi enabled. The institute has an In- house transport facility available in the form of a college bus that is utilized by students for attending clinical postings at Railway hospital and also for attending dental camps. A 125 KV generator within the campus ensures uninterrupted power supply. Rainwater harvesting and Sewage treatment plants are also built within the campus as per the municipality regulations . TIDSHRC is a friendly campus for the physically disabled patients with the facilities of ramps, lift, wheel chairs and provision of separate washrooms for them. The institute is constantly upgrading its infrastructure and learning resources to meet with the ongoing advancements in dentistry.

## **Student Support and Progression**

TIDSHRC lays considerable emphasis on the involvement of students in various academic, co-curricular and extra-curricular activities. It has provided a major platform for participation in the affairs of the college through Students' Council where students are nominated on the basis of their excellence in academics, sports, co-curricular and extra-curricular activities. The Council, besides being a forum for enhanced faculty-student interactions, helps in bringing to fore the issues relating to students' welfare, their cultural, social and recreational interests. The Institution has a robust system to provide in-house student support. The college organizes personality development programs and cultural programs. Experts in the field of medicine, administration, academicians are invited to address and interact with our students. Digitalized methodology of teaching is practiced for reinforcing learning process. Comfortable hostel accommodation, gym, sports facilities, internet facility, food court, etc. help the students to have a comfortable stay in the campus. Faculty and administration are easily approachable for solving the issues of the students. The functioning of committees such as Anti-Ragging Committee, Student Grievances Redressal Cell and Anti-Sexual Harassment Committee facilitates a healthy academic environment in the campus. The practice of mentoring students has improved the faculty-student relationship. The institution supports SC/ST & Minority Students by informing and providing them various government scholarships such as Post Metric Scholarship. Career Guidance and placement programme are conducted on regular basis for actively helping the students to get suitable jobs, for pursuing

higher education, guidance for competitive exams and providing information on international studies. Students are given timely opportunities to enhance their professional competency via analytical skills and soft skills training sessions. At the outset of their internship, interested students are given special classes such as Intern Orientation, coaching for various entrance examinations. The Institution has a registered Alumni Association and the alumni maintain a strong sense of affinity towards their alma mater. The Association provides a platform to facilitate alumni-student interaction and activities, contributing towards their career counselling, placement assistance, etc.

### **Governance, Leadership and Management**

Triveni Institute of Dental Sciences Hospital & Research Centre has a vision and mission to become a comprehensive organization in dental education and develop dental professionals with the highest standards of academic knowledge, research and clinical skills, human values, and professional ethics to serve humanity.

To achieve its vision and mission, the institution has a decentralized organizational structure and operates on participatory management through various committees. The college has well-documented functioning of these committees and a perspective plan for the future.

The teaching and non-teaching staff of the college are covered under various welfare schemes like Employee Provident Fund, campus accommodation, and concessions in dental treatment, among others. Additionally, the institution encourages and supports teaching faculty members in attending national and international conferences. Professional Enrichment programs are also organized for Quality Skill Development for both teaching and non-teaching staff.

The governing body of the college has a well-defined strategy for the mobilization and utilization of funds.

The Internal Quality Assurance Cell (IQAC) has significantly contributed to the college's development. The IQAC methodology includes frequent meetings and proper follow-up on decisions made in these meetings. IQAC monitors internal quality through a comprehensive feedback mechanism for continuous improvement of the curriculum and teaching-learning process.

### **Institutional Values and Best Practices**

TIDSHRC organizes various programmes like Gender equity sensitization, national & international commemorative days and festivals, value-based education explicit concern for human values and professional ethics programmes. These programs uphold the institutional values and social responsibilities undertaken by the institution. Specific facilities are provided for women in term of safety and security, common rooms and day care centres are also provided for patients.

Institution has incorporated energy conservation devices like LED bulbs and also water conservation facilities

like rain water harvesting, sewerage treatment plant (STP), construction of tanks and bunds and borewells. Degradable and non-degradable solid and biomedical waste management facility is available. Divyangjan facilities is provided like signage boards, washrooms, ramps, lift for easy access, wheelchair facilities etc.

Information about the Code of Conduct for students, academic and administrative staff is displayed on our Institutional website. Other measures that the institution has undertaken are green campus initiatives like landscaping of trees, pedestrian friendly pathways, restricted entry of automobiles and ban on use of plastics. Efforts by the institutions to conduct initiatives for tolerance and harmony towards culture, regional, linguistic, communal socio-economic and other diversities are noteworthy.

'Best practices' of the institutions are **TRIVENI INDEX FACTOR** which promote research ecosystem in the campus and organizes learner sessions and library usage programmes to orient the faculty and students about the new developments. Students are provided with the facility to access published Research papers of the faculty that can aid in their Research work. **TRIVENI PG MOCK ENTERANCE TEST** help students to prepare well for competitive examinations and enhance the quality of learning and teaching.

'Institutional distinctiveness' as a **Comprehensive Oral Health Screening Program** includes the formation of oral health education in all the dental specialties for promoting universal acceptance of anticipatory guidance and preventive oral health care. It also helps the specialists to recognize and address barriers to access and quality care so that the better interventional programs can be taken up for the optimal utilization of dental resources for students to get exposure of various oral health diseases and it help them in their clinical and research activities.

## Dental Part

TIDSHRC is a reputed professional dental Institution offering dental education to the students in India under the aegis of Pandit Deendayal Upadhyay Memorial Health Sciences and Ayush University of Chhattisgarh and governed by the Dental Council of India (DCI).

Admission in TIDSHRC of students for the BDs program depends on the NEET percentile scores which determine the relative standing of the Institute. As soon as admission of the students to the institution, it organizes orientation programs. For the fresh students Orientation programs, white coat ceremony and workshops on various aspects are conducted on regular basis. Orientation for the interns is conducted at the end of the BDS program.

The Institution has adequate pre- clinical skill laboratories along with special equipment which ensure skill enhancement and develops clinical judgement among the students.

The Institution is strictly adhering to infection control protocols to avoid chances of cross infection between caregivers and receivers. Prophylactic immunization against communicable diseases like Hepatitis- B for students and care givers is compulsory.

Students have the opportunity to train in specialized clinics like Implant Clinic, tobacco cessation special health care needs and also exposed to diagnostic and therapeutic High-End Equipment such as Endodontic surgical microscope, Penta headed microscope and Dental LASER Unit.

The main focus of the Institution on the graduate attributes like knowledge, skills, clinical judgements and

interaction, professional development and team work to achieve desired competencies and follows objective methods like continuous internal evaluation, OSPE, OSCE, Viva Voce etc. To achieve the goal every year for the students, expenditure on dental materials which is used for clinical training is allotted.

Dental Education Unit is established for quality development of the faculty like seminars, workshops, conference etc mainly in emerging trends in Dental Education Technology since the establishment of the Institute.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	TRIVENI INSTITUTE OF DENTAL SCIENCES HOSPITAL AND RESEARCH CENTRE
Address	Vidya Sthali, Near New High Court, Raipur road, Bodri, Bilaspur
City	Bilaspur
State	Chhattisgarh
Pin	495220
Website	<a href="https://www.trivenidental.com">https://www.trivenidental.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Raja Sridhar	704-9922624	9329729790	-	trivenidental@gmail.com
IQAC / CIQA coordinator	Raja S	932-9729790	9109130860	-	triveniiqac@gmail.com

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

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	17-09-2008			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>		<b>Document</b>	
Chhattisgarh	Ayush and Health Sciences University of Chhattisgarh		<a href="#">View Document</a>	
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>		<b>View Document</b>	
2f of UGC				
12B of UGC				
<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
DCI	<a href="#">View Document</a>	14-04-2014	12	Recognition from the DCI is permanent while affiliation with the university is renewed every year

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

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Vidya Sthali, Near New High Court, Raipur road, Bodri, Bilaspur	Urban	5.34	110745

## **2.2 ACADEMIC INFORMATION**

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BDS,Ug,	60	NEET QUALIFICATION	English	100	37
PG	MDS,Pg,Periodontology	36	NEET QUALIFICATION	English	2	2
PG	MDS,Pg,Prosthodontics and Crown and Bridge	36	NEET QUALIFICATION	English	2	2
PG	MDS,Pg,Orthodontics and Dentofacial Orthopedics	36	NEET QUALIFICATION	English	3	3
PG	MDS,Pg,Oral Medicine and Radiology	36	NEET QUALIFICATION	English	2	2
PG	MDS,Pg,Conservative Dentistry and Endodontics	36	NEET QUALIFICATION	English	3	3
PG	MDS,Pg,Oral Pathology and Microbiology	36	NEET QUALIFICATION	English	3	3
PG	MDS,Pg,Paedodontics and Preventive Dentistry	36	NEET QUALIFICATION	English	3	3

### **Position Details of Faculty & Staff in the College**



<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	4				6				17			
Recruited	4	0	0	4	2	4	0	6	11	6	0	17
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				17				33			
Recruited	1	1	0	2	11	6	0	17	16	17	0	33
Yet to Recruit	0				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				0			
Recruited	0	0	0	0	0	1	0	1	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				12				0			
Recruited	0	0	0	0	1	11	0	12	0	0	0	0
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				105
Recruited	57	48	0	105
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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	10	0	0	10
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	9	9	0	19	9	0	16	17	0	79
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	2	11	0	0	0	0	13

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<b>Details of Visting/Guest Faculties</b>				
<b>Number of Visiting/Guest Faculty engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Emeritus Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	0	0	0	0
<b>Number of Adjunct Professor engaged with the college?</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
	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	6	9	0	0	15
	Female	11	11	0	0	22
	Others	0	0	0	0	0
PG	Male	1	5	0	0	6
	Female	5	7	0	0	12
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	0	0	0	1
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	0	0	0	2
	Others	0	0	0	0
OBC	Male	1	1	2	0
	Female	2	2	2	1
	Others	0	0	0	0
General	Male	17	14	25	24
	Female	34	42	38	54
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		55	59	67	82

<b>General Facilities</b>	
<b>Campus Type: Vidya Sthali, Near New High Court, Raipur road, Bodri, Bilaspur</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>No</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>92</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>0</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>No</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>No</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>

• Renewable / Alternative sources of energy	No
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	65
* Girls's hostel	1	90
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	1	52

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Interdisciplinary or interdepartmental courses are directed by all the departments at Triveni Institute of Dental Sciences Hospital &amp; Research Centre (TIDSHRC) in educating the UG and PGs of best practices and developments and techniques in practice of comprehensive patient management. Every academic year all departments conduct interdisciplinary courses with faculty and select Subject Mater Expert as the resource persons. The courses diverge from basic sciences to specific clinical subjects. The courses include minor surgical procedures, management of pain, health education and oral health, LASERs etc. The interdisciplinary meeting is conducted frequently with post graduate students once in every 3 months and special cases absorbed through multidisciplinary approach, presented and discussed with PG students and department faculty. This encourages discussions on different treatment approaches available. Clinicopathological discussions are held with different departments like Department of Oral Surgery, Oral Medicine, Conservative dentistry and Endodontics, Periodontics, Pedodontics and Department of Oral Pathology on cases which require surgical intervention. Discussions on report of specimens and treatment planning intervention at best treatment to the patient are also done. TIDSHRC plans to implement multidisciplinary programs that</p>
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	<p>integrate medical and allied disciplines such as Ayurveda and Physiotherapy with conventional medical approaches can offer a holistic treatment approach for conditions related to oral structures, including TMJ (temporomandibular joint) disorders and oral cancer. Such multidisciplinary programs may be initiated once our affiliated university (Pt.Deendayal Upadhyay Memorial Health Sciences &amp; Ayush University of Chhattisgarh) provides their approval and actively initiates such programs.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>As per National Education Policy 2020, the Academic Bank of Credits (ABC) has been envisaged to facilitate the academic mobility of students with the freedom to study across the Higher Education Institutions in the country with an appropriate "credit transfer" mechanism from one programme to another, leading to attain a Degree/ Diploma/PG-diploma, etc. Accordingly, allowing students in the field of dentistry to pursue multiple programs in oral and dental sciences, as well as allied subjects, can provide them with a versatile education and open up diverse career opportunities. For this, there needs to be a flexible curriculum structure with Core and Electives such as including core courses in dentistry while offering a wide range of elective courses in oral and dental sciences and allied subjects (e.g., Ayurveda, Physiotherapy, Public Health). Further the program needs to be designed in modular blocks, allowing students to choose modules that align with their interests and career goals. Providing students with the flexibility to choose subjects based on their interests and talents can significantly reduce dropout rates. When students have the opportunity to align their studies with their passions and career goals, they are more likely to remain engaged and committed to their programs. TIDSHRC shall plan to register under the ABC to permit its learner to avail the benefit of multiple entries and exit during the chosen program once it is approved by the regulatory authorities such as the Dental Council of India and the National Dental Council.</p>
<p>3. Skill development:</p>	<p>TIDSHRC believes in ensuring that students become skilled professionals in the field of dentistry by involving a comprehensive approach to their education and training. This includes not only technical and clinical skills but also soft skills, ethical understanding, and professional development.</p>

	<p>Students and interns are encouraged in attending subject specific conferences and convention at state and national level platforms. Also, the institution provides students to use high end equipments such as lasers, Endodontic microscope &amp; Pentahead Research microscope in order to develop their fine motor skills and be updated with the latest technological advances in dentistry and further they are academically trained for teaching skills, research work, publications and presentations. TIDSHRC emphasises skill development among students in order to be clinically oriented and well equipped to treat patients with confidence by implementing a structured and multifaceted approach.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>All undergraduates and post graduate students are admitted from across the length and breadth of the country as per NEET guidelines. Students are from multi-cultural and various linguistic backgrounds. There is complete national integration and harmony in the institution. As per the guidelines of affiliating University and DCI, the medium of instruction is English. Therefore, classes in English are held for those students having difficulty in the language. Patients from all walks of life visit the teaching hospital. Students are given training in communication and soft skills for interacting with patients from different socioeconomic and cultural strata of society. The institutional social responsibility includes conducting of dental camps, school dental health education and outreach programmes in semi urban and rural areas. Sensitisation of students on various social issues within the Indian system is done through Gender sensitization programs, “Beti bachaobeti padao” and environmental issues. Value-based courses are conducted on issues including breast cancer awareness, yoga, diet and lifestyle. In the field of research, students are encouraged to carry out studies on alternative remedies in the Indian system such as use of herbal based mouth washes, local drug delivery using herbal medicines etc that can be used for prevention and treatment of oral diseases. For holistic development, cultural programmes, festivals and other events celebrating India are held annually, e.g.; Teachers’ Day, Doctors Day, Oral hygiene day, (Indian festivals).</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Dental programme in Triveni Institute of dental</p>

	<p>sciences Hospital &amp; Research centre (TIDSHRC) emphasizes on providing students with all-inclusive knowledge and necessary skills required for everyday practice. The Institution (Name) applies outcome-based education for both the BDS as well as MDS. The programme places equal emphasis on clinical ability, research skills, and leadership capabilities. The programme outcome and course outcome are well outlined to create a diverse learning environment, where students are encouraged towards intellectual transformation. The objective is to maintain highest standards of excellence and professionalism in all aspects of patients centered practice with research being an integral part of Institution. The programme outcome and course outcome and course files are well defined and maintained in all the departments for both BDS as well as MDS programme. Programme specific learning outcomes observes a continuous improvement in all the aspects of student advancement. Course files are well maintained in all the departments. The slow vs advanced learner's mechanism is well established through the conduct of internal assessment examination and mentor-mentee system.</p>
<p>6. Distance education/online education:</p>	<p>Distance education/Online education allows students to attend classes from any location of their choice. Faculty and students have become comfortable using LMS for academic activity during the Covid period. During pandemic theory classes were conducted for UGs through various other digital platforms like Zoom, Microsoft team etc. In the web-based virtual environment, students can continue to engage with live academic lectures that were previously available in classrooms and can also store and review these lectures whenever and wherever they choose. On the other hand, the use of virtual patients helps dental students develop clinical skills such as patient interviewing, history taking, and symptom observation, which lays a foundation for their future careers. PGs presented seminars, journal clubs, case-based learning and problem-based learning through the digital platforms. Faculty and students attended and presented scientific papers through digital conferences, webinars and various workshops to enhance their knowledge and skill. These online platforms ensure that both faculty and students stay</p>

augmented.

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
331	394	455	558	579
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
74	101	121	117	110
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
54	59	67	82	106
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
92	84	85	91	93
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
92	84	85	91	93
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

**3 Institution**

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	122913299	59409654.2	63612021.5	72116950
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

Curriculum Planning: Curriculum is planned by the Curriculum Committee, headed by the Principal of TIDSHRC. Curriculum committee designs the calendar of events for the whole academic year apart from adhering to academic calendar of events prescribed by the affiliating University of Chhattisgarh and the recent guidelines laid by the DCI. This includes the subjects taught, faculty-wise distribution of the topics in each of the specialties including the duration of the theory classes to be taken. Pre clinical and clinical postings are efficiently planned for every year for UG, PG, in curriculum. At department level, staff wise allotment, individual faculty topic, faculty diary, duration of both the theoretical and clinical classes are planned at the onset of the academic year and executed. Faculty will be allotted students from first year to final years including interns. First, second and third year BDS students have to attend the basic classes in theory inclusive of medical as well as dental subjects. Third year and final year students have clinical postings every week day and preclinical and clinical demonstration is given by concerned department staff before the students actually start treating patients. Apart from this the academic flexibility is ensured by the implementation of value-added courses, interdisciplinary training, interdepartmental clinical meetings, field visits, continuing dental education programs, enrichment courses, and teaching learning programs. The university and the other regulatory holiday schedules and examination schedules for all the graduates are taken into consideration before planning and finalizing the timetables and calendar of events for each academic year. Curriculum delivery: A detailed lecture schedule and lecture notes are prepared in all subjects by the faculty of curriculum committee. Frequent departmental meetings are conducted to review effective curriculum delivery as per schedules. Faculty members implement the curriculum effectively and efficiently through electronic and digital modes of delivery through power-point presentations, chair side discussion, practical demonstrations, e-posters, workshops, seminars, field visits, conducting conferences, CDE program and interdepartmental and interdisciplinary interactions. Curriculum enrichment: The curriculum committee has frequent meetings to ensure to identify the gaps in the curriculum so that if any changes in the curriculum have been introduced by the affiliating university it can be incorporated immediately. The institute follows and monitors the academic calendar of events, syllabus copy by the affiliating university, course-wise, department-wise, individual time table, timetable for various courses, graduate course, post graduates preclinical work, seminars, case presentations, journal clubs, clinical quota for respective departments, university question papers, enrichment course, value added courses, interdisciplinary training/posting details, attendance registers. Curriculum is effective and efficiently maintained, monitored, implemented, and practiced at all the levels. Feedback system: The curriculum committee conducts periodic review on the delivery of curriculum through well designed feedback system. Active participation of the students, teachers, alumni and other stakeholders through their unbiased feedback enables the committee to revisit the teaching pattern and analyze the curriculum so that areas requiring improvement can be made by initiating necessary actions on a regular and continuing basis.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

### 1.1.2

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

**Response:** 0.89

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	0	1	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 100

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

**Response:** 130



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

Response: 130

File Description	Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 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: 83.63

## 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

2023-24	2022-23	2021-22	2020-21	2019-20
279	394	455	428	331

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

## 1.3.1

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

**Response:**

The Institution (TIDSHRC) 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 council’s values, professional ethics, gender equality and environment and sustainability. The committee has regular meetings, where the various topics of interest is discussed, calendar of events planned, feasibility of the program is analyzed and implemented and monitored subsequently. Professional ethics, subjects on environmental studies and social values have been introduced in the curriculum to create awareness on environmental issues and build moral and ethical values among student community. Curriculum Enrichment Professional ethics in curriculum- there are various awareness created by introducing the subjects on environmental studies, social values and professional ethics in order to build a moral and ethical values among all the students of the institution including staff members. The introduction of this concept is very important in efficiently improving the value system that he /she holds and knows exactly and efficiently to implement the same. Value education enables to understand our need and visualize our goals correctly and helps to remove our confusion and contradictions and bring harmony at all levels. Human values- TIDSHRC has constituted the anti-ragging committee to deal with the various issues related to ragging amongst the students. At the starting of the course during each academic year the anti-ragging committee effectively monitors the students who have freshly joined and interact with them and their parents. The extension activities like yoga activities. medical camps, blood donation camps, and community rural camps which includes, lectures, tooth brushing demonstration, oral hygiene instructions, distribution of oral education pamphlets, in nearby villages and satellite centers are conducted by our college. Gender participation and women empowerment are strongly encouraged in our institution and the female staff and students participate in various activities, including all the academics, cultural, environmental, and sports activities. Awareness regarding the various laws concerning females like SHE (sexual harassment elimination), education and awareness on AIDS, celebration of womanhood by celebrating international women’s day, health care awareness and in the curriculum and have been effectively monitored throughout the academic year. Environment and sustainability: The college has implemented and executed various activities pertaining to environmental activities. The awareness and the knowledge regarding GO GREEN initiatives like tree plantation, including addressing the issues like global warming, water harvesting, alternative source of energy, solar lamps, bio medical waste management, waste segregation, importance of world source of solar energy, world environment day is widely celebrated every year and more awareness regarding all these topics is created by conducting guest lectures and power point presentations. There are exclusive committees at individual programs and institution plans the calendar of events well ahead of every year. Gender participation and women empowerment Human values Environment and sustainability Curriculum Enrichment /Professional ethics in curriculum.

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**1.3.2**

**Number of value-added courses offered during the last five years that impart transferable and life skills.****Response:** 6

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

Response: 6

<b>File Description</b>	<b>Document</b>
List of-value added courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document related to value-added course/s	<a href="#">View Document</a>

**1.3.3****Average percentage of students enrolled in the value-added courses during the last five years****Response:** 35.56

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

2023-24	2022-23	2021-22	2020-21	2019-20
258	0	389	0	83

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>

**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:** 100

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

Response: 331	
File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Community posting certificate should be duly certified by the Head of the institution	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 1.4 Feedback System

<p><b>1.4.1</b></p> <p><b>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</b></p> <ol style="list-style-type: none"> <li><b>1. Students</b></li> <li><b>2. Teachers</b></li> <li><b>3. Employers</b></li> <li><b>4. Alumni</b></li> <li><b>5. Professionals</b></li> </ol> <p><b>Response:</b> C. Any 3 of the above</p>	
File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>

## 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: 5.88**

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	3	4	4	5

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

2023-24	2022-23	2021-22	2020-21	2019-20
68	68	68	68	68

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>

#### 2.1.2

**Average percentage of seats filled in for the various programmes as against the approved intake****Response:** 62.37

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:

2023-24	2022-23	2021-22	2020-21	2019-20
54	59	67	82	106

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

2023-24	2022-23	2021-22	2020-21	2019-20
118	118	118	118	118

**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:** 67.02

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

2023-24	2022-23	2021-22	2020-21	2019-20
32	41	45	53	79

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View Document</a>
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	<a href="#">View Document</a>
Any other information	<a href="#">View Document</a>

### 2.2.2



**Student - Full- time teacher ratio (data of preceding academic year)****Response:** 3.6

<b>File Description</b>	<b>Document</b>
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

**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:**

TIDSHRC focuses on academic excellence achievement and gives equivalent attention to extra-curricular events. Numerous annual fests and entertainment events are organized year after year to provide a perfect balance for all the students to club their work with pleasure and to provide a perfect platform for exhibition of budding and hidden talents. Cultural committee exist to promote cultural activities. Core team members decide the events to be launched every year after a meeting with the Principal. All activities are organized in a manner to not disturb normal academic functioning of the students. Facilities are established in the campus in functioning of extracurricular activities. A well-equipped and ventilated auditorium is situated in the campus. An audible, distinct and resounding music and sound system has been provided for use of students when required. Selection and audition of events are done by a team of talented staff prior to the College Day fest.

The TIDSHRC fest, farewell programme, sports and cultural programmes take place every year such as SOUL, OMICRON, PANKH, SAYONARA etc. These are all hosted in campus to reveal the secularistic principles of the Management. Apart from cultural talents students are sensitised on social issues . Various important days are celebrated to bring about awareness among young minds such as world cancer day, diabetes day etc Significant days like Independence Day, Republic Day etc are celebrated to instil national spirit among the students. Special days like Ganesh puja , Saraswati puja etc are also celebrated to build strong cultural belief . TIDSHRC has instituted various committees like student council, women empowerment etc for efficient and smooth management. TIDSHRC strongly encourage talents for holistic development.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>

## 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:**

#### **EXPERIENTIAL LEARNING**

TIDSHRC emphasis on development of required skills, adequate knowledge and appropriate attitude to practice dentistry. The mission, the curriculum, incorporates excellence in knowledge skills and services. The core competencies practiced are development of skills of relevance knowledge at par with global standards. These programmes are charted out for both the UG as well as PG course in all the Departments.

#### **INTEGRATED/INTERDISCIPLINARY LEARNING**

Students of TIDSHRC are posted in all the 9 departments as part of their curriculum. Comprehensive value-added Interdisciplinary programmes are conducted by each department. The students learn the basic life support course which helps them manage basic medical emergencies in the Dental practice. These programmes are in addition to the existing curriculum advocated by the Dental Council of India and affiliating University.

#### **PARTICIPATORY LEARNING**

Learner centric teaching methods like didactic lectures, chair side teaching, observing, assisting, and independently performing the skills, seminars, problem-based learning, student's projects, journal clubs and other co-curricular activities are conducted. Slow and Advanced Learners are identified based on their performance in the above-mentioned programmes. Advanced learners are given Quiz in various subjects and encouraged to participate in Continuing Dental Education Program. Students attend national and international conference where they get opportunity to present papers or posters.

## PROBLEM SOLVING METHODOLOGIES

Core problem areas are identified based on the feedback taken from students. Special programmes in the form of Problem Based Learning are constituted.

## SELF DIRECTED LEARNING

Self-directed active learning system is provided by broadband internet, question bank in all subject and lectures by power point. Question and answer sessions at the end of every chapter in all subjects motivates students towards self-directed learning. Professional personality development lectures are conducted for life skills, knowledge management and individual learning are done through self - directed learning facilities provided at the institution. Lifelong learning is provided in continuing dental education, professional society activities.

## PATIENT CENTRIC AND EVIDENCE BASED LEARNING

All the departments practice evidence-based dentistry. This helps in creating a strong foundation for patient care. The quality and standards of patient care increases. All the nine departments have clearly drafted patient care standard documents and are available at the respective departments.

## PROJECT BASED LEARNING

Students participate in clinical projects, undertake surveys among patients and communities about various aspects pertaining to dentistry to understand awareness, current trends and recent advances. This gives students understanding the need and arriving at appropriate treatment strategies suitable to benefit the communities.

## ROLE PLAY

Role Plays are conducted as part of the extension activities to create awareness among patients and general public about importance and maintenance of oral hygiene, various treatment options offered, AIDS and Hepatitis awareness, Tobacco cessation programmes etc. Role Plays send across a very strong message and have greater impact in creating awareness among public. It creates a positive attitude towards dental treatment.

File Description	Document
Link for learning environment facilities with geotagging	<a href="#">View Document</a>

### 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:** C. Any two of the above

<b>File Description</b>	<b>Document</b>
Report on training programmes in Clinical skill lab/simulator Centre	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photos of the Clinical Skills Laboratory	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

The DCI and affiliating university (Ayush University of Health Sciences) provided regulations for specific programs. These regulations don't exercise any restrictions for Institutions to exceed in providing the learning experiences. Few creative learning experiences provided are implant dentistry and aesthetic dentistry. ICT integration of teaching, learning process like computers, audio visual multimedia, power point, video CD, video conferencing, internet and other information/materials are put to use for enriching the learning experiences. All the departments have their own computer system.

ICT enabled flexible teaching system. The timings of the central library are from 9.00 am to 8.00 pm. The library has general facilities like display board etc. and also a computer lab. TIDSHRC library has e-journals published in Scopus, Web of Science and PubMed. TIDSHRC inspires faculty and students to

document and publish original research work and special cases. All class rooms are equipped with LCD projectors and microphone. Online educational videos are played in the class rooms for effective teaching and learning. ICT helps in improving the quality of education and achieve best standards. This is an era where ICT’s play an integral role in everyday life. Hence TIDSHRC provides ICT enabled programmes to make students future ready in the field of dentistry.

‘Triveni Learning Management System’, an LMS developed inhouse by the IT team of Triveni Institute of Dental Sciences, Hospital & Research Centre serves multiple functions aimed at enhancing operational efficiency and accessibility within the institution that focuses on the following:

1. OPD Records Management
2. Library Management
3. Attendance Tracking
4. Lecture Management

In summary, the LMS developed by Triveni Institute of Dental Sciences, Hospital & Research Centre is a comprehensive solution designed to integrate and optimize various administrative and academic processes, ultimately enhancing the overall operational effectiveness of the institution.

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

**2.3.4****Student :Mentor Ratio (preceding academic year)****Response:** 10.34**2.3.4.1 Total number of mentors in the preceding academic year**

Response: 32

<b>File Description</b>	<b>Document</b>
Log Book of mentor	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	<a href="#">View Document</a>
Link for any other information	<a href="#">View Document</a>

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

Faculty of TIDSHRC are well conversant in use of computers, internet, audio visual aids and related skills. Continuous performance assessment is in practice in all subjects both UG and PG through log book. Student projects and research projects at PG are initiated in all departments. Enrichment courses, teaching beyond syllabus are practiced in all departments. Students carry out student's project, are imparted differential diagnosis of various pathologies, treatment options. Awareness is created among students about various aspects of speciality practice, knowledge of prevention of diseases and referral of patients to different specialities or higher centres for treatment.

In addition to classroom, learning in TIDSHRC is planned through the academic calendar, clinical postings performing specialty wise procedures, pre-clinical laboratory training, practical students projects, seminars, interactive learning, continuing dental education, integrated teaching, self-directed learning through use of library, journals, internet, community interactions, participation in conferences and through co-curricular activities.

**Analytical Skills.**

Professional personality development lectures are conducted for teaching Analytical skills. Knowledge management and individual learning are done through self - directed learning facilities provided at

TIDSHRC. Lifelong learning is provided in continuing dental education, professional society activities.

Students are posted for 30 days in every department and have rotation postings in various specialities in Dental Hospital, like Oral Medicine & Radiology, Oral And Maxillofacial Surgery, Oral Pathology , Prosthodontics, Periodontics, Public Health dentistry, Conservative dentistry, Pedodontics and Orthodontics. By the end of their rotation postings they are well versed with diagnosis, treatment planning and execution of treatment. Students are given basic training in General medicine and General Surgery at Railway hospital through clinical postings in 3rd year. Speciality wise procedures involve observation of the procedures, assisting faculty and senior post graduates in performing dental procedures. Students are given projects in various subjects which include making charts, photo album of clinical work performed, making power point presentations and writing a synopsis of work done. Students are encouraged to take up short clinical studies involving patient questionnaire or small procedures to be carried out on patients and tabulating the results of their study. Preclinical laboratory uses mannequin models and simulators which helps in students developing the precision required in learning the art and science of various aspects of dentistry. Continuing dental education programmes focus on topic beyond syllabus. By attending these programmes students of TIDSHRC become future ready to manage the challenges in the speciality.

File Description	Document
Link for appropriate documentary evidence	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 13.1

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.

2023-24	2022-23	2021-22	2020-21	2019-20
14	13	12	11	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>

**2.4.3**

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

**Response:** 6.84

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

Response: 629.48

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated Experience certificate duly certified by the Head of the insitution	<a href="#">View Document</a>

**2.4.4**

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

**Response:** 23.23

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



2023-24	2022-23	2021-22	2020-21	2019-20
36	31	21	14	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.5

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

**Response:** 4.91

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	6	1	1	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-Copies of award letters (scanned or soft copy) for achievements	<a href="#">View Document</a>

## 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:**

Assessment of performance is an integral part of teaching and learning process. As a part of comprehensive academic approach, TIDSHRC implements Continuous Internal Evaluation (CIE) System to assess all aspects of a student's development on a continuous basis throughout the academic year. The theory scheme of examination involves 70 marks for theory paper written examination for three hours, 20 marks for Viva-voce and 10 marks for Internal assessment. The Practical/Clinical examination scheme for 100 marks involves 90 marks for clinical/practical examination and 10 marks are for practical Internal Assessment. The scheme of marks for both theory and clinical for all BDS students are as per the regulations of the Dental Council of India and affiliating University.

Internal Assessments are conducted for 70 marks for theory and end-posting exam is conducted for each batch for Practical/ clinicals. There shall be three Internal Assessments conducted in every subject and the average marks scored in all the three assessments are calculated.

The Clinical /Practical examination is designed to test the clinical acumen, behaviour, Diagnostic abilities & Viva voce is designed to test the verbal expression and answering capacities of the students. At the end of clinical posting of each department speciality understanding and evaluation of all the cases/patients treated by each student is undertaken and documented. Every department has got an exhaustive question bank and cover every aspect of each subject. Clinical training and evaluation are conducted on daily / weekly basis. Patient care, clinical etiquette and management skills are assessed on regular basis.

The university examination for postgraduate students shall consist of theory, practical and clinical examination and viva-voce and Pedagogy. Theory examination will be of total 400 marks. (1) Part I University Examination (100 marks):- There shall be 10 questions of 10 marks each (Total 100 marks) (2) Part II (3 papers of 100 marks):- (i) Paper-I: 2 long essay questions of 25 marks each and 5 short essays of 10 marks each. (Total of 100 marks) (ii) Paper-II: 2 long essay questions of 25 marks each and 5 short essays of 10 marks each. (Total of 100 marks) (iii) Paper III: 2 out of 3 essay questions (50 x 2 = 100 marks). The candidates shall have to secure a minimum of 50% in the Basic Sciences and shall have to pass the Part-I examination at least six months prior to the final (Part-II) examination.

Clinical/practical examination is designed to test the clinical skill, performance and competence of the candidate in skills such as communication, clinical examination, medical/dental procedures or prescription, exercise prescription, latest techniques, evaluation and interpretation of results. Practical and Clinical Examination with Viva-voce, Pedagogy and thesis presentation are conducted for a total of 300 marks for 2 days. Every candidate appearing for the post-graduate degree examination shall at least six months prior to the examinations, submit with his/her form for examination, four typewritten copies of the dissertation undertaken by the candidate, prepared under the direction and guidance of his/her guide.

File Description	Document
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for academic calendar	<a href="#">View Document</a>

### 2.5.2

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

##### **Response:**

The evaluation reforms of Affiliating University are followed in the best of the spirit. The students are benefited by showing them the evaluated performance in the answer sheets. Uncertainty if any about evaluation is made clear to the students. Records are preserved, answer sheets, award lists etc. & necessary records are maintained. TIDSHRC follows the improved examination system.

##### **Grievances redressal Mechanism.**

The marks of the Internal Assessment component are displayed on TIDSHRC Exam notice board and answer sheets are shown to students.

The marks submitted to the University are cross verified by respective faculty & HOD. Solving grievances of students if any is by TIDSHRC Examination Grievances redressal committee. At the end of each internal assessment exam, The Academic Dean and Principal verifies the internal marks for all the students.

Procedure for submission of application for Re-evaluation/ Retotalling of assessed Answer book(s):

- The Application form filled in and signed by the examinee only.
- The candidate shall submit their application form online along with the requisite fees, within ten days to Affiliating University.

##### **Continuous Internal Evaluation**

Internal assessment in TIDSHRC Dental is transparent every student has an awareness about the standard internal evaluation process of the theory & practical subjects. TIDSHRC follows the regulations of Affiliating University. Marks for the Practical's performed are displayed in the department notice boards within a week time of commencement of the practical sessions. Marks obtained in all the 3 Internal Assessment are averaged and considered out of 10. (10 internal assessment marks for theory and 10 internal assessment marks for practical). Slow learners are permitted to improvise their marks by repeating the Practical's if they have scored low. Heads of the departments are fully empowered to suggest the re-assessment of the total marks by the approval of department committee. All such modifications will be displayed in the department notice boards for student reference. TIDSHRC prepares an Academic Calendar in line with university calendar prior to the commencement of the academic year in consultation with the Heads of the Departments. Then TIDSHRC organizes orientation programs to the students to make them acquainted with the rules and regulations of the affiliating

university, examinations, evaluation process, extra – curricular activities etc. Similarly every department organizes a UG & PG orientation program in the first week of the course beginning. Principal/Head of the departments communicates about the department subjects of the year to the students, and other institutional members in the annual Orientation Programs.

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

### 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:**

##### **Examination Reforms:**

The necessary regulations of Ayush University Of Chhattisgarh, examination related guidelines are followed. The performance of a student in each year shall be evaluated subject wise with a maximum of 70 marks for theory and 90 marks for practical/clinical. The theory examination involves 70 marks for theory paper written examination for three hours, 20 marks for Viva-voce and 10 marks for Internal assessment. End-posting exam is conducted for each batch for Practical/ clinicals. There shall be three Internal Assessments conducted in every subject per year and the average marks scored in all the three assessments are calculated to a maximum of 10 marks.

The theory and practical internal assessment marks of students are written by the respective department staff (Internal examiner) on the Evaluation sheets provided by the University, sealed in envelopes and submitted to the university as a Confidential document along with the practical marks for the subject.

The university examination for postgraduate students shall consist of theory, practical and clinical examination and viva-voce and Pedagogy. University Theory examination is divided as

(1) MDS Part I (100 marks): There shall be 10 questions of 10 marks each

(2) MDS Part II (3 papers of 100 marks):

(i) Paper-I: 2 long essay questions of 25 marks each and 5 short essays of 10 marks each.

(ii) Paper-II: 2 long essay questions of 25 marks each and 5 short essays of 10 marks each.

(iii) Paper III: 2 out of 3 essay questions (50 x 2 = 100 marks).

The candidates shall have to secure a minimum of 50% to pass the Part-I examination held at the end of 1st year after which he/she is eligible to write the final (Part-II) examination in the 3rd year.

Practical and Clinical Examination with Viva-voce, Pedagogy and thesis presentation are conducted for a total of 300 marks for 2 days.

**Continuous Internal Assessment System:**

The examination calendar is prepared with the intention to establish a continuous evaluation system. Internal assessment in TIDSHRC is translucent that every student has knowledge about the standard internal evaluation process of the theory & practical subjects. Marks obtained in all the Internal Assessment averaged considered 10% of total marks for the Internal Exam.

Competency –based assessment: Every student is assessed for his clinical competency by allotting different clinical cases and for handling the problems and their ability to communicate and document the treatment plan.

Workplace-based assessment: Every student is assigned a subject wise Pre -clinical / Clinical work and assessed based on the completion of the work to the satisfaction of the Teachers.

Self-assessment: Students are encouraged to conduct self-assessment of the work and scope for improvements are discussed in the Viva-Voce examination.

OSCE / OSPE Every clinical department undertakes objective structured clinical examination. The departments prepare the clinical situations / simulations mimicking the reality based routine clinical problems to assess the students understanding and ability to handle different situations OSCE/ OSPE are routinely conducted as a part of continuous assessment.

File Description	Document
Link for Information on examination reforms	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Re-test and Answer sheets	<a href="#">View Document</a>
Policy document of the options claimed by the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Policy document of midcourse improvement of performance of students	<a href="#">View Document</a>
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

Programme outcomes for both UG and PG are identified and stated separately for all specialties at PG and at UG. Programme specific outcomes and course outcomes for all programs offered at TIDSH&RC, are stated and displayed on website and communicated to teachers and students. Dental education unit focuses on outcomes, competencies and learner centeredness in education. It involves the ongoing assessment to benefit faculty find competency of the learner, need for further interventions and better learning. The key approach is direct observation. While learning objectives can be straightforward and measurable, competencies are often complex and made up of more than one domain. There is a high context specificity of tasks in clinical area. Each competency has to be assessed. In this regard, Internal assessment provides the best opportunity to assess and provide feedback about competencies. It relates to different ways in which learners participate in learning process including assignments, preparation for

seminar, clinical case presentation, preparation of clinical case for discussion, clinical case study/problem solving exercise, participation in project for health care in the community, proficiency in carrying out a practical or a skill in small research project, a written test etc. Regular periodic examination is conducted throughout the course. There are three internal assessment examinations and no less than two examinations in each preclinical/clinical subject in a professional year. At end of posting clinical assessment is conducted for each clinical posting in each professional year.

University examinations are designed with a view to ascertain whether the candidate has acquired the necessary knowledge, minimal level of skills, ethical and professional values with clear concepts of the fundamentals which are necessary for him/her to function effectively. Nature of questions include different types such as structured essays (Long Answer Questions – LAQ), Short Answers Questions (SAQ) and objective type questions. Practical/ Clinical examinations are conducted in various departments. The objective is to assess proficiency and skills to conduct experiments, interpret data and form logical conclusion. Clinical cases kept in the examination are common conditions that the learner may encounter as a dentist of first contact in the community with special cases for better understanding. There is one main examination in an academic year and a supplementary is held not later than 90 days after the declaration of the results of the main examination.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>

## 2.6.2

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

**Response:** 92.03

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

2023-24	2022-23	2021-22	2020-21	2019-20
74	91	98	102	101

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

2023-24	2022-23	2021-22	2020-21	2019-20
74	100	110	105	109

File Description	Document
Trend analysis for the last five years in graphical form	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years	<a href="#">View Document</a>

### 2.6.3

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

**Response:**

ORIENTATION FOR FRESH STUDENTS is conducted every year on the first day of the academic session. Principal and HODs welcome and address the students and brief them about the course and curriculum. Anti-ragging committee in charge briefs the students on the measures taken to by TIDSHRC in fashioning ragging free campus. The contact numbers of Principal and Wardens are shared. Students are taken on a tour of the campus to orient them to the classrooms, library, preclinical labs and clinical departments, hostel, mess and canteen.

INDUCTION IN CLINICS is conducted when the students enter III BDS. They are briefed about the protocols to be followed in clinics, viz. dress code, interaction with patients, record maintenance, work done log book etc.

WORKSHOPS ON PATIENT CARE are conducted on various aspects. Students develop communication skills with patient interaction with the help of case history questionnaires specific to each speciality. Sterilisation, disinfection and asepsis protocols are emphasized through infection control



programmes. Workshop on behavioural sciences helps students to show empathy towards patients. Students are made aware of the importance of biomedical waste management, waste segregation at source and waste disposal, including handling and disposal of sharps.

INTERNSHIP ORIENTATION is conducted at the beginning of one-year full time rotatory internship. The duties and responsibilities of interns are emphasized. Interns are posted in all the departments as per the guidelines of the Dental Council of India. They also have postings satellite clinics, rural visits and attending many dental check up and treatment camps. Mock exams for NEET PG is conducted every year.

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

#### 2.6.4

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

##### Response:

TIDSHRC has implemented several supportive programs and initiatives to ensure the holistic development and academic success of its students. Parent Teachers interaction happens through the academic session as and when the need arises through the following initiatives:

Special Classes for English Language& Remedial Classes for Slow Learners: Parents are informed by the respective teachers regarding special classes being conducted for students who need additional help in English language skills. Helps improve students' English proficiency, which is crucial for academic success and professional communication in dentistry. Also slow learners are provided with targeted remedial classes to catch up with their peers. Parents of day scholars are intimated to send their children for such remedial classes especially for students of I year. This supports these students in achieving better academic outcomes through personalized attention and instruction.

Mentor Mentee Program: Facilitates personal and academic growth by pairing students with mentors. Provides a supportive environment for introverted students to build confidence and interpersonal skills.Helps students develop their personalities and fosters a nurturing learning environment. Students who face any problems related to academics discuss the same with their mentors and if needed, mentors interact with parents of the respective mentees and find a suitable solution.

Orientation program for I year students: Students of I BDS are given an orientation about the Dental profession, subjects and college after the admission process. Parents are oriented about the protocol followed in the institution regarding teaching and learning facilities.

Feedback and Complaints: Students facing issues in hostels interact with the wardens. Wardens notifies

the college administrative authorities regarding the same to find an amicable solution. Wardens also interact with parents to provide feedback of their ward. Further, parents also interact with the wardens to discuss about issues faced by their ward or for seeking permission for their ward to go on leave.

- **Benefits:** Enhances students' ability to work effectively in teams, preparing them for future professional environments.
- **Objective:** Informs parents of students who need additional support based on assessments.
- **Collaboration:** Facilitates discussion between parents and faculty to improve student performance.
- **Support:** Aims to create a partnership between home and school for the benefit of the student's academic progress.

### Overall Impact

These initiatives collectively contribute to the institute's goal of nurturing well-rounded dental professionals by addressing academic challenges, enhancing communication skills, fostering teamwork, and providing personalized support where needed. By focusing on both academic and personal development, the institute ensures that each student has the opportunity to thrive and succeed during their educational journey.

File Description	Document
Link for follow up reports on the action taken and outcome analysis.	<a href="#">View Document</a>
Link for proceedings of parent –teachers meetings held during the last 5 years	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 2.99

## 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:** 14.16

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

2023-24	2022-23	2021-22	2020-21	2019-20
13	14	13	12	11

#### File Description

#### Document

List of full time teacher during the last five years

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Link for Additional Information

[View Document](#)

#### 3.1.2

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

**Response:** 8.38

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	11	7	4	11

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Fellowship award letter / grant letter from the funding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.1.3

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

**Response:** 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 3.2 Innovation Ecosystem

### 3.2.1

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

**Response:**

Incubation centre of TIDSHRC believes in quality dental education from the time of inception of the student to the completion of the enrolled course, thus provides a nurturing environment for research and innovation through its infrastructure to all the undergraduate and postgraduate students to produce excellent clinicians to the society. the demands and legal implications of the dental practitioners are very dynamic. So it becomes very crucial for all practioners to equip themselves for the challenge. TIDSHRC assists and guides its students to be competent to handle all types of circumstances and patients in th clinical practice. The institute has various sections with phantom heads and mannequins along with implantology section simulating intra oral clinical scenarios where the students put their knowledge into

practise before practising on the patients . Once they are confident they are slowly guided to practise on the actual patients.

The undergraduate students have been encouraged to take a transfer to various other institutions like with S.C.B.Dental College & Hospital, Cuttack and K.M. Shah Dental College & Hospital, Vadodara etc., making them exposed to different approaches in various clinical section. The postgraduate students are also posted in various diagnosis and treatment centre along with super specialized dental clinic to increase their knowledge and exposure towards present day practicing modalities.

In terms of innovation and patents made, the institute has few of them in the Department of Oral Pathology, Department of Prosthodontics, Department of Periodontics and Department of Conservative.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for details of the facilities and innovations made	<a href="#">View Document</a>

### 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: 6**

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

2023-24	2022-23	2021-22	2020-21	2019-20
1	1	2	1	1

File Description	Document
Report of the workshops/seminars with photos	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed forma	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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:** 1.05

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: 66

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

last five years.

Response: 63

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

### 3.3.3

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

Response: 0.76

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 3.3.4

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

Response: 0.02

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:** 63

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.

2023-24	2022-23	2021-22	2020-21	2019-20
30	14	8	7	4

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

**3.4.2**

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

**Response:** 26.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
164	158	89	33	89



File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:**

TIDSHRC conducts screening programs and health education campaigns to promote the oral and general health of its neighbourhood individuals. Several screening camps are diligently conducted with sophisticated equipments and mobile dental van. Various organizations and bodies have appreciated its efforts in the form of providing momentos and certificates and appreciation letters. Some of them being from the institutions catering to the specially abled people like the deaf and dumb school in Tifra and Sarkanda, the Kalyan kunjh old age home in Bilaspur. These people are screened in their campuses and the ones requiring treatment are referred to the institution and provided the necessary treatment on priority basis by our staffs and interns.

We also conduct regular screening camps at the various adopted Villages (Sewar and Parsada) and institutions with a memorandum of understanding like Kalyankunjh old age home, Birla Open Mind International School, again referring the patients for which they are given treatment accordingly.

Some of the neighborhood villages where screening camps were conducted and appreciated by their Sarpanchs are Chautana, Bodri, Amsena, Chichirda, Bartori, Baloda Bazaar, Limtari, Bilha, Takhatpur etc .

Anil Tah foundation conducts extensive screening programs every year in collaboration with various other dental and medical fraternities where TIDSHRC is an active participant .Central Jail Bilaspur to conducts regular screening camps through TIDSHRC to avail its inmates the benefit of oral health.

File Description	Document
Link for e-copies of the award letters	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>

#### 3.4.4

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

#### Response:

The Department of Public Health Dentistry of TIDSHRC has adopted Public Private Partnership model to encourage and support various humanitarian and ecological services that reflect the immense commitment towards social responsibility domain. Our college has voluntarily taken up the 'Beti Bachao, Beti padhao program', an initiative of the Government of India to create awareness and improve the efficiency of welfare services extended for girls by instilling 'women empowerment' in the villages which has a tie-up with us. We take our students to the nearby villages, making house to house visits and spreading awareness regarding the personal hygiene and oral hygiene. We try to implicate the knowledge of importance of girls' education and in turn, its relation in improving the diet and nutritional practices of every household.

We also conduct 'keep surroundings clean' programme, wherein we personally indulge in sweeping the premises of village houses to demonstrate the importance of cleanliness and its relation to health, adding weightage to the 'Swachh Bharat Mission'. TIDSHRC volunteer's participation in Swachh Bharat Abhiyan, a mass movement on cleanliness awareness drive in neighbouring villages and contributes to cleaning up streets, roads and other infrastructure in the village. We also conduct mass health education and home to home campaigning on eliminating open defecation.

Every year, we practise 'sapling plantation programme' to observe the World Environment Day on the 5th of June. The college also observes 'World Earth Day' on April 22nd, by creating awareness about the importance of protecting our planet and taking workable action like switching off the various appliances when not in use, education programs on pollution control and recycling methods.

We also conduct regular screening program for oral diseases in the local population, door-to-door health awareness program in villages, where the residents are educated about the importance of environmental sanitation and cleanliness, prevention of vector borne diseases, importance of personal hygiene, especially among the children. Awareness regarding menstrual hygiene, feeding practices, weaning, oral health among pregnant women and new mothers, ill effects of smoking etc, is provided to the residents.

TIDSHRC also conducts regular oral screening programmes amongst the rural population and the under privileged schools. We also conduct frequent screening camps for the specially abled students who

cannot afford to visit private practices.

We also constantly counsel the tobacco addicts about the importance of quitting the habit and in turn, enjoy a balanced socioeconomic lifestyle. The students of TIDSHRC imbibe these qualities involuntarily which has a great impact in making them “socially responsible individuals/citizens.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>

### 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:** 5.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
17	4	3	0	2

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Documentary evidence/agreement in support of collaboration	<a href="#">View Document</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

#### 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: 7**

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: 7

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 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:**

TIDSHRC has 9 Dental clinics, 4 Class rooms, 7 seminar rooms, a Radiology room and a Patient waiting area with adequate space provided.

TIDSHRC facilitates training in all the 9 branches of Dental Sciences. All departments have well-furnished separate chambers for the HODs and professors and one staff room for teaching faculty, conducive for regular interaction with the students who come for counselling, guidance and clarifications. Apart from the central library, each department also has a utility-based departmental library.

**Classrooms:** TIDSHRC has 4 class rooms. These class rooms cater to every type of teaching as preferred by the faculty, from chalk and board to Overhead projector and power point presentation classes. Audio visual facilities are made available.

**Facilities for clinical learning:** Dental clinics for undergraduate and post graduate teaching are well equipped with examination chairs, treatment chairs, as per DCI regulations. There are sterilization rooms, seminar rooms, department libraries, Museum, minor OT etc. This state-of-the-art teaching aids supporting, Teaching learning, research and patient care.

**Learning in the community:** Community outreach programmes are conducted by Department of Public Health Dentistry. Camps are organized routinely by the department to create awareness in the public about oral health.

**Well-equipped laboratories:** The departments are provided with well- equipped laboratories which facilitate UG and PG teaching learning under the guidance of qualified staff.

**Specialty clinics:** Except for Oral and Maxillofacial Surgery and Public Health Dentistry, all departments provide post graduate dental clinics.

**Skill labs:** Ceramic labs, phantom head labs, orthodontics dry and wet labs, histopathology lab, Immunohistochemical lab, Research lab are available in TIDSHRC for the students to learn, practice and develop their skills to conduct research work.

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

#### 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:**

TIDSHRC has infrastructural facilities to carry out indoor as well as outdoor games. TIDSHRC provides plentiful opportunities to the students to participate in various indoor and outdoor sports activities. TIDSHRC has a practice of organizing/participating in Inter-departmental and Inter-Collegiate tournaments. TIDSHRC emphasizes on physical activities and encourages faculty and students to participate in cultural activities to provide fitness and mental relaxation to them.

Indoor games: Recreation room is available for indoor games like – Chess, Carrom, Table Tennis.

Outdoor games: Spacious ground is available for outdoor games such as Cricket, Throw ball, Football, Volleyball, Badminton and basketball.

Campus has common rooms for boys and girls. These rooms are facilitated with indoor games such as table tennis, carrom, etc.

**Extracurricular Activities:** Every year TIDSHRC organizes an annual fest week during which various cultural activities are performed by students to explore and nourish their talent.

Intra-college sports tournament is conducted annually which is organized by a dedicated Sports committee.

Yoga room is available within TIDSHRC campus which can be utilized by the faculty and students as per their convenience.

Various festivals like Ganesh puja, Saraswati puja , annual day, republic day, independence day, International women’s day , teachers day etc are celebrated with great enthusiasm.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for list of available sports and cultural facilities	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>

### 4.1.3

#### Availability and adequacy of general campus facilities and overall ambience

##### Response:

TIDSHRC has a built up area of 110745 square feet. 9 Dental clinics, 4 Class rooms, 7 seminar rooms, Reception, Radiology, Patient waiting area, Rest rooms, Hostels, Staff quarters, Canteen etc. with adequate space have been provided.

TIDSHRC's building is surrounded by greenery consisting of flowering plants. Dental clinics for undergraduate and post graduate teaching are well equipped with examination chairs, treatment chairs, as per DCI regulations. There are sterilization rooms, seminar rooms, department libraries, Museum, minor OT etc. State-of-the-art teaching aids are available that support teaching learning, research and patient care

##### Other physical facilities include:

Hostels: Hostels for boys and girls with TV and indoor games facilities alongwith a dining mess is available.

Staff Room: Each and every department is provided with a staff room for utilisation by teaching staff.

Day care center: is provided for staff children at Department of Pedodontics.

Common Rooms: Separate common rooms are available for male and female students.

Locker rooms for students are available to safely keep the instruments and books .

Health Centre: All teaching and non-teaching staff and their dependents are eligible for concession in the treatment rates for dental treatments within TIDSHRC..

Vehicle Parking: Ample space has been provided in an organized manner for parking two and four wheelers of staff and students. Patients' vehicle parking is also provided separately.

Canteen: Spacious hygienic and well-maintained canteen with adequate seating capacity is available inside the campus.

Wi Fi is available in the campus.

Transport: TIDSHRC has a college bus that is used for transportation of students to attached Railway hospital for attending classes and also utilized by them for attending various dental camps. The bus is also used for mobilizing the camp patients to the college campus for treatment.

Drinking water: Potable water with RO machine is available in the teaching campus as well as at the boys and girls hostels and canteen.

Sports facilities: basketball, volleyball, badminton courts available and indoor games like table tennis, chess and carrom are also available.

Generators: 125 KV generator is present in TIDSHRC campus for uninterrupted power supply. Rainwater harvesting and Sewage treatment plant are built as per the municipality regulations.

Separate washrooms, lift and a Ramp facility with a in house wheel chair facility is available at TIDSHRC for use by physically disabled patients.

Pharmacy: pharmacy for emergency drugs and necessary items is available

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>

#### 4.1.4

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

**Response: 0**

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0



File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited utilization statements (highlight relevant items)	<a href="#">View Document</a>

## 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:**

TIDSHRC has a MOU with a 150 bedded multispeciality South Eastern Central Railway (SECR) hospital. The hospital has facility for admitting patients as well as treating patients on an OPD basis. Apart from this TIDHRC caters to dental patients in its various speciality clinics at the college. The college has 9 Dental clinics, 4 Class rooms, 7 seminar rooms and 11 laboratories including preclinical and technical labs.

The college provides state of the art teaching aids supporting teaching, learning, research and patient care. Dental clinics for undergraduate and post graduate teaching are well equipped with examination chairs, treatment chairs, as per DCI regulations. Every department has excellent facility for clinical teaching learning and lab work. Each department has Undergraduate and postgraduate clinics, departmental library, sterilization room, seminar rooms. Apart from that every department has specific facility related to the speciality. There are sterilization rooms, seminar rooms, department libraries, Museum, minor OT etc.

Department of Oral Medicine and radiology has a reception area with sufficient seating arrangements, radiology department providing intraoral and head & neck radiographs, OPG and RVG facilities and a dark room for radiograph processing.

Department of Oral and Maxillofacial Surgery: The department has a Minor OT, Cautery machine, Surgical Saw and oxygen cylinder.

Department of Prosthodontics: additionally consists of ceramic lab, phantom head lab and museum.

Department of Periodontics: Equipped with periodontal surgical instruments, electrocautery, physiodispenser, implant kits and bone grafts.

Department of Pedodontics: has health education and counselling room, Intraoral radiographs and RVG room. Oral diagnostic section and conscious sedation unit. Education models include: facilities used to learn space management, methods to understand eruption pattern, growth and Development, to teach brushing techniques to patients. Audio Visual aids: Computers, laptops, internet facility, printers, OHP as teaching learning resources for interaction between teachers and students..

Department of Conservative dentistry and Endodontics: additionally has phantom head lab and endomicroscope.

Department of Orthodontics: consists of clinical notice board and a photography section. All the facilities needed for orthodontic treatments and teaching for students. Lab facility includes : Hydrosolder, trimmers, vibrators, biostar, plaster dispenser, stone dispenser.

Department of Public health dentistry: has a mobile dental van, a mobile dental chair , museum and tobacco cessation cell.

Department of Oral and Maxillofacial pathology: is equipped with a histopathology lab, Immunohistochemistry lab, research microscopy room, with research microscope with fluorescent microscopy, phase contrast, stereo microscopy facilities. For student’s teaching learning there are models, OHP slides, Histopathology slides, tooth models, casts and hard tissue specimens..

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**4.2.2**

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

**Response:** 44497.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
39587	43855	31206	13163	94677

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of patient details duly attested by the Head of the institution	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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:** 463.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
280	346	413	513	539

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.

2023-24	2022-23	2021-22	2020-21	2019-20
51	48	42	45	40

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the Laboratories, Animal House and Herbal Garden	<a href="#">View Document</a>
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View Document</a>

#### 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	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Geotagged photos of health centres	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3 Library as a Learning Resource

#### 4.3.1

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

**Response:**

TIDSHRC through its LMS known as **Triveni Learning Management System**, a Learning Management

System (LMS) developed by the technical IT team has feature for the **Library Management System (LiMS)** is designed to streamline the management of library resources and services. Development of this software began in 2023 and was completed by June 2024. The key features of this partially automated LiMs are as follows:

### **Circulation Management**

- Manage the borrowing and returning of library materials.
- Allow users to renew borrowed items and place holds on available resources.
- Users can place a request for borrowing books through the (LiMS) software to the librarian.

### **User Management**

- Create and maintain profiles for library members, including contact information and borrowing history.
- alerts for overdue items, upcoming due dates..

### **Search and Discovery**

- Provide a powerful search function for finding books and resources using various criteria like title, author, and keywords.
- Manage digital collections and provide access to electronic resources.
- Users need to login through the LMS software to access the contents of books, journals, dissertation topics etc.

### **Acquisition and Inventory Management**

- **Purchase Orders:** Manage the acquisition of new books and resources.
- **Stock Management:** Monitor stock levels and manage reordering.

### **Reports and Analytics**

- Generate reports on library usage, including the most borrowed items and peak usage times and analyze borrowing patterns and user engagement.

### **Digital Resource Management**

- **Integration with Digital Platforms:** Connect with online database of Ebscohost to access E-journals .

### **User Interface and Experience**

- **Mobile Access:** Users can access and manage the contents using their mobile thus making it user friendly.

These features ensure the effective management of library books and ease of access for students and faculty of TIDSHRC.

File Description	Document
Link for geotagged photographs of library facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

### 4.3.2

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

**Response:**

The main goal of the library is to serve the academic community and for this the library is kept up to date. Our library is located in the academic block and houses dental and medical books, speciality journals of both national and international origin , post graduate thesis and library dissertations and PG entrance preparation books. The library is managed by an experienced librarian. The timings are from 9 AM to 8 PM.

**LIST OF LIBRARY HOLDINGS :**

- The library has 4489 textbooks and 260 reference books.
- Total number of titles in the library are 844. There are no rare books in the library.
- Total number of NATIONAL journals is 325 and INTERNATIONAL journals is 1542
- Back volumes of national journals is 262 and back volumes of international journal is 1574

**LIBRARY DISSERTATIONS:** there are in total 74 library dissertations of post graduate students in the library while the number of post graduate thesis is 80 till date.

- TIDSHRC central library has 08 DICTIONARIES at present.

Apart from this e – journals and books are also available to be accessed through EBSCOHOST e-subscription.

The head librarian looks after the purchase of new books and journals as and when recommended by various departments.

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

### 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:** E. Any one of the above

File Description	Document
Institutional data in prescribed sormat	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>

### 4.3.4

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

**Response:** 215011.07

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)

2023-24	2022-23	2021-22	2020-21	2019-20
0	42344.87	105860.47	264813	662037

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audit statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View Document</a>

#### 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:**

TIDSHRC has a central library situated in the academic block of the college. The library is spread over an ample area and can accommodate more than 200 students at a time . TIDSHRC insists all students and faculty to constantly upgrade their learning skills for which a calm and peaceful ambience is provided in our library so that they can spend quality and productive time there.

TIDSHRC has a dedicated software called Triveni Library Management System(LIMS) for management of library's resources, which is operated through Triveni Learning Management System ( Triveni LMS ) . TIDSHRC regularly organizes an orientation program every year for BDS students to acclimatize them with the functioning and systems of the library.

TIDSHRC also frequently organizes learner sessions and library usage programmes to orient the faculty and students about the new developments in library usage. The Central Library had also organized a Book Exhibition by CBS publishers and distributors–in order to educate students and faculty members towards their latest edition books/titles. This exhibition was organised with the permission of Principal and Librarian in association with CBS Publishers and Distributors. Knowledge is power, which can be only gained by adopting habit of reading good books. The Book Exhibition provided a platform for students as well as faculties to directly interact with publishers/suppliers.

TIDSHRC had also organized an online training program to provide training to the faculty members, UG and PG students for utilizing the EBSCO E- resources. The program was held on 12th june 2024 by Mr. Lakhapat Singh ( Training Manager, EBSCO Information Services).

The central library also organized a learning session for training the faculty, administrative staff and students on usage of TIDSHRC Learning Management System and Library management system which is a software developed by our IT section for the purpose of streamlining the learning resources of our institute.



File Description	Document
Link for details of library usage by teachers and students	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for details of learner sessions / Library user programmes organized	<a href="#">View Document</a>

#### 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 One of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Give links e_content repository used by the teachers	<a href="#">View Document</a>
Links to additional information	<a href="#">View Document</a>

#### 4.4 IT Infrastructure

##### 4.4.1

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

**Response:** 100

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

Response: 11

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

Response: 11

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>

#### 4.4.2

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

##### **Response:**

TIDSHRC is equipped with computers and IT facilities to enhance the learning process of faculty and students. The entire campus is Wi-Fi enabled and a dedicated 100mbps internet leased line is available for the college. The college has more than 27 computers in the campus including the administrative office, central library, reception and in individual departments . The software in these computers is constantly upgraded and antivirus and other security measures are installed in place to protect the stake holder’s data. The college has 4 class rooms and 7 seminar halls which have LCD projectors and Wi-Fi connection.

UPS and generator supports all the computers and ICT facilities in lecture halls and seminar rooms.

Faculty and students can also access E- resources through internet facilities available in the campus. TIDSHRC frequently upgrades their IT infrastructure and associated facilities whenever required. 7 out of 9 departments have LCD projectors and overhead projectors in their seminar rooms.

Recently Triveni Learning Management System has been installed in the institute which is an advanced integrated software that streamlines all our learning resources .

TIDSHRC has CCTV Cameras installed at the main OPD, Reception, Entrance of administrative block, library and all the class rooms and in common areas which is connected to the campus WiFi with the facility of live viewing by the statutory body (Dental Council of India.)

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

**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:** 6.33

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)

2023-24	2022-23	2021-22	2020-21	2019-20
0	3489710	4611412	5188438	9312467

<b>File Description</b>	<b>Document</b>
Provide extract of expenditure incurred on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**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:**

TIDSHRC has a dedicated housekeeping committee which is responsible for carrying out the duty of maintenance of the college building, clinics, classrooms, laboratories, library and hostels. The team is headed by a supervisor.

The college has appointed a full time trained dental chair mechanic and his assistant, one qualified electrician and one plumber

Civil Maintenance: The civil maintenance is handled by a civil engineer on contract basis.

The greenery of the campus is well maintained by full time gardeners.

Laboratory Equipment: laboratory major and minor equipment's are maintained by the lab in-charges and in-charge faculty from teaching department who report to the respective Department Heads. Heads will consult the concerned authority to get the necessary person to maintain, service or replace the equipment.

A central store with a dedicated store Incharge is responsible for procuring as well as keeping a record of purchase of all the consumables and non consumable dental materials and equipments. In addition to this, a stock register is also maintained in every department . Proper inspection is done and verification of stock takes place at the end of every year.

Classrooms, Staffrooms, Seminar halls: are cleaned and maintained regularly by non-teaching staff assigned for each floor. Dustbins are placed in every floor.

Generator, Air Conditioners, CCTV cameras and Water Purifiers: The AMC includes maintenance of Generator, Air Conditioners, CCTV cameras and Water Purifiers. Apart from contract workers, the college has trained in - house electricians and plumbers.

Computers, Softwares & UPS: IT team takes care of smooth running of automation, up-gradation and maintenance of computers, college website, biometric services, hardware maintenance, networking equipment's including internet connectivity, procurement of hardware and software.

Transport facility: There is an in house college bus for providing transport facility to the students. Also, a provision of in house cars is provided for pickup and drop of examiners and external faculty. Adequate number of drivers and helpers are appointed and the whole system is maintained by transport manager.

Electrical Maintenance: all the electrical maintenance is handled by qualified in-house electrician.

Library: The library is headed by a full time experienced librarian and an assistant responsible for record keeping and issueing of books and journals.

Physical Education: One staff is in charge of all the sports activities of students and Staff and the record of each is maintained by him and his team.

Parking facility: both open and covered parking space is available for 4 wheeler and two wheeler parking and is maintained by the supervisor of housekeeping.

The campus security is outsourced and looked after by a local security agency that has appointed male and female guards to secure the college premises and hostels.

Surveillance Cameras: are installed for security reasons and in class rooms for monitoring purposes.

File Description	Document
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>
Link for minutes of the meetings of the Maintenance Committee	<a href="#">View Document</a>

## 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:** 5.12

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)

2023-24	2022-23	2021-22	2020-21	2019-20
13	30	23	31	20

#### File Description

#### Document

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

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

#### 5.1.2

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

**1. Soft skill development**

**2. Language and communication skill development**

**3. Yoga and wellness**

**4. Analytical skill development**

**5. Human value development**

**6. Personality and professional development****7. Employability skill development****Response:** B. Any five of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

**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:** 24.22

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

2023-24	2022-23	2021-22	2020-21	2019-20
95	168	162	0	82

<b>File Description</b>	<b>Document</b>
Year-wise list of students attending each of these schemes signed by competent authority	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.4**

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

**Response:**

**INTERNATIONAL STUDENT’S CELL**

Triveni Institute of Dental Sciences, Hospital and Research Centre is located in Central India. International student’s cell is not present in the institution.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for international student cell	<a href="#">View Document</a>

**5.1.5**

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

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

**Response:** Any 3 of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>

**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:** 62.39

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 ..

2023-24	2022-23	2021-22	2020-21	2019-20
10	7	11	7	14

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**

2023-24	2022-23	2021-22	2020-21	2019-20
21	17	19	8	18

**File Description****Document**

Scanned copy of pass Certificates of the examination

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Any additional information

[View Document](#)**5.2.2**

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

**Response:** 11.04

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

2023-24	2022-23	2021-22	2020-21	2019-20
7	21	9	12	8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 5.2.3

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

**Response:** 21.62

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

Response: 16

File Description	Document
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any proof of admission to higher education	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 6

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

2023-24	2022-23	2021-22	2020-21	2019-20
3	0	1	2	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Duly certified e-copies of award letters and certificates	<a href="#">View Document</a>

### 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:**

#### **STUDENT COUNCIL REGULATIONS**

TRIVENI Dental has established student council. Members of student council are nominated every year during the month of (mention). The council comprises of representatives from each batch. The student council is supervised and guided by student council committee. Responsibilities and obligations are discussed with the elected members regularly.

The objectives of student council are

- Seek opinion on matter of concern
- Develop spirit of better academics and Research among students
- Maintain communication and establish strong relations between students and administration
- To promote and encourage the involvement of students in organizing Institutional activities
- To organise educational and extracurricular activities

**The students council shall be the apex body for students affairs and will function under the chairmanship of Principle.**

The Student Council member positions include:

- a. President,

- b. Vice President,
- c. Treasurer,
- d. secretary,
- e. Institution Representative
- e. Members from each batch of students – Class Representative.

Responsibilities and roles of each member of the council is defined and conveyed to students council by TRIVENI Dental . TRIVENI Dental generates platform for active participation of students in various academic and administrative bodies.

Students are included as members of various committees in the institution. TRIVENI Dental empowers the students to gain leadership skills, creates exponential involvement of students in college programmes. Programmes are conducted in the college to improve life skills, service, co-curricular activities. The college has keen interest on providing opportunities to express their talent. Institution encourages participation of all students in cultural and sports activities. Students are encouraged to have friendly environment, increase networking and communication among students Student council members with input from staff and students, plan and implement new programmes in the campus like preparations for entrance exams, skill enhancement etc. Events are organised to understand the social responsibilities like cancer prevention, no tobacco day, world aids day. Students are encouraged in organizing and conducting camps for the patients. Sports activates are conducted round the year. Student council coordinates with the sports committee and conducts the sports events. and competitions are held like athletics, chess, carom, basketball, volley ball, table tennis, hand wrestling etc Cultural extravaganza happens around annual day celebrations. Students are involved in designing and organising various programmes which enhances the managerial and organizational skills in the students. Social gatherings are promoted and institution supports celebration of various festivals like Ganesh and sarawati pooja. National days are celebrated in the campus with enthusiastic involvement of students. Discipline and decorum is well maintained by students under supervision of student council members. Any indiscipline or conflicts are reported to authorities and necessary actions are taken to resolve. The institution provides conducive environment for overall development of the student, to shine with confidence.



File Description	Document
Any additional information	<a href="#">View Document</a>
Link for reports on the student council activities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

### 5.3.3

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

**Response: 2**

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	2	1	1	1

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

**Alumni Association****Triveni Institute of Dental Sciences Hospital and Research Center**

TRIVENI Dental has registered alumni association TRIVENI Dental College And Hospital Alumni Association, the registered number 122202210028, dated 15/06/2022, registered under the Chhattisgarh Society Registration Act, 1973 (Number 44 of 1973).

Present Association Members on the basis of Letter number – Kra.Tri.Da.Vi.Mha.Anu.Kendra./ Pra/ 2022/68 dated 27/04/2022 are –

S.No	Name of Alumni	Father / Husband Name	Mobile Number
1	Rahul Some	Late Dev Das Some	9805811235
2	Soumya Tripathi	Mr. Prabodh Ku. Tripathi	9981613770
3	Renuka Vaswaraju	Dr. Sudeep Murthy Harikarte	7020059955
4	Soumya Mundhra	Mr. Sanjay Mundhra	8349596152
5	Anshul Sahu	Mr. Ramkrishna Sahu	9691582848
6	Manish A.T	Late A.T Mohan Kumar	9993893917
7	Vishal Choudhary	Mr. Ashok Choudhary	9981909487
8	Sonia Sharma	Mr. Subhash Sharma	9893022078
9	Shikha Sharma	Mr. Jaswinder Pal Sharma	7987176303
10	Shubham Chelkar	Mr. Suresh Chelkar	7415681939

The Alumni of TRIVENI Dental are members of various committees such as Internal Quality Assurance Cell (IQAC) and college development committee. Alumni participate and contribute to the development of TRIVENI in the following ways. The alumni association conducts the alumni meet annually where the alumni members give feedback of curriculum, Alumni also give the inputs regarding latest tools/ technologies to current batch students in the form of lecturers. This is a very good opportunity for the students, faculty members to interact with the alumni. The feedback of alumni is assessed by the principle and alumni association members to identify and fill the gaps in subject knowledge and understanding. Various programs on interview skills, personality development, study abroad and career counselling are organized based on the suggestions given by alumni. Our Alumni also contribute by donating books in library and other amenities in various department in free will. Infrastructure facilities are being regularly upgraded or expanded to meet the requirements and aspirations of the students based on suggestions given by alumni in alumni meet. Internal quality assurance cell (IQAC) has alumni of TRIVENI as members, they support by sharing their professional experience with current batch of students and motivating them through various activities like delivering guest lectures and seminars on various placement opportunities, Fellowship Programmes and current scenario of opportunities for Indian Dental Graduates in India and away. The Alumni support placements to students by providing the interaction between the Alumni and present students and by providing internships and recruiting fresh graduates etc. Alumni perform key role by providing substantial inputs in various sectors like quality control, quality assurance, research and academics interact with the faculty and students through alumina

meet social networks. The alumni association has annually updated the alumni directory along with creation of new social media links for better communication with alumni spread all over the world. Management aims to strengthen the bonds between the alumni and the institution and also between the alumni and the present students, to create, a long relation between the institute, its alumni to support students of the institution.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>

**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:** D. Any two of the above

File Description	Document
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>



## 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:**

**Our vision:**

Our vision is to foster an intellectually stimulating academic environment and establish TIDSHRC as a premier center of excellence in India. We are dedicated to advancing the national objective of "Health for All". By prioritizing oral care, we gain valuable insights into broader health issues, thereby enhancing overall health outcomes.

We aspire to elevate TIDSHRC to become a renowned hub of dental education, healthcare, and research. Our commitment is to transcend conventional boundaries, striving to achieve global leadership in education. In this pursuit, we aim to shape and nurture students to be not only skilled professionals in the field of dentistry but also exemplars of civic responsibility and social consciousness.

**Our mission:**

Our mission is to set exemplary standards in dental education by nurturing leadership qualities and imparting advanced professional skills to aspiring dental professionals. We are dedicated to providing a robust clinical and bio-technical education through our highly qualified and experienced faculty, ensuring that our graduates and postgraduates are not only competent but also excel in their field.

Our commitment extends to offering state-of-the-art infrastructure and an academic environment that fosters advanced learning and innovation. We strive to become a premier dental institute in India by integrating cutting-edge technology and contemporary knowledge with the preservation of our rich cultural heritage.

**Nature of Governance:**

Nature of governance is decentralized and participative management of stakeholders are involved in its effective functioning. The institution Board of Management has constituted the Governing Council which in turn has formed the IQAC. Principal is the IQAC Coordinator; selected staff members act as the criteria heads and sub incharges. The Librarian, Student support cell, Examination cell and various committees with representations from staff and students have been formed and these committees meet regularly to monitor progress. The suggestions given by the Governing Body, Academic, Administrative Human Resource and Examination committees are considered and implemented under the leadership and guidance of the Dean. The Heads of departments ensure the smooth functioning of their department activities in coordination with other staff members of the department. Regular interactions with stakeholders, valuable feedbacks are received which are relevant to the changing needs of higher education.

**Perspective Plans:**

Gap analysis will be done by all the committees to identify the needs and requirements with necessary action plans and will prepare the perspective plan and submit to their respective committee heads and the HODs. All the committee heads and HODs along with IQAC Coordinator review the perspective plans and submit the data to the governing council for approval

**Participation of the Stakeholders in the decision making:**

Faculties are the members of various committees under IQAC and actively participate in providing the valuable inputs for strengthening the system on a continuous process. The college has constituted separate curricular committees for UG and PG under IQAC; Students are nominated to these committees. Regular meetings will be held by the principal along with heads of different departments as well as the mentors to upgrade the curriculum, examination pattern and teaching methodology.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>

**6.1.2**

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

**Response:**

Nature of governance is decentralized and participative management of stakeholders are involved in its effective functioning. The institution has a well-defined Organization structure. The institution has a Board of Management which has constituted the Governing Council which in turn has formed the IQAC. Dean is the chairman of IQAC followed by the HODs and senior Professors in various departments. Various committees with representations from staff and students have been formed and these committees work in coordination with each other for organizing various events and programs in the institute.

For example, frequent organization of dental awareness camps on oral hygiene maintenance is done by the Department of public health dentistry that involves the participation of students and interns from all departments. Thus the organization of these camps reflects team work.

Also, frequent organization of programs for academic enhancement are conducted such as CDEs and workshops to enhance the clinical skills for students and faculty members which all require participation of students and staff from all departments, thus reflecting team work again. These are case studies which depicts involvement of different stakeholders participating in conducting the activity. Initially the extension activity committee conducts a meeting wherein the members discuss the entire proceedings of the event following which the approval will be taken from Dean HR and IQAC Chairperson. The event is then conducted involving different stakeholders' participation.

TIDSHC has a committee for Slow Learners Counselling which is actively involved in identifying the students, who are struggling in their academic activities. This committee works in association with other committees namely student mentorship committee. The Committee policy clearly mentions the criteria for choosing the students under slow learners. The list of students who needs special attention will be collected from all the departments based on their poor performance in Internal examinations, inadequate clinical skills, poor communication skills, and difficulty in understanding the subject.

Counselling sessions will be carried out to identify the issues faced by the slow learners. The committee takes remedies for the students with the help of respective mentors, discusses it with the other associated committees, monitors the progress of the students, regular meeting will be held with the respective head of the department and mentors. Students who are part of the committee provide valuable suggestions and resolve many issues and also give their feedback on different component of system. Faculties are active component of participative governance and provide their valuable experience, inputs and feedback. The IQAC reviews the overall functioning and ensures the objectives of the activities are in accordance with the vision and mission statement of the institution. The overall reports are placed before the governing council with action taken report.

File Description	Document
Link for relevant information / documents	<a href="#">View Document</a>

## 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:**

TIDSHRC is committed to deliver the best in the field of Dental health education, rendering quality dental treatment and promoting scientific research. The following are the strategic plans deployed by the institution.

- The institution intends to develop core knowledge in the basic and clinical dental sciences among the students. Strategic plan is drawn to ensure technical excellence in the core of dental procedures. Measures are taken to apply critical thinking skills and evidence-based practice in patient care. Importance is given to instill ethical and professional values among the students.
- Imparting knowledge on development of basic dental practice and management skills are emphasized and creating social responsibility awareness among the students. The institution Provides and coordinate educational and patient care experiences appropriate for developing contemporary practice skills.
- Provide research and leadership opportunities for students.
- Provide state-of-the-art clinical and preclinical facilities.
- Develop educational programs that will be recognized as national models and publish articles in peer-reviewed journals about outcomes from our educational programs. Assess programs continuously using measures that require faculty, students and alumni to reflect on educational experiences.

-Advance research and scholarship in oral health care. Support and encourage scholarly pursuits for all faculty. Provide state-of-the-art core research facilities. Establish a campus-wide, interdisciplinary research presence. Redefine and strengthen clinical research activity.

-Maintain an effective patient care program to meet the needs and expectations of our patients. Ensure that standards of patient care guide treatment planning and patient management. Communicate and coordinate those patient care standards that are department-specific. Coordinate patient care with our curricular needs and across departments. Incorporate advanced technologies in patient care services. Provide oral health literacy to all the patients. Establishment of effective balance of the Patient care, research activity and clinical teaching activity among the faculty.

-Enhance mentoring and professional development opportunities for faculty to utilize a scholarly approach to teaching, research, and patient care as well as to prepare them for administrative and leadership opportunities. Pursue endowed professorships to recruit and retain senior faculty. Provide research design, statistical, writing and grant submission support for faculty. Actively mentor junior faculty so that they are prepared for promotion and tenure as well as to assume leadership roles within the Institution. Provide a productive and supportive work and learning environment. Maintain infrastructure improvements and continue to advance sustainability. Provide opportunities for professional development for faculty and staff.

- Improve effectiveness and efficiency of administrative processes.
- Recognize the achievements of faculty, staff, students and collegiate units
- Serve as a resource to the University, the state, and the profession.
- Provide national and international leadership in the dental specialties, in oral health, in research and in dental education.
- Provide innovative continuing education by focusing on the needs of professionals in the country.

File Description	Document
Link for organisational structure	<a href="#">View Document</a>
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="#">View Document</a>
Link for strategic Plan document(s)	<a href="#">View Document</a>

### 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:** B. Any four 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	<a href="#">View Document</a>
Policy documents	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

The teaching and non-teaching staff at TIDSHRC benefit from comprehensive welfare measures, which reflect their selfless contributions. The management of IPD ensures the wellbeing of its staff through various provisions. Eligible staff members are entitled to medical and maternity leave. Additionally, TIDSHRC contributes to employees' Provident Fund (PF) accounts in accordance with PF guidelines. Faculty members are granted earned leave and can encash it at the end of their service as per the rules. Both group insurance and health insurance are provided for staff members, and salaries are disbursed on time through bank accounts.

The multicultural environment at TIDSHRC is celebrated through the collective celebration of festivals. Comprehensive medical services are available on campus, including the provision of basic medicines free of charge. Staff members have access to a Internet, and free Wi-Fi on campus. An annual staff trip, fully funded by the management, provides an opportunity for staff to rejuvenate.

Faculty members are encouraged to act as resource persons and participate in regular Faculty Development Programmes (FDP). Skill development courses are offered to both teaching and non-teaching staff to enhance workplace skills. Attendance and leave are managed through an automated biometric system. High-quality research work by faculty members is recognized and appreciated by the management. Non-doctoral staff are encouraged to enroll in Ph.D. programs.

Special health and fitness programs, such as yoga, are available, along with security services, identity cards, photocopy services, and sports facilities. Sports and cultural meets are organized for all staff. Drinking water, restrooms, and designated vehicle parking areas are strategically located on campus. Both teaching and non-teaching staff have access to library services. The management recognizes and rewards quality work, ensuring all employees are on performance appraisal.

Worker engagement is regularly assessed to understand and enhance the relationship between the organization and its employees. Counseling services are available to motivate staff and establish a healthy working environment, improving work-life balance and productivity. TIDSHRC is committed to maintaining a healthy and inclusive atmosphere for its employees.

File Description	Document
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

**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:** 5.42

**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**

2023-24	2022-23	2021-22	2020-21	2019-20
5	3	7	8	1

File Description	Document
Office order of financial support	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

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

2023-24	2022-23	2021-22	2020-21	2019-20
4	7	14	11	7

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>

### 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:** 9.49

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

2023-24	2022-23	2021-22	2020-21	2019-20
10	18	11	2	0

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>

### 6.3.5

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

##### **Response:**

Teaching includes planning, implementation, evaluation and revision. Faculty are plan classes so that it benefits students to think critically and understand the basic concepts of the subject. Revision of class will benefit student learning and keeping the topic interested. Faculty are appraised for integrating ICT in teaching. Other traditional methods such as Problem based learning, group discussion is also encouraged.

The faculty are encouraged to share the soft copies of the teaching material. Regular feedback from the students is necessary to understand weather teaching is effective and students are learning effectively. Meaningful feedback from students can support a faculty modify and improve teaching strategies.

The feedback forms are distributed after the class, collected and analysed. The feedback committee gives its observations to the staff and Governing Council. Research and publication form an important part of any teaching faculty. Faculty are evaluated also on the number of publications in PubMed, Scopus, Web of science journals. Faculty getting research grants from external agencies are encouraged.

TIDSHRC has in place a well-designed convenient 'self-appraisal system' for its faculty. Each faculty member is required to submit a self-appraisal report annually on the basis of parameters such as teaching hours, number of subjects taught, research papers/articles/books published, conferences attended, papers presented in the conferences, new curricula designed/developed, participation in extra-curricular/co-curricular activities, extra responsibilities assigned by the Institution, and other contributions made towards the society.

The self-appraisal report of the teaching staff is duly verified by the Heads of the respective Teaching Departments and thereafter by the Dean and then submitted to the Governing council. The SAR of HODs is done by the Dean. The Hod of the respective department prepares Annual Confidential Report (ACR) for each staff. The Dean prepares the HODs ACR.



The performance appraisal of the non-teaching staff is equally important for efficient running of an institution. The Institution has PAS for the Para medical staff, technical staff and administrative staff. This system has been formulated based on the Job and Skill set required for the job and consists of both technical and behavioural aspects.

ACR for each staff will be prepared annually and reviewed by office superintendent. The overall performance appraisal helps the administration to compensate, promote the Staff. The PA also helps the staff to know their strengths and weakness and potential for future development. The Institution duly recognizes the efforts of the staff members for any achievement or innovative practice. Such innovations are evaluated and are given due acknowledgements.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for performance Appraisal System	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds and the optimal utilisation of resources**

#### **Response:**

TIDSHRC generates its funds by mainly 2 means – 1. **Collection of Tuition Fees** from the students and 2. **Income generated out of treatment given** to the patients. Apart from this, funds are needed to pay the salaries of administrative, academic and non-academic staff. Plan and policy implementation are responsive to funds availability. Funds are needed for the acquisition of fixed and current assets and to settle current liabilities and expenditure incurred in the course of administration.

Financial management covers areas such as the procurement of funds, their allocation, monitoring their use in the interest of accountability and producing financial reports for the relevant stakeholders. Effective financial management ensures that:

- All financial regulations and procedures are complied
- All financial transactions are recorded accurately,
- Adequate controls are in place to ensure that expenditures do not exceed income, and

- Only authorized expenditures are incurred.

Financial management is, therefore, an integral part of the responsibility the Chief Financial officer. The ultimate accountability for the effective management of Institution finances lies with the office of the CFO which functions to

- Allocate funds to various activities in accordance with the budget
- Authorize the disbursement of Institution funds
- Administer Institution funds both lawfully and morally
- Determine an Institution budget in consultation with other stakeholders such as heads of department, senior teachers and the Board of Governors; and
- Ensure that the Institution has the funds it needs and that those funds are used effectively and efficiently.

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

#### 6.4.2

#### **Institution conducts internal and external financial audits regularly**

#### **Response:**

Triveni dental college has internal audit mechanism, an ongoing continuous process in addition to its external audits. Qualified internal Auditors from external resources are permanently appointed. A team of staff under them do a thorough check and verifications of all vouchers, supporting documents, records and books, e-statements of the transactions that are carried out in each financial year including budget estimations, utilizations, cash transactions, bank reconciliation statements, test cheque and verification of the events happened in the area of financial managements.

Mechanism of Internal audit and settlement of objections implemented in the institutions is as follows: Examining the statutory payments to different bodies like EPF, EHS, TDS, Income Tax Examining the Bank pass book & reconciliation statement. Examining Grants, scholarships, deposits, payments – relating to vendor payment of Triveni Dental done by Head office & controlled by Internal Audit, salary and remuneration payment for all staffs, Doctors & consultants taken care by Head office and each and every month monitored by Internal Audit.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>

<p><b>6.4.3</b></p> <p><b>Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)</b></p> <p><b>Response: 0</b></p>										
<p>6.4.3.1 Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)</p> <table border="1" data-bbox="159 896 1476 1030"> <thead> <tr> <th data-bbox="159 896 399 963">2023-24</th> <th data-bbox="399 896 670 963">2022-23</th> <th data-bbox="670 896 941 963">2021-22</th> <th data-bbox="941 896 1212 963">2020-21</th> <th data-bbox="1212 896 1476 963">2019-20</th> </tr> </thead> <tbody> <tr> <td data-bbox="159 963 399 1030">0</td> <td data-bbox="399 963 670 1030">0</td> <td data-bbox="670 963 941 1030">0</td> <td data-bbox="941 963 1212 1030">0</td> <td data-bbox="1212 963 1476 1030">0</td> </tr> </tbody> </table>	2023-24	2022-23	2021-22	2020-21	2019-20	0	0	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20						
0	0	0	0	0						

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

<p><b>6.5.1</b></p> <p><b>Institution has a streamlined Internal Quality Assurance Mechanism</b></p> <p><b>Response:</b></p> <p>TIDSHRC centre has a well-defined Organization structure. The institution has Board of Management which has constituted the Governing Council which intern has formed the Internal Quality Assurance Cell. The IQAC committee is formed as per NAAC Guideline, Dean is the chairman of IQAC, supported by Coordinator IQAC, HODs, Senior Faculties and administration, HR and Examination In charge. Various committees with representations from staff students have been formed. SWOC analysis of the entire quality system are incorporated by the Internal Quality Assurance Cell. The following are the quality strategies and processes deployed by the institution.</p> <p>Nature of governance is decentralized and participative management of stakeholders are involved in its</p>
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effective functioning of Internal Quality Assurance Cell. Curricular aspects are intensified with the addition of Value-added courses, enrichment programmes, life skill programme. Feedback system is an integral part of Internal Quality Assurance Cell and regular feedback from the stakeholders are collected, reviewed and analysed. Continuous improvement in quality of education is rigorously initiated by Internal Quality Assurance Cell to improve admission process, Student diversity, quality of teachers, teaching learning process and Outcome based education.

Internal Quality Assurance Cell lays special emphasis on the slow learners and the student mentorship program. All faculty members have few students as mentees and they guide them to resolve their issues if any. Augmentations in infrastructural facilities, are continuously carried out by Internal Quality Assurance Cell such as facilities for Physical education, Library with ICT integration. Student support system is strengthened with provision of management Scholarship, women empowerment, and grievance redressal cell activity. Internal Quality Assurance Cell constantly supports and encourages the student council activities which include sports and cultural activities. The institution implements activities to encourage and monitor placement, competitive examinations and higher education Faculty Development programmes and Extension activities are continuously enhanced by the Internal Quality Assurance Cell. Internal Quality Assurance Cell constantly works to get collaboration for research purpose and for extension activities. Internal Quality Assurance Cell promotes need-based training/workshops for faculty, administrative and supportive staff. Staffs are encouraged to attend Continuing Dental Education programmes, Hands on courses, workshops, Conferences and Conventions conducted by the university and other organization at National and International level. Appraisal system for teaching and non-teaching staff are well in place and the performance of teaching and non-teaching staff are evaluated by Internal Quality Assurance Cell, Welfare measures for teaching and non-teaching staff are also in place and Internal Quality Assurance Cell constantly monitors and upgrades the welfare measures. The Internal Quality Assurance Cell, on a regular basis, makes a thorough environmental assessment of the campus and implements healthy ecological practices in water and energy conservation and waste management. Entire college campus is made No Smoking Zone. Encouragement for Green and clean environment.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>

**6.5.2**

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

**Response:** 2.69

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

2023-24	2022-23	2021-22	2020-21	2019-20
6	2	2	1	1

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	<a href="#">View Document</a>

### 6.5.3

#### The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

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

**Response:** A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	<a href="#">View Document</a>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>

## 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:** 9

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

2023-24	2022-23	2021-22	2020-21	2019-20
02	02	02	01	02

File Description	Document
Report gender equity sensitization programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of the events	<a href="#">View Document</a>
Extract of Annual report	<a href="#">View Document</a>
Copy of circular/brochure/ Report of the program	<a href="#">View Document</a>

#### 7.1.2

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

**Response:**

Gender equity is the process of allocating resources, programs and decision-making fairly to both male and female gender without any discrimination. Various curricular and co-curricular activities are held on campus to ensure gender equity and raise awareness on gender sensitivity. The Faculty of TIDSHRC constantly interact with the all students and enquire about their wellbeing. They advise them on the subject of acceptable attire, personal safety, precautions to be taken on social media platforms, etc. Women are provided equal opportunities and cooperation has always been extended to them. The Student Mentorship Committee ensures that the mentor handles his/her allotted mentees. This ensures that sensitive issues that arise especially pertaining to girls are identified in the initial stage itself and addressed satisfactorily through the appropriate authority. The Vishaka Committee constituted under the aegis of IQAC has senior female faculty members along with student members who ensure that women's

rights are protected. The purpose of this committee is to provide protection against sexual harassment of women at workplace and the prevention and redressal of complaints of sexual harassment and matters related to it. The committee has conducted several co-curricular activities to raise awareness among women as well as men. Regular meetings are held by the committee to make sure even minor issues, if any are dealt with satisfactorily. All the members are readily available to address any complaints and a robust redressal process has been devised to ensure speedy resolution of any problems. However, a significant fact one must note is that no issue of harassment has been reported on our campus till date. This has been made possible by the regular conduct of gender sensitization programmes which has increased the awareness and the strict monitoring system in place. Security personnel and CCTV cameras have been installed at critical places to ensure 24/7 monitoring. The Women’s hostel is monitored diligently by the warden and security staff to ensure the safety and protection of students. A movement register is maintained to keep track of students. Students who need to go out of campus overnight need to submit a request letter via mail to the Principal and get it certified prior to leaving. A separate Common Room has been provided for women to store their belongings as well give them the required privacy. A play area also exists as part of the Department of Pedodontics & Preventive Dentistry so that children can spend time. All these measures have ensured the establishment of gender equity in TIDSHRC.

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

### 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:** E. any one of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>

#### 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:**

Waste management (or waste disposal) are the activities and actions required to manage waste from its inception to its final disposal. This includes the collection, transport, treatment and disposal of waste, together with monitoring and regulation of the waste management process. Segregation of wastes is done according to guidelines prescribed by the Chhattisgarh Environment Conservation Board (CECB).

**Solid waste management:** The general waste generated on the campus is being collected, segregated and disposed of with the Municipal Corporation.

**Liquid waste management:** A Sewage Treatment Plant (STP) has been set up on the campus and the treated water is being used for gardening and other non-potable purposes. The sludge produced is either disposed of or used as a fertilizer.

**Biomedical waste management:** TIDSHRC follows a colour-coding pattern that segregates infectious waste, paper-based waste, body tissue or sharps. These waste items are placed into their respective colour-coded plastic bags, tied and placed into biohazard bins. Biohazard bags that are heavy-duty and bins are located in every department. Sharps (such as suture needles, syringes, blades, etc) are placed in puncture proof containers and handed over for disposal. The syringes are rinsed with 5 % sodium hypochlorite



prior to discarding. Syringe needles are discarded in needle burners which have been given to the departments. The staff and students have been trained with respect to the proper disposal of biomedical waste to ensure no cross contamination occurs. Programmes on waste management are held periodically for the benefit of the staff and students. A discussion on 'Biomedical Waste Management' is held for students who visit the clinics on rotation basis as part of their course curriculum. Attendant staff designated in the departments to handle the waste have been trained and instructed to ensure segregation of waste at source.

The biomedical waste from the various departments are collected and segregated at source, sent to the waste management area on campus and is being disposed by Enviocare International, as per the MOU signed between TIDSHRC and Enviocare International. The biomedical waste generated on the campus is being collected thrice a week and disposed of as per the approved regulations.

E-waste management: non-working computers, monitors and printers are discarded regularly. On the other hand, out dated systems & equipment are exchanged for latest ones which ensures lower pricing through buy back if possible. If however, some components of systems to be discarded are found to be useful and in good condition, they are stored for use in other systems. Hazardous chemicals & radioactive waste management: Excess combination is discarded after storing them in used fixer solution. Heavy metals like lead are sent for disposal through the government certified contractor. No radioactive wastes are generated in the campus.

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**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 Four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Installation or maintenance reports of Water conservation facilities available in the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 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:** B. Any four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.7

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

- 1. Built environment with ramps/lifts for easy access to classrooms**
- 2. Divyangjan friendly washrooms**
- 3. Signage including tactile path, lights, display boards and signposts**
- 4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**

### 5.Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

**Response:** C. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 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:**

TIDSHRC believes in UNITY IN DIVERSITY. We have students from different states. Utmost care is taken to ensure all of them feel at home. The institution celebrates festivals like Republic Day, Independence Day, Deepavali, Pongal, Dentist Day, Doctors Day, Teachers day, Ganesh Chaturthi, Basant Panchami, Makar sankranti, Environmental Day, Yoga Day, Annual fest of college. Festivals often serve to fulfil specific communal purposes, especially in regard to commemoration or thanksgiving. The festivals starts with the significance of celebrating it, having a troupe perform the traditional dance, some games followed by the traditional lunch. These celebrations help the staff and students better understand the culture of other regions while also encouraging communal tolerance and harmony. The Management constantly encourages such endeavours and the staff and students actively and enthusiastically participate in the same. Conversing in the patient's preferred language of communication also helps in establishing a good doctor-patient relationship. The Department of Public Health Dentistry regularly conducts camps making dental care accessible to all. Important days like World No Tobacco Day and Oral Hygiene Day, Cons-Endo Day, Prosthodontic Day, are celebrated regularly. Performances are organized and pamphlets distributed to increase public awareness about the same. This has been a part of our calendar for the past many years and has always been a great success. TIDSHRC provides affordable treatment to deserving economically derives patients. Jail camps are organized to provide dental treatment to jail inmates. Buses ply regularly from the college to get patients to the institute for the convenience of patients. School camps are also organized for oral screening of the kids so that preventive and interceptive dental treatment can be provided. Tobacco cessation cell has been established for the purpose of spreading awareness and providing necessary treatment and referrals wherever necessary to the needy.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for any other relevant information/documents	<a href="#">View Document</a>

**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:** B. Any three of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>

**7.1.10**

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

**Response:**

TIDSHRC believes Festival is a celebration that offers a sense of belonging for religious, social or geographical groups contributing to group cohesiveness. They serve to help other members of the community better understand their culture and tradition. Various festivals such as Deepawali, Cherchera, Hareli, Onam, Gurughasi Das Jayanti, Basant Pancham, Ganesh Chaturthi, Holi, Makar Sankranti, Navratri, Pongal, Christmas, Paryushana, Vishwakarma Jayanti, New Year with great pomp and gaiety in Triveni Dental College. As with festivals, national and international commemorative days and events the institute celebrates every year and make the students and faculty to participate. Such as

Teacher’s Day - helps the students and parents realise the crucial role of teachers in society. The students observe this day by conducting a programme and thanking the entire faculty for contributing to their overall development

Doctor’s Day- celebrated to recognise the contribution of doctors to individual lives and communities,

World Health Day- Is a global health awareness day

World AIDS Day -Is an international day dedicated to raising awareness of the AIDS pandemic.

World No Tobacco Day- Is observed to highlight the health and other risks associated with tobacco use. An awareness drive is conducted to educate the general public about the ill-effects of tobacco consumption.

Women’s Day to have their own significance. This is celebrated to appreciate the remarkable contribution of women to our society. Women achievers working with the TIDSHRC are felicitated by the Management.

Dentist’s Day and World Oral Health day- It is celebrated by the Dept. of Public Health Dentistry, an outreach activities are conducted on the day.

File Description	Document
Link for additional information	<a href="#">View Document</a>

**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: TRIVENI INDEX FACTOR**

**2. Objectives of the Practice :**

Promote Research ecosystem in the campus.

Students get updated with progress in a particular speciality of dentistry and also to be aware of current trends in providing optimum healthcare to the patients.

- For better diagnosis and treatment plan.
- To get an idea for carrying out a research work.

**1. The Context:**

Faculty Students of TIDSHRC resourcefully perform multitasking, encompassing clinical work and research. Up-skilling knowledge, for both faculties, students is essential, for, enhanced research work for better clinical output.

- It's relevant for the faculties and students to refer articles from dental and medical journals. This is to keep abreast of progress in the speciality concerned and to be aware of current trends in providing optimum oral healthcare to the patients. Interpretation of scientific literature is critical for students in research, by choosing their topics and conduction of their experiments. Scientific literature in dental sphere assist to comprehend what has already been discovered pertaining to disease diagnosis and its relevant treatment modality and what questions remain unanswered so as to improve overall patient care and thus help in designing their research project.

To access the publications, central Library conduct workshops for students on assessing published articles.

**1. The Practice**

In a routine academic hours(theory classes or department posting) presentation of Staff publications discussions are held and issues are deliberated in a very open and interactive way. Introduction of the appraisal & critiquing format make all students to understand the articles in depth, thus it makes more relevant. Further faculties make all endeavour in identification of the weakness and strength of the particular study, it assist students generates curiosity for prospective research in chosen area. Feedback from the peers and faculty further document all formats that significantly assist the young enthusiastic minds in expand appraisal and critical skills as a part of active learning process and identify the research problems and hypothesis.

TIDSHRC also organizes learner sessions and library usage programmes to orient the faculty and students about the new developments in library usage of Triveni Learning Management System and Library management system.

**1. Evidence of success**

Post introduction there seems to be some improvement in the institute research activities.

Increase in the publications by faculties are submitted to the Central Library, which itself has been reorganized. The performance of the post graduates at research has improved.

### **1. Problems Encountered and Resources Required**

- Initial lack in implementation of the practice.
- Monitoring at each department level.
- Following of uniform format for documentation
- Additional time spent on the process.

### **Best Practice 2:**

#### **1. Title of the Practice: ' TRIVENI PG MOCK ENTERANCE TEST'**

#### **2. Objectives of the Practice :**

- Help students to prepare well for competitive examinations for those who aspire further education.
- Enhance the quality of learning and teaching.
- Improve user accessibility and time flexibility to engage learners in the learning process.
- Meet the learning style or needs of students.
- Direct the students for post graduation preparation in more focussed manner.

#### **1. The Context:**

- TIDSHRC has taken interest in helping students to prepare well for further competitive examination and started conducting an exam for preparing NEET through ' TRIVENI PG MOCK ENTERANCE TEST' PG preparation program has been inducted by our college as a part of internship training program. The college has been providing books for PG preparation and an MCQ's bank has been created at the departmental level. 'TRIVENI PG MOCK ENTERANCE TEST' was started where students would acquire subject wise guidance by faculty members. This provides them a platform to learn individual subject from staff members, MCQ discussion, and clear doubts and to freely interact with staff regarding various aspects of PG entrance preparation.

#### **1. The Practice**

- In a routine academic hour, MCQs discussions, doubt clearance, understanding of topics in a simplified way are held and issues are deliberated with interns posted to the department in a very open and interactive way with Faculties regarding various aspects of PG entrance preparation. Make all students to understand the MCQs in depth, thus it makes more relevant. Further faculties make all endeavour in identification of the weakness and strength of the students, clinical

exposure assist students generates curiosity for the subjects.

- Various CDE programs are also conducted time to time for the students where they are exposed, trained and aware of advances and scope in various subjects.

**1. Evidence of success**

- This practice has brought about positive changes in the students of our institution. Students are more focused in precuring MDS. They actively participate in ‘TRIVENI PG MOCK ENTERANCE TEST’ organised by the institution and score good marks. They also takes discussions and class of basic subjects for 1st years which also help them to understand subject in depth.

**1. Problems Encountered and Resources Required**

- Initial lack in implementation of the practice.
- Monitoring at each department level.
- Creating MCQs bank.

File Description	Document
Link for best practices page in the Institutional web site	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**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:**



## Comprehensive Oral Health Screening Program

The objective of Oral Health Screening Program is to disseminate the knowledge and awareness among the community about the various oral conditions and to improve their understanding on importance of maintaining good oral health and early intervention. To diagnose the oral health problems and their effects on the community and to identify the most common community oral health problems in order to effectively tackle the endemic problems of the locality. Due to lack of awareness and ignorance, the community is devoid of the proper use of the resources available to treat the dental diseases. Thus the vision of TIDSHRC is optimal oral health and care for all the segments of the society from infants to geriatric population including those with special health care needs. It is intended to encourage the community to provide the highest possible level of awareness for oral health care and appropriate oral health care resources available. It also help the undergraduate and postgraduate students in clinical and research purpose. Conducting dental Screening camps in nearby village - Parsada gram panchayat and Sewar gram panchayat, Orphanage home, old age home, Jail, Small scale industries. To improve the awareness on importance of dental health and timely utilization of the dental resources to the all persons including with special health care needs visiting the institution. This includes formation of the oral health education in all the dental specialties for promoting universal acceptance of anticipatory guidance and preventive oral health Care. The guidelines were formulated for the screening, early detection and probable diagnosis. It also employed the risk assessment and the tailored interventions in form of various treatment options available, post treatment considerations, post operative care, maintenance of the treatment and routine follow up procedures. A team of specialised dental professional from individual departments are assigned for concerned clinical condition. The impact of this screening program help to understands in changing the views and strongly agrees that oral health care is a basic right for all the sectors of the society including the one with special care needs. It also helped the specialists to recognize and address barriers to access and quality care so that the better interventional programs can be taken up for the optimal utilization of dental resources for students to get exposure of various oral health diseases and it help them in their clinical and research activities.

File Description	Document
Link for appropriate web page in the institutional website	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 8.Dental Part

### 8.1 Dental Indicator

<p><b>8.1.1</b></p> <p><b>NEET percentile scores of students enrolled for the BDS programme for the preceding academic year.</b></p> <p><b>Response:</b> 68.11</p>	
<p>8.1.1.1 Institutional mean NEET percentile score</p> <p>Response: 68.112</p>	
<b>File Description</b>	<b>Document</b>
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year	<a href="#">View Document</a>
List of students enrolled for the BDS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

<p><b>8.1.2</b></p> <p><b>The Institution ensures adequate training for students in pre-clinical skills</b></p> <p><b>Response:</b></p> <p>Preclinical dental education promotes development of competency and expertise before students work on patients, thus our institution with its adequate infrastructure, highly skilled, efficient and dedicated faculty conducts various preclinical exercises among the students to mould them into highly skilled professionals.</p> <p>Details of the preclinical exercises being conducted at TIDSHRC every year are listed below.</p> <p><b>1ST YEAR.</b></p> <ul style="list-style-type: none"> <li>• The students are made to understand basic morphology of permanent teeth by carving, in Department of ORAL –PATHOLOGY AND MICROBIOLOGY. Practical classes includes carving teeth in natural size from central incisors to second molars with exact tooth proportions on wax blocks using lacron carver.</li> <li>• The Department of PROSTHODONTICS introduces under graduate students to various types of dental materials, properties , method of mixing and using impression materials plaster of paris as</li> </ul>
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per needs. Exercise starts with making 1 inch cube or rectangle out of plaster of paris or dental plaster. It deals with taking primary impression and cast

## 2ND YEAR.

- The Department of CONSERVATIVE DENTISTRY AND ENDODONTICS through its well equipped laboratory and use of typhodont models prepares students for various restorative procedures. students are taught to prepare cavities ,restorations using restorative materials like amalgam,GIC etc.
- The Department of PROSTHODONTICS provides fully equipped laboratories in order to train students in the aspects of teeth arrangements. Students are taught to fabricate custom trays and occlusal rims using acrylic resins and modeling wax and how to articulate the casts to check the jaw relationships followed by setting up teeth in the desired occlusal scheme.

1.

- The Department of PERIODONTOLOGY through use of articulated casts and modeling wax trains students to perform hand scaling.
- The Department of CONSERVATIVE DENTISTRY AND ENDODONTICS teaches how to perform endodontic procedures with use of extracted teeth mounted on wax blocks to enhance students tactile perception before working on patients.
- Various methods of tooth preparation procedures are taught in Department of PROSTHODONTICS using typhodont models and micromotor handpiece . Precise tooth preparations are required for amalgam , cast metals, therefore tooth preparation is important skill that has to be taught in dental education.
- The knowledge of dental and skeletal malocclusions arising among individuals and corrections through various excercises wire bending, study models and cephalometrics analysis are instilled in students mind in the Department of ORTHODONTICS. The students are trained to design ,

fabricate removable, fixed dental appliances using pliers and wires.

- Use of typhodont models and dental appliances are taught in the Department of PEDODONTICS which provides opportunity to young budding dentists to learn various treatment modalities that will be carried out in paediatric patients, students are taught to design and fabricate space maintainers like distal shoe, band and loop, space regaining appliances for premature loss of deciduous teeth besides many habit breaking appliances are also made to teach how to fabricate like tongue crib, oral screens etc, for children with poor oral habits.

File Description	Document
Geo tagged Photographs of the pre clinical laboratories	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 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 parameters	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Immunization Register of preceding academic year	<a href="#">View Document</a>
Disinfection register (Random Verification by DVV)	<a href="#">View Document</a>
Central Sterile Supplies Department (CSSD) Register (Random Verification by DVV)	<a href="#">View Document</a>

### 8.1.4

**Orientation / Foundation courses practiced in the institution for students entering the college /**

**clinics / internship:**

**Response:**

**Orientation Program**

First year students are given an extensive orientation on the BDS program, its requirements, scope and opportunities. The DCI and the affiliating University norms relating to the attendance regulations, academic schedules, practical work quota and discipline are explained in detail. Students also visit every department where faculty give a brief insight into the specifics about the specialty. They are also taken on a tour around the campus on 'KNOW YOUR INSTITUTION' infrastructure facilities like lecture halls, library, hostels, sports grounds, and the teaching hospital.

**White Coat Ceremony:**

White coat ceremony is considered as an important journey towards health care career. It helps in symbolization of adaptation as member of health care profession. The ceremony benefits students to take oath beginning of first year. Students are familiarized with guidelines regarding the expectations and responsibilities appropriate for medical profession prior to their first day of class.

**Workshop on Patient Care:**

**(Community Skills, Infection Control, Biomedical Waste Management, Professional Ethics)**

Students are sensitized on bio safety and bio-medical waste disposal measures by the Institutional Biosafety Committee, on proper hand washing technique and are to perform the steps in class. Interactive sessions on sterilization protocols and procedures and its utmost importance are taught to students. Several vaccination protocols are taught to the students and the importance of the same is explained clearly.

**Internship Orientation:**

CRI posting schedule for the students based on the affiliating university norms, prepared and circulated to all departments. The interns in-charge are given an orientation to students regarding the rules, regulations and norms including their roles and responsibilities that are to be followed during internship cycle. They are exposed to various career guidance programs on competitive examinations. They are also encouraged to initiate and perform research projects and subsequently publish their research upon successful completion.

**Parent Orientation (Under Any Other):**

Parent orientation sessions are conducted simultaneously along with the first-year student orientation. This is to ensure that the parents are aware of the day-to-day functioning of the institution.

Each department HOD will give a brief description of their specialty. This will be followed by appraising the parents about Learning Management System, Biometric Protocol and Rules for taking leaves by the

Dental Education Unit and Hostel Committee respectively. The parents are taken to each of the first-year departments, where they can directly interact with the faculties.

File Description	Document
Programme report	<a href="#">View Document</a>
Orientation circulars	<a href="#">View Document</a>

### 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: C. Any 3 of the above

File Description	Document
Usage registers	<a href="#">View Document</a>
Invoice of Purchase	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photographs of facilities	<a href="#">View Document</a>
Certificate from the principal/competent authority	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**8.1.7**

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

**Response:** 0.65

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	1	2

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	<a href="#">View Document</a>
Any other relevant information.	<a href="#">View Document</a>

**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:**

TIDSHRC follows well-structured policies to assess the competency of BDS students/interns based on the Dental Council of India regulations. It aims to ensure that dental graduates should acquire adequate knowledge, necessary skills & reasonable attitudes which are needed for carrying out all activities appropriate to general dental practice involving the prevention, diagnosis & treatment of anomalies and diseases of teeth and associated structures. The educational system in place focuses on excelling the students' competency by training them equally in both theoretical as well as clinical aspects.

The initial years of study (1st and 2nd BDS) focuses on enhancing student's preclinical skills. Students attend laboratories in medical subjects such as Anatomy, Physiology, Biochemistry, Microbiology, Pharmacology and General Pathology to understand the dynamics of Human body as a whole in depth that includes practical training in these subjects.

In the dental subjects of 1st and 2nd year, the students are trained in Carving of Tooth, Manipulation of Dental Cements / Materials, Preparation of tooth models in Plaster and restoration with modelling wax, handling phantom models, teeth setting, processing of complete dentures etc.

During the 3rd and 4th year of study, the students are posted in General Surgery, General Medicine and clinical dental departments. The former helps them to understand the general health and assess the overall status and arrive at a diagnosis on general health of a patient.

Postings in dental clinical departments focus on training the students in different competencies of dental surgery which includes Case history recording, processing and interpretation of radiographs, restoration of decayed teeth with suitable restorative material in patients, providing oral prophylaxis, replacement of missing tooth by means of complete/partial denture, tooth preparation for fixed partial denture, to be able to perform root canal treatment in anterior teeth, ability to deliver local anaesthesia and perform tooth extraction, management of paediatric patients and attending dental camps in community .

The students are trained in these aspects throughout the year, sequential evaluation is done in the form of objective structured practical examination (OSPE) / objective structured clinical examination (OSCE) and Viva-Voce. The primary objective of extensive training in various clinical aspects of dental surgery is to ensure that the student as a whole is able to assess/diagnose a patient and treat all the dental problems as a whole.

Measurement of attainment of clinical competencies is achieved as detailed below.

#### **Written Examinations:**

- The question paper contains different types of questions like essay, short answer and objective type/ M.C.Qs.
- The nature of questions set, should be aimed to evaluate students.
- Three internal assessment examinations are conducted

#### **Clinical Examination:**

- Objective Structured Clinical Examination
- Records and log books
- Recording Case history
- Chairside Viva on case history and treatment rendered



- Grand Viva Voce

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	<a href="#">View Document</a>
List of competencies	<a href="#">View Document</a>
Geotagged photographs of the objective methods used like OSCE/OSPE	<a href="#">View Document</a>

### 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:** 96.41

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

2023-24	2022-23	2021-22	2020-21	2019-20
54	56	64	79	101

8.1.9.2 Number of first year Students admitted in last five years

2023-24	2022-23	2021-22	2020-21	2019-20
54	59	67	82	106

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.	<a href="#">View Document</a>
List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information.	<a href="#">View Document</a>

### 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:**

All quality steps are taken to by TIDSHRC to attain the graduate attributes in academics as well as in their clinical skills. The Learning Management Software and other ICT enabled tools provided ensure a higher level of teaching and learning outcomes. Clinical portion of the curriculum is fulfilled through respective clinical postings. Students are trained to work on simulator models and phantom head models (Pre-clinical activity) in order to hone their clinical skills before performing any treatment on patients. This not only improves their treatment skills but also improves their level of confidence and thought process in diagnosis and treatment of various conditions by operating individually on patients. Further, during the postings demonstrations are given for each procedure and cases discussed appropriately. Each student has a respective quota of clinical cases to be performed at each year that are assessed and graded in their log books. Individual clinical evaluation is carried out at the end of the postings. Record book is maintained and the students are trained for Viva Voce on the subject in order to facilitate deep understanding. Formative and summative evaluations are carried out. Furthermore, students are encouraged to carry out short research projects under the guidance of senior doctors and also present their research work through poster and paper presentations in various state and national level conferences.

Thus, the students passing out of this prestigious institution acquire adequate knowledge, necessary skills and such attitudes which are required for carrying out all the activities appropriate to general dental practice involving the prevention, diagnosis and treatment of anomalies and diseases of the teeth, mouth, jaws and associated tissues. The students also learn the concept of community oral health education and become suitable to participate in the rural health care delivery programs.

Mentors/ Course in-charge are assigned for every batch who take care of internal assessment, mental wellbeing of the student and shape the students to strengthen the graduate attributes. Students undergo compulsory rotatory internship wherein they are trained in each dental speciality department.

An intern undergoes training in the maintenance of dental records, prescription writing, documentation, dental photography etc. Interns are trained initially to observe and assist senior doctors and post graduate students in order to learn the intricacies of difficult treatment procedures before handling such cases individually. He or she shall not only treat patients monitored by senior doctors but also keeps follow up such patients and document the progress of healing in such cases to understand the biology of healing of oral lesions. Students and interns are given opportunities to attend continuing dental education (CDE) programs that are conducted outside the college. Further, the college regularly conducts such CDE program in order to be abreast with the latest research and treatment including surgical aspects of any oral lesion. Hence the institution strives to train a student right from his first year of graduation in acquiring sound knowledge and clinical skills to diagnose and treat patients with confidence.

File Description	Document
Dental graduate attributes as described in the website of the College.	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 8.1.11

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

**Response:** 5280.33

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	2540018	3482501	2912042	4100669

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Audited statements of accounts.	<a href="#">View Document</a>

### 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:**

**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.**

The faculty members of the institution have to constantly enhance of all good practices of emerging areas and latest technologies in the field of dental education. The Faculty Development Programs planned and organized by the institution enrich the faculty in terms of teaching and knowledge.

The Dental Education Department (DEU) plays a vital role in the successful functioning of our institution. The committee was established in developing a single point contact between the institution, administration, teaching faculty, departments and the students. Its primary focus is the upliftment of the academic, practical, and clinical performance of the students of the institution. It helps the students by giving information in terms of academic related queries, guidance at times of difficulty, enabling smooth functioning of the departments. Apart from its primary focus towards the students, the DEU also contributes immensely to the academic events of the institution. All the academic events organized by the various committees are coordinated and synchronized by the DEU.

The academic events of DEU include

1. Programs for academic, clinical and cultural enrichment of students
2. Faculty Development Programs for the faculty
3. Programs on sensitization of Anti Ragging measures and implementation
4. Guest lectures by eminent entrepreneurs
5. National and international conferences/workshops in coordination with the departments and other statutory bodies
6. Programs on development of related needs including soft skills development, gender sensitization, personality development, bioethics and principles, professional ethics, and handling of non-compliant students.

The Dental Education Unit conducts value added courses as a part of its responsibility to enhance knowledge of faculty and students and bringing awareness on issues related to and outside of the dental curriculum.

<b>File Description</b>	<b>Document</b>
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	<a href="#">View Document</a>
List of seminars/conferences/workshops on emerging trends in Dental Educational Technology organized by the DEU year-wise during the last five years.	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Triveni Institute of Dental Sciences Hospital & Research Centre has become complicatedly connected to nearby rural & urban areas of Bilaspur and beyond, with its immense contribution of subsidized quality dental healthcare treatments. TIDSHRC has worked towards successfully transform into widely acclaimed institute of academic standards and reputation. It aims to increase the number of Post graduate programs, fellowships & certified programs. MoUs with institutes of national repute is in pipeline.

### **Concluding Remarks :**

TIDSHRC has worked towards successfully transform into widely acclaimed institute of academic standards and reputation. The commitment to community services is witnessed through an outstanding number of extension and outreach activities undertaken. It has become one of the preferred institutions for dental specialities and has responsibly adapted to ever-changing needs and making necessary modifications for growth and development to stay a front-runner. TIDSHRC has always complied with all the regulatory norms & has worked hard to excel through participative management & decentralisation of all.

The student centric, well-balanced, technologically supported, professionally enriching academic & training activities support their holistic development to create good clinicians. TIDSHRC takes pride that apart from healing patients from dental ailments, their alumni in oral healthcare become socially responsible citizens. Triveni Institute of Dental Sciences Hospital & Research Centre will continue to aim high and strive for Academic and clinical excellence.