



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**KARPAGA VINAYAGA INSTITUTE OF MEDICAL
SCIENCES AND RESEARCH CENTRE**

GST ROAD, CHINNAKOLAMBAKKAM (PO), MADURANTHGAM (TK)

KANCHIPURAM DIST

603308

www.kveg.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Nurturing a dream to create an institution of excellence, Thiru S. Regupathy laid the foundation of the Karpaga Vinayaga Educational Trust, which gave birth to J.J. College of Arts & Sciences at Pudukkottai in the year 1993. Not resting on the initial laurels he surged forward and in the year 2001, Karpaga Vinayaga College of Engineering and Technology was set up. In his marathon efforts to give quality doctors to the surrounding rural population, he established in 2006, the Karpaga Vinayaga Hospital and Dental Outpatient Department with a capacity of 300 beds, with all allied Medical and Dental facilities at Chinnakolambakkam village in Kanchipuram district. Following the Dental Hospital establishment, he marched forward to lay the foundation of the Karpaga Vinayaga Institute of Medical Sciences & Research Centre (KIMS & RC) in the year 2009 with 100 students for the first batch and has not looked back since then. In the year 2013, the Medical institution started with Postgraduate courses in Anatomy, Physiology, Biochemistry, Pharmacology, Pathology and Microbiology followed by postgraduation in Community Medicine, Otorhinolaryngology (ENT) and Dermatology, Venerology & Leprosy (DVL) in the year 2016. In the year 2017, Institution got permission to start post graduate courses in General Medicine, Orthopaedics, Obstetrics & Gynaecology, Psychiatry and ophthalmology. At present Institution has got recognition for 9 PG courses while remaining are due for recognition in year 2020.

Vision

To grow as an internationally recognized institute, attaining excellence in the expertise of patient care, medical education and research and development to serve humanity!

Mission

Develop medical education and collaborative initiatives to achieve excellence in medical care, supported by a rigorous academic and research environment. We should be able to attract the best minds in a rewarding and inspiring environment by fostering creativity, innovation and adopting the recent advances in medical technologies. The highest standard of the patient should be aimed to serve the sick and the suffering, irrespective of their economic, social or religious status.

Our Philosophy : To care with compassion and cure with competence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Green and clean campus, with social recognition in the region.
- Campus environment with assured safety and security.
- Experienced, well qualified, dedicated faculties to train the students across all the phases.
- Determined, supportive and committed administrative support.

- Enthusiastic, creative, optimistic medical education unit.
- Expansion of infrastructure and facilities for Medical and Surgical super-specialty, to provide all types of services to the patient health.
- Proactive institutional support for Research innovations, Faculty development and Community services.
- Collaborations and MOU's , which are mutually benefitting each other.
- Arrangement of Satellite classes inside the campus for the undergraduates for the preparation of NEET PG entrance exam.
- Well-equipped Skill Laboratory to train the students to the level where it touches all the important aspects in skill development.

Institutional Weakness

- Paucity of funds for Research projects. Limited provisions of scholarships for the meritorious students.
- Trans-disciplinary and inter-disciplinary projects to be improved.
- Dearth of Research collaboration with renowned centers in the country and abroad.
- Opportunities to strengthen Research program.
- Limited number of faculties with PhD and Post-doctoral Research.

Institutional Opportunity

- To introduce PhD Courses in Clinical and Para-Clinical Departments.
- To introduce certificate /diploma programs in Health care.
- To introduce super-specialty courses.
- To increase the Alumni participation in the institutional development program.
- To give qualitative and satisfactory health care to the rural population.
- To formulate attractive HR policy for the metro faculties to stay inside the campus.
- To introduce innovative interdisciplinary programs in collaboration with dental sciences and biotechnology.

Institutional Challenge

- To overcome all the barriers and execute smooth conduct of the newly implemented curriculum and to get the best possible outcome in the form of a competent Medical Graduate to the Nation.
- Success lies in metamorphosing every student coming out of the institution.
- To attract more super-specialty faculties in our institute.
- To balance the workload for the Clinicians in respect to teaching, patient care 24X7 and Research.

1.3 CRITERIA WISE SUMMARY

Medical Part

KIMS & RC was established in 2009 by Founder Thiru .S. Regupathy to provide comprehensive and affordable health care to the rural population at Kolambakkam village in Kanchipuram District Tamilnadu with

an intake capacity of 100 students per year. The institute has 550 bedded multi super specialty hospital. The hospital has a state of art intensive Medical, Surgical, Cardiac, & burns care unit, an ultra-modern operation theatre complex, well equipped Radiology & Imaging services (including CT, MRI), 24 hours- pharmacy, Obstetric services, infertility centre, haemodialysis unit, Joint replacement wing, Accident & Emergency services.

Three spacious floors of the hospital block, house well planned & excellently ventilated inpatients (IP) wards. The ground floor & the new block cater to outpatient departments. Every year approximately 250,000 OPD patients & 23000 inpatients are treated and 80% beds are occupied at any given time. 15000 operations are performed /year. Medical specialities cover General Medicine, Paediatrics, Dermatology, Venereology and Leprosy, Radiology, Pulmonology, Neurology, Nephrology, Cardiology, Psychiatry while Surgical specialties include General surgery, Orthopedics, Surgical oncology, Urology, Ophthalmology, Plastic surgery, ENT, Endoscopy, Anesthesiology, Obstetrics and Gynecology, Oral & maxillofacial surgery. Recently Cath lab has been established to cater the needs of the surrounding needy patients.

Institution is recognized by Medical Council of India for MBBS course and 9 postgraduate (PG) courses. For remaining 5 PG courses recognition inspection is due in 2020.

Institution conducts regularly mock drill to face all types of emergencies like cardiac arrest (code blue), child abduction (code pink), bomb threat (code black) and fire safety (fire mock drills). All teaching and non-teaching Staffs are regularly trained for emergency events. Hospital has been accredited by NABH for pre-entry level in January 2019 and by NABL recently.

KIMS & RC was bestowed with “**Best Institute Award**” to recognize the Institution role in providing quality health care & Medical Education on 25th March 2018 by Doctors Institution of Competitive Exam (DICE). KIMS & RC provides adequate teaching learning facilities for the students to achieve program outcomes specified by the regulatory bodies. Regular clinico-pathological, clinical-society and audit meetings are conducted to develop clinical acumen.

Curricular Aspects

The institution follows the curriculum laid down by the **MCI** and **The Tamilnadu Dr MGR Medical University**. At the beginning of the academic year, plan of the curriculum and its delivery are discussed in details in the Curriculum Committee meetings in terms of teaching hours, methods of teaching and learning and hours of theory and practical sessions. All the Departments prepare the monthly schedule a week prior to the forthcoming month and submit it to the Principal's office. Timetables are prepared for the Practical and Clinical postings and Circulars are issued to communicate this information to the respective departments.

Based on the Circulars, each department prepares a lesson plan for every class and a weekly schedule. Problem-based learning is achieved through demonstrations, small group discussions and clinical sessions. Students are taken to the simulation lab to teach the basic skills of intubation, cardio-pulmonary resuscitation, suturing, intramuscular injection, intravenous infusion, nebulisation etc.

Regular CME programs are conducted for the students to enhance their knowledge in Medical science. The institution provides the opportunity to the students to improve their communication skills and creativity by organising inter-departmental seminars/symposium. The institute organizes integrated programs on cross-cutting issues such as gender sensitivity, demographic changes affecting health and illnesses, bioethics,

National policies on Right to Health and much more. To give a special impetus to Bioethics, the **Bioethics Unit of UNESCO Chair** has been established on 16th July 2019. In addition to the outpatient and inpatient teaching in the Hospital, students gain experiential learning during field visits, industry visits, community postings and internships. A variety of co-curricular activities such as participation in seminars, workshops, role-plays etc. add to their experiential learning opportunities.

At present, the Institution has **5 Undergraduate and 14 Postgraduate programmes**. Institute conducts several add-on and value added courses to improve student's knowledge & skills.

Institution collects feedback on curriculum from various stakeholders like faculty, students, alumni, professionals and employer at regular interval. The IQAC in collaboration with the Medical Education Unit (MEU) has prepared structured feedback forms based on the 5-point Likert Scale. The feedback is analysed regularly and necessary action is taken.

Teaching-learning and Evaluation

Admission for the undergraduate and the postgraduate programmes for Medicine is based only on merit and on the NEET scores. Students admitted for the MBBS programme during the last year has shown a mean NEET score of 305.76. (mean percentile 83.84)

The Institute adopts a wide array of Teaching-Learning methods. These include experiential learning, self-directed learning, integrated learning, problem-solving exercises and project-based learning. The institution has a well-established Skill laboratory which helps the students to acquire practical skills before they are exposed to patients. Several innovative methods in teaching-learning are practiced which includes daily morning clinical audits, hospital rounds, quizzes, computer-simulated animal experiment teaching, web-based teaching, mind mapping and reflective learning. To assess competencies during clinical/practical training, various workplace-based assessments were brought in like, Case-based discussions, Clinical Encounter Cards (CEC), Logbooks, Mini-Clinical Evaluation Exercise, Direct Observation of Procedural Skills (DOPS) and Multisource feedback. Programme objectives and learning outcomes in defining the '**Graduate Attributes**' are given due consideration.

The Institution has a robust mentoring system and follows special programmes for slow performers as well as advanced learners. The teachers use different ICT- enabled tools while teaching. The Medical Education Unit (MEU) ensures the updates of teacher education on the emerging trends in the educational technology. MEU has organised Microteaching workshop, Faculty Development Program, Research Methodology Workshop, and recently introduced Curriculum Implementation Support Program (CISP) to train the teachers. The Curriculum Committee members attended **CISP workshop** at Christian Medical College, Vellore in February 2019. MEU has organised CISP workshop in May 2019, with 30 participants, with an Observer deputed by MCI. Institution has implemented the new Curriculum for the year 2019-20.

A notable award received for teachers for their contributions to academics, professional achievements and Research include the **Best Entrepreneur Award, Best Doctor Award** and **Award of Appreciation** for patient care. A Faculty from Orthopaedic department has completed the "**hip and knee adult Reconstruction Mini Fellowship Visitation**", at Tampa General Hospital, Florida Orthopaedic Institute, the United States. A senior Faculty in the Department of Obstetrics and Gynaecology recently trained in "**ovum pickup and Embryo transfer**" conducted by the Fertility Society of India at Chennai.

Research, Innovations and Extension

Institution promotes the clinical Research and other allied activities along with teaching-learning. The Research Advisory Committee (RAC) is established which constitutes experts like scientists and renowned medical faculties to enhance quality research. IQAC encourages research activities by organizing seminars and workshops. The thrust areas of research include Stem Cell Biology, Molecular Biology, Immuno-Chemistry and Diagnostic Biomarkers. The research ventures and details of the research bodies are displayed on the institutional website.

The Institutional Human Ethics Committee (IEC) and the Institutional Animal Ethics Committee (IAEC) ensure that the prescribed ethical guidelines are followed. We have 50 accomplished and 190 ongoing projects from faculties and students. The institute has conducted a guest lecture on **Quality Research and Funding** by Dr K Muralitharan in June 2019 and small group sessions for faculties and students with **Evidencian Research Associates Pvt. Ltd.**

The Central Research Laboratory (CRL) was established in 2013 to have a competitive atmosphere and pursue global opportunities as well as to create a culture of innovation. CRL aims to develop an ecosystem between Academia, Pre-clinical, Para-clinical and Clinical departments, to nurture research friendly atmosphere. The Centre has been able to mobilise 6 start-up projects from the faculty during last 5 years.

As part of continuing Medical education various departments of KIMS & RC are prompt in organizing several conferences, seminars and workshops. Some of the important workshops enlisted are **Research Methodology, Zebra fish- a Promising model, Clinical Trials and Designing, Internal Audit & Quality Management System, Haematology Analyzer based Xcellence and Good Clinical Practice.**

Institute organizes extension and outreach activities that provide health education, promotion of preventive health and treatment for needy population. The activities mainly target to open opportunities in community experience for students in the Primary and Rural Health Centres. Health awareness camps are regularly conducted in collaboration with Government, Non-Governmental organisations in neighbouring villages. Feedback obtained from participating students confirmed positive response in these extension activities.

Institute has signed academic MOU 's for student and faculty exchange with International renowned centre like Anna Medical College, Mauritius, University of South Wales and Cyberjaya University college of Medical Sciences.

Infrastructure and Learning Resources

Institution has teaching-learning facilities as per the norms of MCI which includes ICT-enabled classrooms, seminar halls with smart boards, demonstration rooms, well- equipped laboratories, dissection hall with 150 seating capacity, experimental laboratories, yoga and meditation centre, skills lab, a central library, departmental libraries, animal house, herbal garden, central research laboratory, blood bank and pharmacy. All the classrooms are fully air-conditioned, gallery-type with a seating capacity of 150 students and are supported by audio-visual facilities. The Dissection Hall has a provision for storage of eight cadavers in special deep-freeze chambers.

KIMS & RC is equipped with the state of art skill laboratory with regular and advanced models/manikins with simulators for IM/IV injections, urinary catheterization ,skin suturing, normal delivery, cardio-pulmonary

resuscitation, tracheal intubation and breast Examination.

Physical and recreational facilities are provided with dedicated sport complex, yoga centre, gymnasium for men and women, and fully air-conditioned auditorium (320 KVA generator with power back up) with a seating capacity of 1450. Sport complex comprises of football, cricket, basketball, volley ball grounds and a well-laid-out field for track events. General facilities such as separate hostels for boys and girls, staff quarters, a modern canteen and cafeteria, RO plant and generator backup have been provided. ATM centres and post office are available at the main entrance.

Hospital is having strength of 550 beds and the facilities are in compliance with the MCI norms in terms of diagnostic and treatment modalities, space, and all necessary equipment. Services like CSSD, kitchen, laundry and biomedical and hazardous waste management are available. The hospital is accredited by NABH (Pre-entry level) in January 2019.

Fully computerised Central library having 200 seating capacity is located in the fourth floor of college building with an area of 17,000 sq.ft. Library has a collection of 9,656 books (4010 titles, 5646 reference volumes) with current volumes of 110 journals apart from back volumes. Twenty computers with internet connections are available to access online journals. The library committee meet every 6 monthly and whenever required.

Physical and academic facilities of institution are maintained by qualified technical staff and biomedical engineers and IT professionals.

Student Support and Progression

KIMS & RC endeavours to reflect its vision and mission through various programs carried out under student support and progression. The students with financial constraints are provided with concession in the tuition fees/ fee waiver. Variety of capability enhancement and development schemes are effectively implemented in the institution in the last 5 years. The institution has started **Satellite Postgraduate NEET PG classes** from July 2019.

An Anti-ragging Committee has been constituted in the College as per the guidelines of the Honorable Supreme Court and MCI to prevent ragging. As a part of anti-ragging awareness program the institute organises guest lectures and shows short films/videos downloaded from the UGC websites. Grievance Redressal Cell is active in resolving the grievances of the students within a stipulated period of time. An active Student Council is constituted which is nominated and funded by the institution. Members of the Student Council are chosen based on their academic performance, co-curricular and extra-curricular skills. Student Council promotes social, cultural, and academic activities. The students represent in various administrative and academic committees like Curriculum Committee, Anti-ragging Committee, Library Committee and IQAC.

The institution provides a great platform to showcase the leadership qualities, teamwork, inter-personal relationship through Inter-college Cultural Sports Fest “**AFFINITY**” wherein 30-40 Medical colleges from Tamilnadu and Pondicherry participate. In addition, cultural programs are conducted during celebration of important festivals such as Pongal, Diwali, Onam, Ayudh-pooja and Christmas. The institution also provides students, to exhibit their extra-curricular talent by permitting to participate in the Cultural and Sports competition organised by other Medical Colleges.

The Alumni Associations of the institution is registered and plays an important role in the development of

institutional growth. The social networking site is established to enable constant communication among the members. The Alumni Association has organized several lectures on career development. A notable step taken by the association was a financial contribution for the endowment prize for the topper of the II MBBS from the academic year 2019-2020.

The International Student Cell of KIMS& RC provides information and support to foreign students seeking admission to the institution.

Governance, Leadership and Management

Academic and administrative policies and governance in KIMS & RC are set out precisely to reflect its mission and vision. Institution has constituted various committees for maintaining its key quality parameters of education, service and research. The institution follows a strategic and systematic approach through statutory bodies/committees in decision making and effective implementation. The faculty, staff and students participate actively and cultivate academic and research activities as well as plays major role in functioning of various committees. For effective governance decentralization is practiced with well-structured Organisation Chart that follows a hierarchical system with well-defined powers. Various committees meet regularly and whenever required. Any decision, recommendation or action plan is initiated with the knowledge of management and concerned department.

Institution has introduced welfare measures for faculty as well as staff which include PPF, health Insurance for staff and their dependents, leave benefits (casual leave, earned leave, compensatory leave, maternity leave, sick leave) staff quarters with nominal rent, financial support for personal needs. Institution also has adapted Annual Performance-Based Appraisal System (PBAS) for the teaching as well as the non-teaching staff.

The Accounts Department is headed by a Finance Officer. Day to day accounting procedures is on computers using the Tally software (e-governance strategies- salary statements, e-banking, net banking). Finance department takes the responsibility in maintaining the documents related to finance and resource mobilization. Being a self-financing college, institution do not get any donation or funding. The major financial inflow is through tuition fees, hostel fees, interests on deposits. Finance Department supervise the resource mobilization process and ensures optimal utilization of available funds. Accountability and integrity have been ensured. External and internal audits are conducted regularly to ensure transparency.

IQAC has been established as per the NAAC guidelines on 17th December 2018 to initiate various quality measures in teaching learning, administration, governance, finance etc. Some of the notable initiatives are :

- Promotion and strengthening of Research activities.
- Introduction of structured online feedback format in the institution.
- Organising conferences, workshops on Quality in Healthcare Education.
- Participation in the NABL and NIRF process.

Institutional Values and Best Practices

The Institution has explored several avenues and enforced steps to realize a milieu of gender equity and women empowerment in the college premises. Institute promotes gender equity and sensitization program by conducting regular seminars, workshops, guest lectures by reputed female personality. In addition, various programs including role play, debates are organised on International women's day to recognize contribution of women in the field of Medicine. KIMS & RC also conducts various awareness programs like Breast feeding week, world forest day and nutrition awareness.

Biomedical waste disposal of the hospital is done as per the specifications of the Tamilnadu Pollution Control Board. There exist a MOU between the Institute and an agency authorized by Tamilnadu Waste Management Board and its timely renewal is done. Installation of two Sewage Treatment Plants with 600 KL/day capacity have been done for effluent treatment & recycling. On an average, 1200KL of sewage is treated per day. Hazardous chemicals and radioactive waste are treated separately as per AERB standards.

KIMS & RC maintains cultural and linguistic harmony by conducting International Mother tongue day and celebrating various festivals like Pongal, Onam, Ganesh Pooja, Diwali, Ayudh pooja and Christmas. This fosters favourable atmosphere among the local students and students of other states. Important commemorative days are celebrated by the institute brimming with energy and high degree of intensity where students participate actively, deliver speech or perform street play or role play.

The two Best Practices of Institution are:

1. **Dynamic Sewage Treatment Plant** (STP) 600 KLD, Effluent Treatment Plant (ETP) 10 KLD and Disinfectant System 500 litres /Day

Objectives:

1. To effectively decontaminate and remove the toxicants, pollutants from the liquid biomedical waste generated from hospital
2. To recycle the decontaminated and treated water for irrigation
3. To prevent the harmful effects of biomedical waste
4. To comply with the regulations, stipulated by Tamilnadu Pollution control board

2. **Multiple rainwater harvesting** structures (that fulfill the water requirement need)

Objectives:

1. To raise the ground water level
2. To preclude wastage of rainwater
3. To improve the output from bore wells to fulfill the water demand.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	KARPAGA VINAYAGA INSTITUTE OF MEDICAL SCIENCES AND RESEARCH CENTRE
Address	GST ROAD, CHINNAKOLAMBAKKAM (PO), MADURANTHGAM (Tk) KANCHIPURAM DIST
City	Maduranthagam
State	Tamil Nadu
Pin	603308
Website	www.kveg.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	SUFALA SUNIL VISH WASRAO	044-27598484	9551403203	044-2756517 0	kimsprinci@gmail.com
IQAC / CIQA coordinator	SUNIL M VI SHWASRAO	044-27565195	8973463297	044-2756605 0	karpagaiqac@gmail.com

Status of the Institution	
Institution Status	Self Financing
Institution Fund Source	Trust

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	09-07-2009

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	University name	Document
Tamil Nadu	Tamilnadu Dr. M.G.R. Medical University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	23-06-2018	View Document
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
MCI	View Document	26-09-2019	60	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	GST ROAD, CHINNAKOLAMBAKKAM (PO), MADURANTHGAM (Tk) KANCHIPURAM DIST	Rural	30.76	64468.45

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BSc,Operation Theatre And Anaesthesia Technology	48	HSC Exam	English	20	20
UG	BSc,Medical Laboratory Technology	48	HSC Exam	English	20	6
UG	BSc,Radiography And Imaging Technology	48	HSC Exam	English	20	20
UG	BSc,Medical Record Science	48	HSC Exam	English	20	0
UG	MBBS,Health Science	66	UG NEET Exam	English	100	100
PG	MD,Anatomy	36	PG NEET Exam	English	2	0
PG	MD,Physiology	36	PG NEET Exam	English	2	1
PG	MD,Biochemistry	36	PG NEET Exam	English	2	0
PG	MD,Pharmacology	36	PG NEET Exam	English	2	1

PG	MD,Pathology	36	PG NEET Exam	English	2	2
PG	MD,Microbiology	36	PG NEET Exam	English	2	1
PG	MD,Community Medicine	36	PG NEET Exam	English	2	1
PG	MS,Otorhinolaryngology	36	PG NEET Exam	English	1	1
PG	MD,Dermatology Venereology Leprosy	36	PG NEET Exam	English	1	1
PG	MS,Ophthalmology	36	PG NEET Exam	English	2	2
PG	MS,Obstetrics And Gynaecology	36	PG NEET Exam	English	2	2
PG	MS,Orthopedics	36	PG NEET Exam	English	2	2
PG	MD,General Medicine	36	PG NEET Exam	English	4	4
PG	MD,Psychiatry	36	PG NEET Exam	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	20				32				49			
Recruited	15	5	0	20	24	8	0	32	20	29	0	49
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	6				1				8			
Recruited	3	3	0	6	1	0	0	1	8	0	0	8
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				24				26			
Recruited	1	0	0	1	6	18	0	24	20	6	0	26
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				5				5			
Recruited	0	0	0	0	0	5	0	5	1	4	0	5
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				219
Recruited	71	148	0	219
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				91
Recruited	20	71	0	91
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	1	0	0	1	0	0	4
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	17	7	0	24	8	0	27	29	0	112
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	1	0	0	0	0	0	21	10	0	32

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	3	0	0	3
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	62	12	0	0	74
	Female	60	12	0	0	72
	Others	0	0	0	0	0
PG	Male	5	0	0	0	5
	Female	14	1	0	0	15
	Others	0	0	0	0	0

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

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	17	18	18	11
	Female	13	12	21	16
	Others	0	0	0	0
ST	Male	1	0	0	1
	Female	0	1	0	0
	Others	0	0	0	0
OBC	Male	48	42	38	35
	Female	52	64	53	52
	Others	0	0	0	0
General	Male	10	11	17	30
	Female	9	13	34	26
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		150	161	181	171

General Facilities	
Campus Type: GST ROAD, CHINNAKOLAMBAKKAM (PO), MADURANTHGAM (Tk) KANCHIPURAM DIST	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	168
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	247
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	Yes
• Any other facility	Herbal garden

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	237
* Girls's hostel	2	282
* Overseas students hostel	0	0
* Hostel for interns	2	99
* PG Hostel	2	52

3. Extended Profile

3.1 Students

Number of students year-wise during the last five years

2018-19	2017-18	2016-17	2015-16	2014-15
859	807	748	708	632
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
153	111	112	116	83
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
171	181	161	150	125
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3.2 Teachers

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

2018-19	2017-18	2016-17	2015-16	2014-15
191	203	194	203	199
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
191	203	194	203	199
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

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

2018-19	2017-18	2016-17	2015-16	2014-15
2421	1589.81	1797.34	1802.32	1713.4
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution follows the curriculum laid down by MCI and **The Tamil Nadu Dr MGR Medical University**. The curriculum is designed to cater to three main domains namely **knowledge, attitude and skills**. The statutory body has divided the whole curriculum under three headings namely: (a) **must know**, (b) **desirable to know** and (c) **nice to know** categories. The curriculum primarily focuses on:

- 1) Student Centric Learning
- 2) Problem Based learning
- 3) Community oriented and need-based Training
- 4) Research orientation and
- 5) E-learning

The given curriculum is discussed in the Curriculum Committee meetings regarding its planning and modalities of delivery in detail especially in terms of **teaching hours, methods of teaching-learning** and balance between **theory and practical sessions** at the beginning of the academic year. The curriculum committee advises all the departments to make monthly schedules a week before the forthcoming month and submit it to the Principal's office which is displayed on the institution's website. For the Practical and the Clinical posting schedules, batch-wise time tables are prepared and subsequently communicated to the respective departments through circulars.

The department prepares a **lesson plan** for every class and **weekly teaching schedules** in a standard format mentioning the **date, topic and name of the teacher**. The curriculum transactions are made effective through audio-visual aids. Learning atmosphere is enriched with seminars, role plays and group discussions. The institute conducts Quiz programmes and model/poster competitions for the students to improve their communication skills and stimulate their creative and innovative minds. Problem-based learning is achieved through demonstrations, small group discussions and clinical sessions. To improve the students' rational thinking and creativity, tutorials or seminar presentations are included in their regular timetable.

All the postgraduate departments prepare monthly schedules for seminar/tutorial, Journal club, case presentation and case discussion. The prepared monthly schedule is sent to the Principal's office for uploading on the website. Basic Science class lecture schedules for clinical postgraduates are prepared in advance and circulated to respective departments for implementation. Curriculum Committee ensures that the postgraduate curriculum is followed meticulously.

The students are exposed to **formative assessments** regularly. The syllabus for Internal Assessment (IA) is informed a week before, to the students. The timetable for the IA schedule for MBBS is incorporated into the regular timetable in such a way so that student writes one internal assessment for every subject in a month. The IA marks are displayed on the department notice board. Students are shown their answer sheets during the practical hours and suggestions for further improvement are given. An average of the Internal Assessment marks is sent to the Principal's office for uploading in the University website every three monthly.

The Principal, Curriculum Committee and the HODs of the various departments ensure that the curriculum drafted by the statutory body is followed to the core.

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

Other Upload Files	
1	View Document
2	View Document

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

Response: 0.71

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	01	01	01	01

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response: 94.74</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 18</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 19</p>	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>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</p>	

Response: 29.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
511	397	162	82	28

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

1.3 Curriculum Enrichment

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

Response:

Although all the programmes offered by the Institution relate to professional training in healthcare field, an emphasis on the cultivation of skills in scientific thinking, innovation and humanistic discipline is also given. Equal importance is given to the overall development of personality, character and human values among the students.

Gender Equity:

As percentage (57%) of female students is more, gender issue is vital in day to day activities. The institute celebrates International Women's Day on the 8th of March, to touch upon important gender issues like **gender discrimination, save girl child, female foeticide**. The institution promotes gender equity and annihilates gender discrimination and harassment by arranging gender sensitization and equity programme. These programmes are organised through lectures, role-play or debate.

Environment Consciousness:

Environmental sustainability is of crucial importance in today's world. The students are being sensitized towards this by conducting various programmes like cycle rally, tree plantation and other awareness programmes. Through a tour of the Karpaga Vinayaga campus, the visitor experiences the effort taken by

the institute towards green initiatives and environmental sustainability. The College and hospital canopy area are well maintained with green lawns and beautiful flowers. At various places like the canteen, hostel and quarters, slogans have been displayed like 'Save Water', 'Save Electricity' and 'No Plastic Use' etc. As water scarcity is a major national issue, especially in Tamilnadu, the institution has taken sincere efforts to increase awareness about the importance of water. An Inter-college Cultural Fest "Affinity 2017" organised by the institute was largely based on the theme of saving water. The institution had also arranged for drawing competitions for II MBBS on 29.6.2019 with the same theme.

Ethics and Bioethics:

Professional ethics is not only taught during orientation programmes but also in regular clinical postings and practical sessions. The institute is conducting value-added programme on ethics and legal awareness. The institute has started a value-added course on "Research Paper Writings' and Proposal Submission" and conducts a workshop on Research Methodology which emphasizes on the Bioethics, the role of the investigator and sponsorship in Research. To enhance student's knowledge on Bio-ethics, the College has taken the initiative to establish the International unit of Bioethics- UNESCO Chair.

Human Values:

Students are taught about compassion, respect and care for the patient throughout their curriculum through various modalities of teaching like lectures, demonstrations and group discussions. Various activities like model and poster competitions teach human values like trust and sharing. To address human values II MBBS students participated in short film competition conducted by Central Leprosy Training & Research centre, Chengalpattu on World Leprosy day (theme- Zero tolerance to leprosy) in January 2019.

Right to health and emerging demographic issues:

Department of Community Medicine conducts school visits, field visits, and awareness programmes to create awareness among the students about important demographic issues like infant mortality, the ageing of the population, infertility etc. Interns (CRRI) in their community postings visit to the villages and share their view on preventive health and stress about the importance of Right to Health.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

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

Response: 41

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

Response: 41

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

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

Response: 29.12

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

2018-19	2017-18	2016-17	2015-16	2014-15
496	268	236	163	33

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

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

Response: 74.04

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

Response: 636

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

1.4 Feedback System

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

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

E. Any 1 of the above

D. Any 2 of the above

C. Any 3 of the above

B. Any 4 of the above

Response: A. All of the above

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

**1.4.2 Feedback on curricula and syllabi obtained from stakeholders is processed in terms of:
E. Feedback not collected**

D. Feedback collected

C. Feedback collected and analysed

B. Feedback collected, analysed and action has been taken

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

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

Other Upload Files

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 100

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

2018-19	2017-18	2016-17	2015-16	2014-15
45	45	45	45	45

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

2018-19	2017-18	2016-17	2015-16	2014-15
45	45	45	45	45

File Description	Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant informatio	View Document

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

intake**Response:** 78.92

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

2018-19	2017-18	2016-17	2015-16	2014-15
171	181	161	150	125

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

2018-19	2017-18	2016-17	2015-16	2014-15
208	208	196	192	192

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: 9.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
44	25	08	01	01

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

2.2 Catering to Student Diversity

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

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

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

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

Response: 4.5

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

Other Upload Files

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

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

Response:

KIMS & RC ensures that the talent of the students are not only consumed by the curricular activities, but also the young minds are motivated to bring out their talents in extra-curricular events.

The innate talent of the students is developed through the formation of clubs like the Music Club, Cultural Club, Cooking Club, etc. The members of the club include the students who have exhibited their extraordinary talent during the Fresher's Day. The faculty member is allocated for each club for its smooth functioning. To bring out a positive attitude and the best out of each student, the teachers constantly motivate them to organize events and exhibit their talents. One such activity is the 'Fresher Talent Show', for the newcomers to show their talents. This helps to build up a good rapport among them.

Pongal festival is organised by the Department of Pharmacology along with the second MBBS students, in

which the students show their talent by performing dance, street play, singing, playing musical instruments etc. Traditional events and games are conducted and prizes are distributed to the winners. We also celebrate Ayudha Pooja and Vijayadashami wherein the students display various patterns of rangoli on the floor, exhibiting their artistic talent. This talent is further encouraged by organising rangoli competitions and prizes are distributed for the winners.

Students actively participate in the **Independence day** and the **Republic day** celebrations every year and voluntarily deliver speeches with great enthusiasm. Good orators are identified and are allowed to enhance their talent to comper during the events like the CME, inaugural programs etc.

The institution provides a lavish platform to showcase their leadership qualities, develop teamwork, interpersonal relationship, through inter-college cultural-sports fest “**AFFINITY**”. Every year third year MBBS batch hosts AFFINITY wherein 30-40 Medical colleges from Tamilnadu and Pondicherry, participate. The institution also provides students to exhibit their extra-curricular talent by permitting to participate in the cultural and sports competitions conducted by other medical colleges.

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

2.3 Teaching- Learning Process

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

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

Response:

The institute has adopted various student-centric methods for enhancing learning experiences.

Experiential Learning:

The institution follows experiential learning where Students are exposed to facilities like laboratory, museum, outpatient and inpatient departments, and emergency room, Intensive care unit, operation theatre and central research laboratory. Experiential learning is encouraged through Community oriented teaching where they interact with the patient and rural population. One of the research projects with sample size

1356 titled “Prevalence of Hypertension and Factors Associated with it among Adult Tribal Population in Koll hills, Nammakal District in Tamilnadu” carried out by the third MBBS students in 2018, is the best outcome of experiential learning.

Integrated/ Interdisciplinary Learning:

Inter-departmental meetings are organised by the clinical, pre and para clinical department to provide opportunities for integrated learning. Clinico-pathological meet and Clinico- dermatological meets and clinical society meets are useful methods of effective teaching and learning. Clinical society meetings are conducted every month, where the Postgraduate students’ present rare cases of the month. Cases are open for discussion and interaction with the other departments.

Evidence-Based Learning:

Evidence-based medicine is an integral part of the curriculum for a medical professional to obtain adequate knowledge in his respective field. Journal clubs that contains articles on a systematic review, meta-analysis and randomised control trials, are discussed in Pre-clinical, Para-clinical and Clinical Departments.

Participatory Learning:

Seminars and symposiums are organised by all departments, where students are asked to present their topics on allotted days under the supervision of the faculty in-charge. At the end of the seminar, every student is asked questions to assess his level of knowledge.

Poster and model competition are conducted by all the departments frequently to make the students participate. Our General Surgery Department has conducted a surgical expo (2018) where 90 undergraduate students were participated. Every year around 20 undergraduates’ students participate in the ICMR-STs projects. In the last five years, 11 projects of the institution have been approved by the ICMR.

Problem-solving Methodologies: the institution conducts a general clinic as well as a death audit every month. General clinics are conducted on every Saturday for the final MBBS students, where the rare cases are discussed. Death audits are conducted regularly by the institution every 2nd Tuesday of the month. Faculties from all the departments, interns and postgraduates participate in these sessions. It provides an opportunity for solving critical health problems in an interdisciplinary atmosphere.

Self-Directed Learning:

Students are encouraged to practice self-directed learning and specific hours have been set aside. After certain classes, the students are given references, online links, and journals which enable them to understand the concept more clearly and motivate them to study topic in depth.

RolePlay:

Roleplay has been conducted by various departments on themes such as anti-malarial drugs, alcohol de-addiction by Department of Pharmacology. Roleplay titled “FIND TB, TREAT TB, TOGETHER WE ELIMINATE TB” was conducted by the Community Medicine Department.

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

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

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

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

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

Response:

The institution has an adequate number of computers (40 computers + 5 laptops) in all the lecture halls and departments with an internet connection.

Teachers use ICT enabled tools like Desktops and laptops connected with LCD projector for PowerPoint presentations and video demonstration in all the classes conducted for undergraduates and postgraduate students. To support active learning and pedagogical innovations, institute has developed online platforms. Faculties use this platform for learning resources and creating interactive teaching-learning.

Projectors are available in all demonstration rooms to support active learning during seminars, journal clubs, and case discussions. The statistical software SPSS is available for the analysis of a complex set of data for research projects and dissertation. Classes are conducted for the postgraduates by the Statistician every year, to make use of this software.

The institution organises workshops on ICT enabled teaching-learning to familiarize all the teachers on the use of online resources and technological innovations.

Surgical Departments provide the facilities to make the students participate in live demonstrations of surgical procedures in the hall adjacent to the Operation Theatre. Computer simulated model for animal experiments is used by the faculty of Pharmacology department to demonstrate the drug response in various systems of the body for the undergraduate students. Penta head microscope with a projector is used by the Department of Pathology for conducting classes for the postgraduates. Microscopic slides of the Departments of Microbiology and Pathology are converted to PDF format and sent to the students for their reference and effective learning. Social Media platform like WhatsApp is used by the teachers to share the e-book, e-notes, e-Video etc.

The senior member staff from the Department of Surgery who completed the online course on e-learning is actively involved in using Google/Flip classroom for interactive learning.

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

2.3.4 Student :Mentor Ratio (preceding academic year)**Response:** 4.5**2.3.4.1 Total number of mentors in the preceding academic year**

Response: 191

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

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

The institute adopts the teaching-learning process as per **The Tamil Nadu DR. MGR Medical University** Guidelines.

The institution supports innovative teaching-learning methods which ensure active participation, interaction and involvement of the students. Thematic seminars, quiz competition, model presentation, poster presentation and interactive intra-group discussions are conducted by the various departments to develop creativity. During model competitions and poster presentations, the students can use their innovative and creative minds to make the presentation effective. Undergraduate students are encouraged to participate in the Research projects to improve their analytical skills in Statistics.

The Department of Anatomy posts question of the week, “**Find out What**” over the scrolling LCD screen in the college corridor and hospital campus. The answer to the question is displayed the next day on the screen. The Department of Psychiatry has created the charts which have been prepared as per the history narrated by the patients/relatives. These charts are used during small group discussions and the students are asked to provide a differential diagnosis by reading the history given in the chart. Besides the postgraduate students, the Department of Psychiatry follows an innovative method of distributing a single question to all the postgraduates, and the individual reflections are discussed among them. This is monitored by the faculty in-charge.

Students are allotted compulsory rotatory bed-side clinic in various clinical departments, where they are trained systematically to refer to history to arrive at a differential diagnosis.

Task-oriented Approach- The students are given a task and they are suggested to perform and complete the task. Any steps missed during the task are guided by the professors in the department. Clinical skills are incorporated by simulation methods. Mannequins are used to demonstrate a critical procedure by various departments. Trigger videos are also used to explain the task. Clinical skills are evaluated by conducting post-assessment tests.

To nurture creativity and innovation, the institute has taken a special initiative to conduct workshops on recent advances like the “Zebra Fish Workshop” by the Department of Pharmacology, and the Polymerase Chain Reaction (PCR) workshop, by the CRL team.

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

2.4 Teacher Profile and Quality

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

Response: 100

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

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

Response: 2.59

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	02	01	01	01

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

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

Response: 8.81

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

Response: 1682

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

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

Response: 27.15

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

2018-19	2017-18	2016-17	2015-16	2014-15
73	70	47	40	38

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

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

Response: 1.03

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

2018-19	2017-18	2016-17	2015-16	2014-15
02	00	06	02	01

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Awards claimed without certificates will not be considered	View Document
Any additional information	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1 The Institution adheres to the academic calendar for the conduct of Continuous Internal

Evaluation and ensures that it is robust and transparent**Response:**

The institute has a well-framed and documented academic calendar. The Curriculum Committee members meet periodically and prepare the academic calendar well in advance before the commencement of the academic year which is displayed on the website. The academic calendar outlines the schedules for theory classes, practical classes, theory exam, practical exam and model exam for the students, as well as the scheduled dates for extra-curricular activity and parent-teachers meeting.

The faculty members prepare the lesson plans and a tentative monthly lecture schedule indicating the topic to be covered as per the syllabus and the evaluation process for each subject. All Department HODs and coordinators strictly adhere to the academic calendar in conducting the internal assessment and evaluation process. Internal assessment dates are displayed in the respective department notice boards one week before the exam date along with the portion for the exam. Summative assessment exams from the first to the final year are scheduled as per the University timetable.

Postgraduate students have scheduled internal assessment on the last Monday of every March, June, September and December. All the departments send the question paper in a sealed envelope to the Principal's office a day before the exam or on the day of the exam. Following the theory exam, practical examinations are also conducted by each department and their attendance along with the IA marks is sent to the Principal's office within a week time.

A parent-teacher meeting is also conducted as per the given schedule in an academic calendar. A coordinator (Faculty) is assigned to each year and all the departments send their internal assessment marks and attendance to their respective coordinators.

Tentative dates for CME/ conference/ workshop are mentioned in the academic calendar. All the departments ensure that it is followed as per the schedule. Sometimes CME/ Conference/ Workshop is pre-scheduled or postponed within 30 days, depending on the availability of the guest speaker.

Proposed dates of extracurricular activities are mentioned in the academic calendar. The respective department ensures that the activity is conducted as per the schedule. Recently the students of 1st MBBS have organised the Teacher's Day on the 5th of September 2019. Students performed role play on the occasion and expressed their gratitude by distributing roses to all the teachers.

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

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

Response:

The institute follows a Three Tier Grievance System for formative assessment.

Formative Assessment:

Tier I: The faculty have the first authority over grievances against Continuous Internal Assessment. If there are any grievances in the internal assessment, like an error in totalling, missed evaluation of any question then it is corrected with the consent of the evaluator. The student can approach the concerned teacher for an exam-related to grievance. The teacher provides the question paper and explains the student about the lacunae in his/her answer. In addition, he shows the model answer for the question.

Tier II: If the student is not happy with an explanation provided by the teacher, he can ask for a review by the Head of the Department who is an authorized person to resolve it at the department level.

Tier III: If the student is still unhappy, he can report his concern to the Head of the Institution (Principal) in writing. The college has a Grievance Redressal Committee comprising of the Heads of the various departments. The committee will give a hearing to the appellant before deciding the matter appropriately.

The internal assessment test schedules are prepared as per the academic calendar and the same is communicated to the students, well in advance. The institution follows a strict protocol in conducting the internal assessment. Guidelines are set in such a manner that the print of the question paper is taken out only 30 min before the commencement of exam for the undergraduates. For the postgraduates, the internal assessment is conducted in the common exam hall. From every department, a sealed question paper is sent to the Principal's office. Question papers are handed over to the invigilator only at the time of the commencement of the exam. Once exams are over the answer sheets are handed over to the respective heads of the departments for evaluation. The marks obtained by the students in the internal assessment tests are displayed periodically in the department's notice board with their attendance.

Summative Assessment:

As per the university guidelines revaluation of answer sheets are not permitted for university exams as the examination results are declared after a double evaluation of the answer sheets. The undergraduates and the postgraduates can view the photocopy of the answer sheets by filling the application proforma to the Controller of Examination, through the Head of the institute. After the declaration of the results, the students can apply for a review of marks within 30 days. Photocopy of answer sheets is sent to the Head of the institution from where the student collects it for self-assessing his/her performance and can identify the lacunae in his/her answer sheet. This helps them to improve their answer presentation in the next exam.

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

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

Response:

As institution comes under the purview of affiliated university it adopts the examination system laid down by University for the conduct of summative examination. The University has implemented an examination management system with 90% automation of the exam process that includes student registration, issue of hall tickets, downloading of question papers, uploading of internal assessment and practical exam marks. Other reforms introduced by the university in the last five years are greater transparency by installation of CCTV camera in the examination hall, mobile jammer and metal detector. A very recent reform is on-screen evaluation of answer sheets introduced in 2018.

Students can enter the examination hall only 15 mins before the commencement of the exam. They are advised to carry only transparent pouches for their stationeries. The question paper is downloaded and printed 15 mins before the commencement of the exam. To avoid malpractice during the exam, CCTV cameras are installed in the examination hall and the recordings are sent to the University after the examination on the same day along with the answer papers. Metal detectors are being placed at the entrance of the examination hall and mobile jammers are also installed in the examination hall to prevent any malpractice. The University is publishing the results within 3 weeks after the last practical examination.

Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) are used for undergraduates for internal assessments in order to assess their skills and knowledge. Additionally, faculties discuss students' performance and give constructive feedback so that the students can identify the areas where they need to work to improve their skills.

The OSCE format allows an objective assessment of the specific skills and competencies acquired by the students. The checklist for OSPE is created to bring out the uniformity in the evaluation system.

Institution encourages work place based assessment where the students are assessed during the training program. There are well defined assessment methods for attainment of the specific competencies by medical students before completion of their internship and certification. Case-based discussions, clinical encounter cards, logbooks, mini clinical evaluation exercises, direct observation of procedural skills are some of the methods followed for work place based assessment.

Continuous Internal assessment examinations are conducted every Saturday and monitored strictly by the

senior staff of the department. Marks of Internal assessment are displayed on the notice board within one week of completion of internal examination.

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

Other Upload Files

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

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1 The Institution has stated the learning outcomes (generic and programme-specific) and graduate attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

The institution has stated the learning outcomes (Generic and Program Specific) for all the courses as per the provision of **The Tamilnadu Dr M.G.R Medical University** and **the Medical Council of India**.

Programme outcomes, program-specific outcomes and course outcomes for all the programs offered by the institution based on the syllabus, framed by the Medical Council of India are displayed on the institution website. The students are detailed about the program outcomes, program-specific outcomes and course outcomes during the orientation programme conducted for them before the commencement of their course. The program and course outcomes are also discussed at the departmental staff meeting at the beginning of every academic year.

The undergraduate medical education program is designed to create an “Indian Medical Graduate” (IMG) possessing the requisite knowledge, skills, attitudes, values and responsiveness, so that he or she may function appropriately and effectively as a doctor of the first contact of the community while being globally relevant.

The Medical Council of India has defined 5 important goals for the medical graduate attributes.

- **Clinician** is the one who understands and provides preventive, promotive, curative, palliative and holistic care with compassion. To develop a clinician, regular clinics, case-based discussions, case scenarios and grand rounds with senior faculties are conducted.
- **Leader** and member of the health care team and the system is one with capabilities to collect, analyze, synthesize and communicate health data appropriately. To develop leadership qualities

students are encouraged to participate in various academic, cultural and sports competitions. In addition, the college has introduced a value-added course on leadership qualities.

- **A Communicator** develops better communication with patients, attendants, colleagues etc. Students are taken to field visits, community postings etc., where they can interact with the patients and family members.
- **A Lifelong learner** is committed to the continuous improvement of skills and knowledge. Students are exposed to Continuous Medical Education (CME), wherein the quality is imbibed over the years to cultivate the habit to update the knowledge and skills regularly in continuity.
- **A Professional** is committed to excellence, is ethical, responsive and accountable to patients, community and profession. Medical ethics is taught in the didactic lectures, clinical postings, practical sessions, and value-added course like ethics in the medical profession.

Postgraduate programme learning outcomes are prepared year wise by the Head of Departments with one of the senior faculty members and intimated to the students during the orientation programme. It is also reminded to the students during the teaching-learning sessions and the faculties during departmental meetings.

Based on the learning outcomes the institution has defined the graduate attributes like communication skills, empathy, problem-solving ability, environmental social responsibility, exemplary leadership, professionalism, ability to compete with the global environment, ICT awareness, Research priority etc. The faculty of the various departments are trained in preparing assessment tools to measure the attainment of learning outcomes under knowledge, skills and attitude domain.

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

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

Response: 68.35

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

2018-19	2017-18	2016-17	2015-16	2014-15
153	111	112	116	83

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

2018-19	2017-18	2016-17	2015-16	2014-15
159	169	145	138	125

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

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

Response:

The institute has provided well-structured strategies for teaching-learning and assessment to achieve intended outcomes for the UG and PG program.

1. Adequacy of Infrastructure for teaching-learning: The institute is enriched with the following facilities.

- A 550-bed hospital with abundant clinical material.
- Well-equipped ICT enabled lecture halls with audio-visual aids and internet facility.
- Well-designed laboratories.
- A simulation lab to acquire necessary skills.
- A state of art museums to explore knowledge.
- A central Research lab with advanced equipment.
- Digital library to access online and updated information.

2. Promotion of Research: Research is an integral part of the teaching-learning process. The UG students are motivated to participate in ICMR-STs projects by all the faculties. The institute has started the value-added course on “Research Paper Writing and Proposal Submission” since the last 2 years to enhance the quality of research.

The Tamil Nadu Dr MGR Medical University has made it mandatory for all the postgraduate students to present one oral poster/paper and publish one paper before appearing in the final year exam. Apart from this, a dissertation must be approved to be eligible to write the University exam.

3. Pedagogical Methods: Postgraduates are regularly presenting seminars in their department and participate in inter departmental symposiums. Undergraduate students also participate in seminar activities where students present seminars with power point presentation in short duration of 8-10 minutes. At the end of the seminar constructive feedback and suggestions are given by the faculties for further improvement.

4. Innovations in Teaching-Learning: To develop interest among the students, the Surgical Departments frequently arrange video demonstrations of operative procedures where students can ask questions in between, during the videoconferencing. The Department of Psychiatry promotes narrative medicine for the diagnosis and management of Psychiatric disorders.

Assessment methods that are compatible with given teaching-learning methods are employed for the evaluation of learning outcomes and attributes. The MCQ, essay, short answers, long answers, viva voce, OSCE, OSPE are designed to achieve desired outcomes. The students are also assessed during seminar/practical sessions and tutorials.

Innovative teaching-learning assessments also have been practised by some departments. The Department of Pulmonary Medicine has conducted an online clinical end posting exam where students are given structured questions to assess their knowledge and skills. Faculties from some departments give online test constituting 6-10 MCQ after the completion of the didactic lecture, students submit the online test assignment and get to the score immediately. This provides instant feedback to the teacher about teaching-learning.

The regular feedback is obtained from the students on teaching-learning and assessment methods.

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

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

Response:

The Parent-Teachers Meetings are conducted regularly from the first year MBBS to the final year MBBS

and the Allied Health Science students. The scheduled dates for parent-teacher meetings are decided at the starting of each academic year and are displayed on the college website in the academic calendar and the notice board. Personal communication is also sent to the parents one week before the scheduled date. On the request of the parents and in case of emergencies, parents can meet the faculties on any other day within a week of the scheduled date.

Parents meet the respective heads of the department and the batch coordinator, where they discuss their ward's performance in the academic activity and attendance. The Principal and Head of the Department of the respective subjects are present on the day of parent teacher meeting. The HOD of the respective department stresses the importance of attendance in theory and in practical and informs the parent about the consequences of lack of attendance (Less than 80%) and poor performance (Average Internal assessment less than 35%) before writing the University exam.

The feedback from the parents is collected and is discussed in the Curriculum Committee/ IQAC meetings. The feedback is analysed, and suggestions are given to the respective board/ committee. The action initiated as per the report is informed through the circular.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 50

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: 25.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
54	59	48	48	43

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

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

Response: 1.22

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

2018-19	2017-18	2016-17	2015-16	2014-15
06	04	00	01	01

File Description	Document
Institutional data in prescribed format	View Document
E-copies of the award letters of the teachers	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 12

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

2018-19	2017-18	2016-17	2015-16	2014-15
03	04	03	00	02

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

3.2 Innovation Ecosystem

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

Response:

KIMS & RC has established a Central Research Laboratory (CRL) for Research and transfer of knowledge in the year 2013. The Research Centre is fully air conditioned and is located on the ground floor in the college building which is accessible to all the departments. The facilities of the CRL and its roles and functions are described during the orientation program to the MBBS students by the in-charge of the CRL

and motivate them towards research activities.

The objectives of the centre are:

1. To create awareness on the role of innovation and discovery by young minds.
2. To establish and promote emerging knowledge, technology, and innovation-based startups.
3. To create a culture of innovation-driven entrepreneurship in the institute.
4. To create a platform for the undergraduates and postgraduate students, for research and innovations.
5. To establish a network between academia, industries, financial institutions thus building vibrant start-up institutions.

We have State of art Infrastructure facility for Research with modern instruments like **Thermal Cycler** (PCR), **Gel Documentation System** (transilluminator) , **High Performance Liquid Chromatography (HPLC)** (Isocratic Model), Upright Freezer (-20o C), Digital PH Meter (bench Top), Mini Centrifuge, Ultra Sonic Cleaner (42 Series W/Htr 0.25l), UV/Visible **Spectrophotometer**, **Submarine Gel Electrophoresis** Horizontal, Biosafety Cabinet With Virus Burnout, Autoclave, Incubator, Hot Air Oven, **Fluorescence Microscope** (Up Right), Refrigerated Centrifuge, Biological Microscope. **Cytogenetics lab** is also available as part of CRL.

The CRL promotes the research activity by conducting the orientation programs and workshops among the students. CRL has conducted a workshop on PCR on 24.02.2018 and orientation to Postgraduate students in June 2017 for the 2017-18 batch and August 2018 for the 2018-19 batch. After the submission of proposals, the students will carry on their research projects in association with the CRL and gain knowledge in data collection, acquisition, analysis, and drafting of manuscripts. Later on, they are encouraged to submit their research work for publishing in indexed journals.

The institute has a dedicated Medical education unit which plays a major role in promoting research-related workshops and CME. The Department of Community Medicine takes the initiative every year to organise the 3 days' workshop on Research Methodology for the 1st year Postgraduates.

To monitor and promote the research work, the Research Advisory Committee is established. Inspiring and informative speech with an eminent scientist like Dr Kambadur Muralidhar was organised by the institution. Interactive sessions with the students by Dr K Muralidhar have created interest among the students to do research.

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

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 30

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	09	03	01	02

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

3.3 Research Publications and Awards

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

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

E. None of the above

D. Any 1 of the above

C. Any 2 of the above

B. Any 3 of the above

Response: A. All of the above

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

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

Response: 0.35

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: 27

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

Response: 78

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

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

Response: 0

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

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

Response: 0

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional Information	View Document

3.4 Extension Activities

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

Response: 561

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

2018-19	2017-18	2016-17	2015-16	2014-15
195	116	105	113	32

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

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

Response: 33.73

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

2018-19	2017-18	2016-17	2015-16	2014-15
480	244	245	209	128

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

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

Government / other recognised bodies during the last five years**Response:**

A list of awards and recognitions received by the institution for the extension and outreach activities in last 5 years:

1. Mr. Krishna Moorthy M – Certificate of Appreciation by Health and Family Welfare, Govt. of Tamil Nadu – For selfless service in Rescue & Relief Operations during the Floods in Tamil Nadu – December 2015.
2. Mr. Krishna Moorthy M – Certificate of Appreciation by GVK EMRI, Tamil Nadu – for his contribution to the mission of saving precious lives - Best Productivity – Counseling Office – December 2015.
3. Dr Ramula M - Award of appreciation for Patient Care – by district collector, Kanchipuram – 2018 January.
4. Dr S Bharatiyar - Award of Selfless Service – by Kerala Government – 2018.
5. Dr Regupathy Annamalai - Life time achievement award – Continuous Contribution to Medical Education – by Doctors Institute of Competitive Exams (DICE) - March 2018.
6. Department of Pediatrics – Successful celebration of Breast Feeding Week 2018 – by The World Alliance for Breastfeeding Action (WABA), Malaysia - 2018.
7. Dr R Annamalai – State President appreciation award for Individual member contribution to IMA – by Indian Medical Association, Tamilnadu Branch – 08.12.2018.
8. The KIMS & RC was awarded the “**Best Institute Award**” to recognize the institution’s role in providing quality health care & Medical education by the Doctor’s Institute of Competitive Exams in the year 2018.

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

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

Response:

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

The Medical Superintendent schedules the extension activities like organising health camps and supervising student training in the primary and rural health centres in coordination with Head of the institution. The Department of Community Medicine plays a leading role in planning and implementation of the schedule for the deputing staff, faculty and the students to the sites of extension activities.

The areas of extension activities are widely distributed in different parts of Maduranthgam and nearby taluks. Students visit Primary and Rural Health Centres in Pullipakkam, Karunguzhi and Annanagar and reach out the families in the villages to provide advice on preventive healthcare, the importance of installing clean toilet facilities, environmental and nutritional health. Medicines and nutritional supplements are distributed free of cost and expert consultation in the teaching hospital are arranged for needy patients. Students also participate in the school health check-up in the nearby villages.

KIMS & RC organizes health awareness camps in the rural and remote areas (TB, HIV/AIDS, hypertension, hand washing practices etc.) throughout the year with an average of one camp per week. The health awareness camps are usually run for one day and attract visitors who seek consultation for medical problems or advice on diet, maternal health and immunization. The Ophthalmology Department organized screening camps for diabetic retinopathy in 2017 & 2018 and eye donation awareness in different locations in 2015 & 2019. Around 450 people benefitted from these extension activities, and arrangements were made to provide help for those who required further evaluation and treatment in the teaching hospital.

The institution fulfils social responsibility by participating in disaster management. During the floods in 2015, the institution has provided shelter and served food for the people rescued from floods in the neighbouring villages. The Department of Community Medicine took initiative and educated the people about the possible communicable diseases during the post-flood period. The institution has conducted medical camps in the nearby flood-affected areas and supplied free medicines. On the request of the Circle Inspectors of the surrounding police stations, traffic signal lights, barricades and sign boards were sponsored by the institution. This was useful as guides for the travellers on the highway and helped in restricting road traffic accidents.

Students are encouraged to participate in various activities of social and environmental awareness issues. Swachh Bharat programs were organised by the institute to create awareness among the people about the importance of cleanliness. Students of Second MBBS participated in the event, cleaned the campus and gave information about the segregation of household decomposable and non-decomposable waste. Also, the students distributed cloth bags to the people inside and outside the campus.

Feedback from students confirmed positive response to their experience in the extension activities.

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

3.5 Collaboration

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

Response: 16.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
17	08	11	23	22

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Certified copies of collaboration documents and exchange visits	View Document
Any other Information	View Document
Link for Additional Information	View Document

3.5.2 Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

Response: 22

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: 22

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

NVAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institute provides in house and off-campus facilities for teaching and learning such as Lecture Theatre, Dissection Hall, Demonstration rooms, Laboratories, Skill Lab and 550 bedded well equipped hospital. Community Health Centres, Primary Health Centres etc. are off-campus facilities for training. Every department is equipped with the necessary teaching-learning facilities as per as per the MCI norms that includes demonstration rooms with audio-visual equipment, well-equipped state-of-the-art laboratories to accommodate 60 students at a time, spacious library, seminar halls and a central research laboratory. Demonstration Halls for 10 departments are equipped with a smart board with ICT facilities. The Dissection Hall in the Department of Anatomy can accommodate 150 students at a time and has facilities for storage of 8 cadavers in special deep freeze chambers.

A separate Lecture Hall complex consists 5 gallery type classrooms with basic audio-visual equipment and Wi-Fi connectivity (4 in the lecture hall complex and 1 in new OPD building) catering to the needs of pre, para and clinical departments. Each classroom can accommodate 150 students. The CME hall with a seating capacity of 380 is located in the Lecture Theatre Complex for conducting various scientific programmes by the institution. The Hospital has 550 beds, with adequate teaching-learning facilities for undergraduates as well as postgraduate students that include outpatient departments, wards, infertility centre, blood bank, central lab, CT scan, MRI for workplace and bedside learning. Casualty, emergency ward, intensive care units and operation theatres are useful in training the students about handling various emergencies.

A state-of-the-art Skills Lab is located on the third floor of the college building with a facility for teaching basic skills such as CPR, suturing, IV cannulation, IM injection, urinary catheterization and also certain advanced skills like ACLS, Endo-tracheal intubation etc. The simulator provides the closest situation to the real scenario without any risk to patients, so that health care professionals can rehearse and acquire skills for both common and life-threatening events. It promotes self-reflection and the ability to learn from mistakes in a safe environment. These simulations focus on training medical students and health professionals about what to expect and how to react.

A Central Research Laboratory in the college premises is equipped with modern instruments provides platform for the students for basic research. There exists a Molecular and Cytogenetic lab for advanced research and training.

The Animal House is located centrally between the college and the hospital and is approved by the CPCSEA. All CPCSEA guidelines are followed with proper space, ventilation and temperature control for housing animals. A fulltime veterinary surgeon is appointed for the care of animals and maintenance of records. Animal House is used for experimentation and to perform research on animal models. Animal house is not used for breeding or for selling purpose.

Urban training centre in Anna Nagar, Chengalpattu is 15 km away and a rural training centre in

Pullipakkam, Chengalpattu is 18 km from the college. Students are posted regularly at both the centres to expose community-based learning practices.

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

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

Response:

The institute has necessary and more than adequate facilities for recreation and sports activities.

Saroja Reghupathy Auditorium with a seating capacity of 1450 is the main attraction for cultural activities of the College, in fact, it is the jewel in the crown. It is a fully air-conditioned auditorium equipped with state-of-the-art Digital Theatre Systems with surround sound, multiple Liquid Crystal Display projectors, greenroom and a 320 KVA generator for power back-up. The auditorium is used for the cultural program, inauguration and graduation day of the students as well as for the academic sessions for National/International conferences conducted by the Institute.

A sports complex for various outdoor games and facilities for indoor games are available in the College campus. The College boasts of Volleyball courts [4], Basketball courts [2], Cricket ground [1], Football field [1] and a Kho-Kho pitch [1] of which one Basketball court and one Volleyball court are equipped with floodlights to facilitate matches after 7 pm. A variety of athletic events and field events are conducted in the outdoor standard track, every year. We also have indoor games like Table Tennis, Chess and Carrom.

Interschool State Level Volleyball tournament for boys and girls were conducted from 13th August to 28th August 2014 in association with the Kanchipuram District Volleyball Association. About 110 schools participated in this tournament.

Every year intra-college cricket and Volleyball matches are encouraged in the college. Senior students act as referees to these matches. The highlight of the sport activity is Inter college meet- (Affinity) conducted during the month of the May every year where 30-40 medical colleges from all over Tamilnadu and Pondicherry participate where the services of professional referees are used in all the sports events.

There is a fully equipped gymnasium with 12 station multi gym, bench press, twister, handling stepper, exercycle, tread mill, weight lifting plates, weight lifting rods, dumbbells, ABB King pro-bench and flat

bench available for both boys and girls with different timings.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

General campus facilities for recreation and to cater daily needs of the students are as follows.

Residential Facility:

There are separate hostels for boys and girls (for Undergraduates and Postgraduates) with an adequate number of spacious and well-designed and furnished rooms with attached toilets. The kitchen is hygienic with modern cooking equipment and well-maintained dining halls, 24/7 RO drinking water & a TV room. Students are provided with hot water facilities. They can use the laundry, gymnasium, and reading rooms whenever required. The movement of the students is noted through the in and out register which is maintained by the security officer. The safety measures are taken through highly efficient, trained security personnel; regular vigilance is kept by the wardens throughout the day. Rector and the Principal make frequent hostel visits to monitor the security system. The girls' hostel has been provided additional security with a double-walled and double-gated compound. The area between the first and second gate has been converted into a playground for badminton and endurance exercises. There is an open waiting hall for parents and visitors with a sofa and a table. It is a lush environment with no smoking, no ragging and no plastic usage. All the hostels are equipped with a lift and a 24 hours power back-up.

There are 83 rooms in two staff Quarters for teaching and non-teaching staff which is equipped with 24 hours of water supply, regular RO water and CCTV camera vigilance for safety purposes.

Medical Facility:

Free medical facility for all students 24/7 at the attached teaching hospital with separate wards for doctors and students. Clean and safe drinking water is provided at all strategic places on the campus. Clean & well-maintained washrooms are provided in the college and hospital blocks and other strategic places within the campus which is also disabled-friendly.

Food and Refreshments:

There are two canteens in the college and hospital premises which provide tasty and hygienic food to meet the requirements of the students, faculty & patients at subsidized rates.

Other Facilities:

At the college entrance, there are 2 ATMs and a post office. Alternate sources of energy in the form of solar power panels are set up in the hospital and the college buildings along with solar wind power plant, thus promoting the theme of clean, green and pollution-free campus. The institution has a drinking water purification plant, state-of-the-art highly efficient sewage treatment plant and rainwater harvesting facility at all strategic places throughout the campus and water conservation through the creation of artificial ponds within the campus.

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

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

Response: 34.85

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

2018-19	2017-18	2016-17	2015-16	2014-15
812.25	242.73	66.80	921.46	1209.16

File Description	Document
Provide the consolidated expenditure towards infrastructure development and augmentation during last five years duly certified by Chartered Accountant and Head of the institution.	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

Karpaga Vinayaga Institute of Medical Sciences and Research Centre is equipped with a well-established 550 bedded hospital with all the necessary infrastructure, facilities and modern equipment. The treatment for common ailments, certain surgical procedures and basic investigations are completely free, while other procedures and specialized investigations are carried out at subsidized rates.

The hospital has 3-floors with separate outpatient wings for Medical-allied and Surgical -allied. The new out-patient building houses of Medicine, Orthopaedics, Cardiology and Ophthalmology and other outpatient departments are on the ground floor of the old building.

The hospital built-up area is 2.6 lakh square feet with an outpatient block and an in-patient block with 40 beds in the ICU, which includes 10 each of Medical Intensive Care Units, Respiratory Intensive Care Unit, Surgical Intensive Care Unit and Paediatric Intensive Care Unit. A dedicated Neonatal Intensive Care Unit is adjacent to the labour room, which also has 2 Obstetric emergency beds. Outpatient timing for general and speciality clinics are between 8.30 am to 2 pm and evening clinics are between 4 pm to 5.30 pm. Emergency services are available 24x7 in casualty, emergency wards and intensive care units.

Speciality clinics in Diabetology, Asthma, Cardiology, Neurology, Nephrology, Urology, Cardiovascular and Thoracic Surgery, Surgical Gastroenterology, Neurosurgery, Cancer clinic, Voice -clinic, Retina clinic, Otology, Rhinology caters the special needs of the patients. On an average, daily admission varies from 70-80 patients.

Clinical support services including Radiology & Imaging, Clinical Laboratory, Cath lab, CSSD, Dialysis unit, Kitchen and laundry services & an effective Biomedical Waste Management System are provided as required for patient care. Hospital premises are kept clean by the dedicated team of house-keeping departments, throughout the day and the night.

The highlight of the hospital is well-equipped and advanced 11 operation theatres (on the first floor) with fully equipped Cath lab and Fertility centre located on the third floor of the hospital building. Average of 24-25 major and 30-34 minor operations are performed in a day.

Maintenance and Up-gradation: Maintenance and up-gradation of equipment are carried out continuously. The museum and laboratories are maintained by respective department technicians. All the catalogues are maintained properly in terms of indexing, content, presentation & references.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	View Document
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	View Document
Link for any other relevant information	View Document

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

Response: 293209.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
275568	279051	275775	265662	261622

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

2018-19	2017-18	2016-17	2015-16	2014-15
26410	23878	23559	18438	16085

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

4.2.3 Average number of students per year exposed to learning resource such as Laboratories, Animal House & Herbal Garden during the last five years.**Response:** 539

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

2018-19	2017-18	2016-17	2015-16	2014-15
503	503	503	500	497

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

2018-19	2017-18	2016-17	2015-16	2014-15
62	40	40	25	22

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

4.2.4 Availability of infrastructure for community based learning Institution has:

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

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

Response:

Karpaga Vinayaga Institute of Medical Sciences and Research Centre have an excellent library for students, faculties and researchers. As one of the established libraries according to international standards, it has a large collection of books covering various branches of medicine, health sciences and humanities. The library is situated in the college building, on the fourth floor. Library timings are from 8 am to 10 pm.

The library is equipped with an “**AutoLib**” software. AutoLib software systems are one of the leading Academic Campus Automation Solution Providers in Tamil Nadu. Library Automation software is a fully integrated, versatile, user-friendly, cost-effective and multi-user software on Windows with WEB Module. It is a state-of-the-art solution for Library Automation and automates all the activities of the library. Being aware of the need for accessing maximum knowledge in the quickest time by utilizing modern technology, our library provides free access to CD-ROMs, DVDs, and online journals. Additionally, we have an internet lab with 20 computer systems available for use by any member of the institute, free of cost.

AutoLib is one of the latest IT/WEB tools for intranet and internet environments. Several reports/statistics can be generated from the software required for various purposes. AutoLib has the following modules:

A. Standard Modules

1. Database Creation and Maintenance (Cataloguing)

2. Search (OPAC) - Simple Search, Restricted Search and Advanced Search - Query Builder
3. Circulation – Issue, Return, Renewal, etc
4. Report Management
5. System Administration

B. Advanced Modules

6. Book Invoice Processing
7. Journal Issues Management
8. Article Indexing
9. Online Stock Verification
10. Question Bank Archives
11. News Paper Clippings

Auto Lib was installed in March 2014. A large area is set apart in the library, to enable students to study with their books too.

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

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

Response:

The library has a wide collection of books, journals and reference materials.

The primary purpose of our library in Karpaga Vinayaga Institute of Medical Sciences and Research Centre is to provide resources and services in various medical fields and to meet the needs of both the staff and the students for education, information and personal development. In order to meet the objective of providing the right information at the right time, in the right form to the user, our library gives free access to many books, journals, e- journals etc.

The library has a total number of 9656 textbooks with current volumes of 110 journals of which 75 are National and 35 are International journals (apart from back volumes). The library has a section for highly valued and antique texts in Medicine and other Health sciences and manuscripts. The library has provision for open access content from the National Library of Medicine, PubMed and PubMed centre. The Library has a collection of Dissertation of the students, who have completed the course from our institute.

We have various specialities, reference books, Journals and CD ROMS. Books from renowned publishers, like Elsevier, Jaypee, CBS, Paras and books recommended by the WHO are some of our precious gems. All books are coded for easy access and identification.

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

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: D. Any two of the above

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

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

Response: 15.43

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

2018-19	2017-18	2016-17	2015-16	2014-15
9.97	15.56	19.07	20.28	12.27

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document

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:

A library is a collection of sources of information available for the students, faculties and staffs that is accessible for referencing and borrowing. It helps one to keep himself updated on the latest research journals. KIMS & RC has a wonderful library with a rich collection of books and journals. It's a lively place in the campus providing a safe, comfortable, friendly environment that enables learning, the advancement of knowledge, promoting discovery and scholarship.

The total area of the Central library is 17000 sq. ft. with a total seating capacity of 370. Working hours for the library are 8 am to 10 pm on all working days and 8 am to 3.30 pm on holidays. (New Year, Pongal, Thiruvalluvar day, Republic day, Good Friday, Mayday, Ramzan, Bakriid, Independence Day, Vinayagar Chaturthi, Gandhi Jayanthi, Ayudha Pooja, Diwali, and Christmas)

Students can visit the library in person during library hours and can get access to the available books or can borrow books by providing their ID cards. Minimum 2 books are available for 4 days, which can be renewed twice. Students can sit in the library and use books and journals. A separate "Archives" section is located, containing old editions of books and back issues of journals which are preserved for ready reference. On average, 30-50 students borrow textbooks per day and 30-40 students access the library in person. There is a separate section available for reading Newspapers too!

We provide remote access to staff, students and researchers. The library is equipped with “AutoLib” software, by AutoLib Software Systems. We have Remote Access to online journals through “DelNet” and “Ovid”. Faculties have restricted access to journals from the computer using the user name and password provided to them. On an average 20-25 members per day use the online facility for doing reference work or reading articles.

The Library Committee is responsible for the maintenance of resources in the library and organising learning sessions for the faculties as well as the students. The Library Committee comprises of the Head of the institute, one Professor from Pre-clinical, Para-clinical and Clinical Department, the librarian and a student’s representative. The institute has conducted learning sessions for all the faculties, about the use of the Ovid platform, in 2016. 150 faculties attended the session. The institute has also conducted learning sessions on, **online learning today, online learning app and mobile learning**, and **e-library** in the last 3 years. 410 students benefitted from the learning sessions.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala
None of the above

Any One of the above

Any Two of the above

Any Three of the above

Response: Any One of the above

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

4.4 IT Infrastructure

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

Response: 100

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

Response: 26

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

Response: 26

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

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

Response:

KIMS & RC has upgraded to the best in class IT infrastructure for both academic and research support at regular interval. The College campus has been well-equipped with 24x7 wireless internet facilities accessible to the students and the faculties. The institute has 20 desktops in the Central Library, which are connected to high-speed internet.

The biometric systems are placed at hospital and college campus to monitor attendance of teaching and non-teaching staff. The Bio-metric attendance for all the PG students has been implemented in June 2013 and for the undergraduate students in December 2018.

The institute has implemented a hospital information system to manage patient's data for future references. The Medical Record Department is fully computerised starting from the In-patient and Out-patient entries until the Discharge Summary. The Central Laboratory is equipped with LIMS (Laboratory Information Management System) along with bar-coding of samples in the collection area. Laboratory information management system is connected to the Hospital Information Management System which enables faculties, clinicians, staffs to view patient reports in the respective wards. There exists the facility of announcement for emergency codes like code blue (CPR), code red (fire), code pink (child abduction).

Hospital pharmacy is fully automated. This helps to speed up the pharmacy work and reduce the waiting period of the patients.

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

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

?1 GBPS

500 MBPS - 1 GBPS

50 MBPS-250 MBPS

250 MBPS-500 MBPS

Response: ?1 GBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 65.16

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

2018-19	2017-18	2016-17	2015-16	2014-15
1609.17	1347.08	1730.54	880.86	504.24

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

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:

KIMS & RC has a well-established an internal system for the maintenance and utilization of physical facilities. Support facilities in various areas are as follows:

Laboratory:

The Central Research lab instruments are maintained daily by the technicians and any related issues are reported to the technical supervisor. The Technical supervisor conveys the matter to the Quality Manager of the lab and the Biomedical Engineer. If the issue cannot be solved with the Bio-medical Engineer then it is conveyed to the concerned service provider by the HOD or the Lab-in-Charge.

Library:

The Library-in-Charge is responsible for the maintenance of physical facilities at the library. Books are issued through an automated system. The computer hardware, software and networking are looked into by the Assistant of the IT Department. If any issue related to the computer is raised, it is informed to the IT Department by the library staff. Old books and replacement policy are decided by the Library Committee which conducts bi-annual meetings.

Sports Facilities:

The sports equipment is maintained by the Sports Teacher. Any sports equipment damaged is repaired while irreparable equipment is replaced.

Computers:

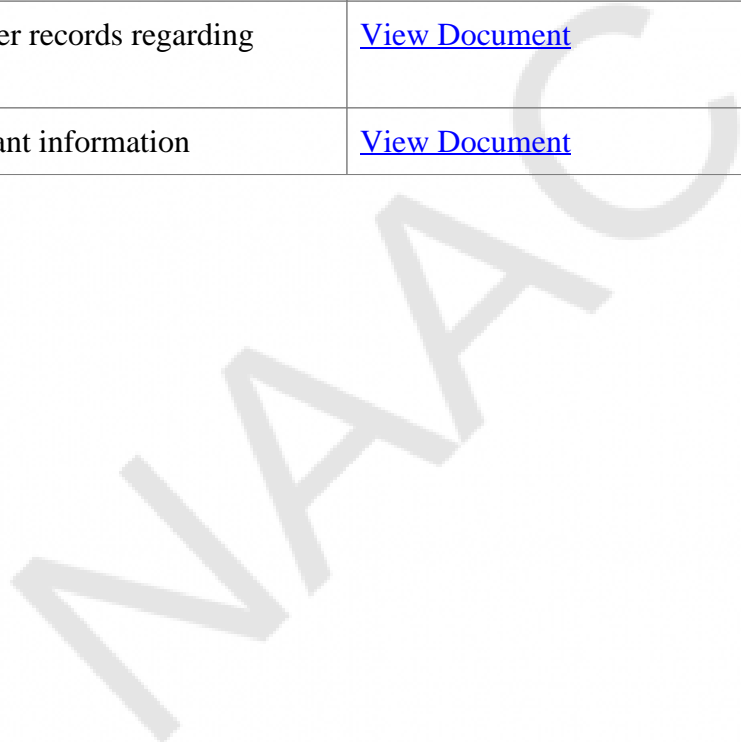
The IT Department of the institute takes care of the maintenance of computers in the College. They attend the calls related to computer issues and resolve the problem on a priority basis. After a primary inspection, if any computer part needs to be replaced, it is done in a stipulated time frame.

Classrooms: The respective office attendant holds the responsibility for the maintenance of the classrooms. Any issue related to electricity, sound system, or computers is informed to the Lecture Hall in-

charge who in turn informs the concerned authority to initiate action.

External agencies are hired for housekeeping. Electric equipment maintenance is managed by the Maintenance Team. They rectify the issues during duty hours and inform the Electrical supervisor. Security officers are deputed for round-the-clock vigilance and monitoring.

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



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 8.5

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

2018-19	2017-18	2016-17	2015-16	2014-15
74	71	73	57	46

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

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

E. None of the above

D. Any one of the above

C. Any three of the above

B. Any five of the above

Response: A. All of the above

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

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

Response: 12.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
105	91	83	100	79

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

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

Response:

KIMS &RC has an active International Student Services Cell (ISSC) under the control of the Principal. The ISSC was established to cater and to assist the international students admitted in the institute at the undergraduate or postgraduate level. The institute provides a handbook which includes the admission process for the international students, checklist, details of the visa etc. Currently, there is no international student but 2 Non-Resident Indian (NRI) are pursuing their postgraduate degree.

Role of ISSC

- Documentation of International students.
- Arrangements for reception, transport and induction schedule.
- To develop a positive relationship with other classmates and seniors to make them feel they are in a comfortable and safe atmosphere.
- To assist the students to keep in touch with their parents and relatives.
- To assist them with the help of hostel students and local native students to get familiar with the Indian culture, lifestyle, food style, sports, social events and culture of the local demographic details of the nearby villages.
- To help them in getting access to nearby banks to open accounts, to reach the nearest airport or railway stations, road routes etc.
- Periodical meetings to be conducted with the international students to address their needs, as and when required.

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

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

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

None of the above

Any 1 of the above

Any 2 of the above

Any 3 of the above

Response: All of the above

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

5.2 Student Progression

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

Response: 44.76

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

2018-19	2017-18	2016-17	2015-16	2014-15
49	48	36	10	02

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**

2018-19	2017-18	2016-17	2015-16	2014-15
96	62	48	67	37

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

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

Response: 54.81

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

2018-19	2017-18	2016-17	2015-16	2014-15
57	91	64	49	46

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

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

Response: 0.07

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

Response: 10

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Any additional information	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

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

Response: 29

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

2018-19	2017-18	2016-17	2015-16	2014-15
06	04	01	13	05

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

Other Upload Files

1	View Document
2	View Document

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

Response:

KIMS & RC believes that college life goes beyond the routine lectures, laboratory work, assignment and assessments. The institute ensures that every student has memorable and enjoyable moments throughout his stay. The Student Council is a structural body of the students through which they can get involved in various activities and work together with faculty members for the growth of the institute.

The Student Council was established in the year 2015. The students are selected based on their academic and extracurricular performance. The Council has equal representation from all the batches and equal distribution of male and female students. The faculty from the academic and the administrative departments are also placed in the Council as Advisory members and Ex-officio members. The Advisory and Ex-officio members have to monitor the Council activities and to guide and advise, as and when needed. The Student Council is active in all the activities of the institution and represents in various committees like Curriculum Committee, IQAC, Library Committee, Anti-ragging Committee, Anti-sexual Harassment Cell etc. To promote the Student Council, students represent themselves in various clubs including, Academic Club, Cultural Club, Health Club, Social Service Club.

Objectives:

- The main objective of the Council is to promote academic and cultural activities of the students.
- To represent student's grievances to the appropriate cell on behalf of the students.
- To guide the students in a proper way to maintain cordial relationship between the juniors and the seniors.
- To connect the Alumni and the students for further help and guidance for higher studies and career.

Activities:

- Participated in the voting awareness campaign.
- Organized organ donation awareness program in 2019.
- Participated in the Swachh Bharath Program.

EX-OFFICIO MEMBERS

Name	Designation & Department	Position in the Cell
Dr. Sufala Sunil Vishwasrao	Principal	Co-Patron

ADVISORY COMMITTEE MEMBERS

Name	Designation & Department
Dr S Sathiyarayanan	Medical Director
Dr Duraipandian	Associate Professor (Department of Anatomy)
Dr K Balan	Associate Professor (Department of Microbiology)

Dr MinnalKodi	Professor (Department of Obstetrics & Gynaecology)
File Description	Document
Any additional information	View Document
Link for reports on the student council activities	View Document
Link for any other relevant information	View Document

Other Upload Files	
1	View Document

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

Response: 46.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
46	46	46	47	46

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

Other Upload Files	
1	View Document

5.4 Alumni Engagement

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

Response:

KIMS & RC has Alumni association where the undergraduates and postgraduate students graduated from our institute can join and be a part of one of the stakeholders to support the growth of the institution. Office of the association is located in the campus auditorium building. Alumni association was established in the year 2015 and registered at sub register office (Reg. no SRG Chengalpattu/42/2019) in the year 2019. The Association was formulated with the administrative staff and the alumni of the Karpaga Vinayaga Institute of Medical Sciences and Research Centre. The alumni plays a major role in guiding the students to further pursue higher studies or to continue their career as doctors in society.

Objectives

- Empowering rural health and aiding medical education
- Appreciation and felicitation of alumni who are serving in the rural area
- Promote health awareness program
- To promote CME/ conferences on recent advances
- Promote and support disease prevention campaign
- To create a suitable environment to identify and support budding talents in sports
- To motivate and encourage the outgoing students for further higher studies or career
- To contribute to the Institution in terms of finance, books and other supporting materials to the students pursuing their studies at KIMS & RC

Year-wise list of activities conducted by the Alumni Association:

2015: Orientation Program for PG Preparation Sensitization Program

2016: Guest Talk on Career Guidance

2017: Sharing of Professional Experiences: Alumni students of 2009 batch were specially invited to share their clinical experiences and about preparation of postgraduate exam. Dr S Rebayudeen and Dr S Karthikaa (2009 batch) shared their valuable experiences and wished all the students good luck for the further career.

2018: Contributions to Current Students from Alumni

2019: Sharing of Experience: Postgraduate students of ENT (Dr Anu Jacob) and postgraduate student of Pathology Dr Madhumitha gave short session on career guidance to the 1st MBBS students during Foundation course.

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

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

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

Response:

Vision

To grow as an internationally recognized institute, attaining excellence in the expertise of patient care, medical education and research and development to serve humanity!

Mission

Develop medical education and collaborative initiatives to achieve excellence in medical care, supported by a rigorous academic and research environment. We should be able to attract the best minds in a rewarding and inspiring environment by fostering creativity, innovation and adopting the recent advances in medical technologies. The highest standard of the patient should be aimed to serve the sick and the suffering, irrespective of their economic, social or religious status.

Our motto is to care with compassion and cure with competence.

Governance and Outcomes of Effective Leadership

Institution has sound vision under the exemplary leadership of our Founder Thiru S. Regupathy. The sponsoring trust has 15 educational institutions in Pudukkottai and Chennai campus, especially in the rural areas of Tamil Nadu. The trust has been imparting value-based education.

The institute translates its vision and mission statement to the rural population by fostering a vibrant atmosphere for the complete development of the student. The institution has experienced academicians and administrators. The positive approach of the Trustee, Principal, Medical Superintendent and Medical Director develops a quality policy to uphold core values and is executed through various administrative committees. The institution has constituted various committees for maintaining its key parameters such as quality education, quality service and quality research. Members of the various committees are chosen by their values, attitudes and credentials. The institution follows a strategic and systematic approach (decentralization) through statutory bodies/committees in decision making and effective implementation.

The institution supports various capability enhancement schemes, academic and cultural activities to foster the educational quality. IQAC also promotes quality enhancement program for the betterment of the institution.

A cordial relationship is maintained between the stakeholders and administration through its structured, well-established administrative officers and their subordinates. Our medical superintendent conducts regular meetings with OP patients and IP patients. Their feedback is analysed, and action is taken regularly.

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

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

Response:

The institution has constituted varied committees for maintaining its key parameters such as quality education, quality service and quality research.

Karpaga Vinayaga Education Trust has decentralized the administration by the constitution of various organising bodies. Principal, Medical Superintendent, Medical Director and Postgraduate (PG) Director are the key organising bodies of our institute. The Principal decentralizes the working pattern of the college by establishing various committees. Decentralization is earmarked for the staff members and students to participate in various programs conducted by the institute.

Different categories of teaching faculties are represented in various committees. The meetings of the College Curriculum Committee and the College Council are held quarterly and as and when required. The meetings are interactive and suggestions of the members are considered and implemented in the best of the institute. The Heads of the departments are rotated every year, wherever feasible so that the second level of administrators can be developed.

The Medical Superintendent decentralizes the working pattern of the hospital by conducting regular meetings with various committees like Death Audit Committee, Infection Control Committee, CPR Analysis Committee, Pharmaco-Therapeutics Committee, Blood Transfusion committee, Medical record audit committee, Quality and Safety committee, etc. These committees organize the work by assigning representatives such as nursing superintendents, technicians, housekeeping in charge, senior pharmacist, OT in-charge, Laboratory in-charge, infection control nurse, Medical-record in charge etc. During the accreditation processes like NABH and NABL, a core committee is formed consisting of professors of each department and a sub-committee with assistant professors and subordinators from the HR department.

The teaching faculties and the Heads of the departments are given academic autonomy in the curricular, extracurricular and co-curricular activities. Boys' and girls' hostel have Rectors who take frequent rounds and ensures that the safety of the students is being taken care of. The Students' mess and hostel premises are monitored by wardens. Wardens take care of the general disciplines of both the hostels of boys and girls.

File Description	Document
Any additional information	View Document
Link for relevant information / documents	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Institution has well defined organisational structure and well-developed strategic plan to monitor academic and administrative activities. The Principal is the Head of the institute and chair all the committees. There are well defined additional positions which caters to patient care and hospital administration (Medical Superintendent), postgraduates academics (PG Director) and students grievances (Medical director).

Key functions of governing bodies of the institute as per the organizational structure are as follows:

- To establish the system of governance as per norms, assigning division and departmental heads to carry out the functions of academic excellence, patient care and research activities.
- To manage and regulate, the revenue, the Finance, Accounts, investments, and all other administrative affairs of the institute.
- To discuss future perspectives and institutional excellences in regular meetings.

Statutory committees like, anti-ragging committee, anti-sexual harassment cell, students grievance redressal committee, Institutional ethics committee, Institutional animal ethics committee, Medical education unit, Research advisory committee are functioning effectively. Feedback from students on curricular as well as extracurricular activities is collected by IQAC and Medical education unit.

Examples of implementation of strategic plans through various committee meetings.

College Council:

The College Council is the regulatory body that constitutes chairperson as Principal, all the head of departments and professors as members. The College council is responsible for maintenance of standards in academics and hospital services, setting rules and regulations for student-centric empowerment and patient care related services. Meetings are conducted to discuss on agenda such as continuous medical education, academic performance, strengthening of research, discussion on Accreditation process such as NABH, NAAC, and the implementation of insurance schemes for patient benefit.

Medical Education Unit:

MEU meetings are conducted to discuss the faculty development and quality programs, orientation programs for undergraduates and postgraduates and establishment of early research exposure for students.

Curriculum Committee:

The role of the Curriculum Committee is to plan and deliver the curriculum in an organized manner. Although the curriculum is decided by the regulatory body, the Curriculum Committee plans to execute and implement it effectively to achieve the specific outcomes mentioned by the statutory body.

Institute has completed ten years of excellence in education. In Initial five years the strategic plan was to implement all the courses effectively and approve it as per the statutory bodies. Now the main focus is mainly on quality assurance, Research enhancement, academic sustenance, and efficient administration.

Institution endeavours quality assurance for its continuous growth. Hospital is accredited with pre-entry level NABH and NABL. Next goal of the institution is to obtain NAAC accreditation with highest grade.

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

6.2.2 Implementation of e-governance in areas of operation

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

E. Any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The institute provides various welfare measures for the teaching and the non-teaching staff. Our institutional policy document is drafted by the Trustee and the Principal for timely and effective delivery of welfare measures.

Monetary welfare measures:

- Provision of staff quarters at nominal rates as compared to standards
- Provision of salary advance/festival advance
- Educational allowances for the children of non-teaching staff
- Air-conditioned transport for all
- Provident fund as per rules
- Maternity leave as per norm
- On duty leave to attend seminars/conference/paper evaluation
- Hostel accommodation for non-teaching staff
- Reimbursement of the membership fee for a professional body
- RO water facility 24x7
- Free of cost dress code for non-teaching faculty
- Hygienic working environment
- Eco-friendly campus
- Mobile and diesel allowances for senior faculty
- Concessional treatment for teaching and non-teaching employees in the college hospital

Apart from this, other welfare measures are provided for teaching and non-teaching faculty.

- Super-numery promotions to teaching staff to avoid stagnation in a particular post
- Faculty and professional development programs are conducted regularly
- Our faculty are provided with post-duty off
- Night duty faculty can avail food from the mess/canteen
- Coffee and snacks are provided for the entire non-teaching faculty during their duty hours, both in morning and evening
- Breakfast and working lunch for all the non-teaching staff
- Pre-employment and periodic medical health check for faculty
- Free Hepatitis B vaccination to all the non-teaching staff.

File Description	Document
Link for policy document on the welfare measures	View Document
Link for list of beneficiaries of welfare measures	View Document
Link for additional information	View Document

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

Response: 14.88

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

2018-19	2017-18	2016-17	2015-16	2014-15
61	29	18	20	18

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

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

Response: 22.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
48	29	12	07	17

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

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

Response: 29.89

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

2018-19	2017-18	2016-17	2015-16	2014-15
61	90	87	30	27

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

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

Response:

The institute has a well-framed performance appraisal system which is transparent and time- bound. The institution follows a triple method of the appraisal system:

1. Academic and administrative appraisal
2. Self-appraisal through API score
3. Students' evaluation

The Academic and administrative appraisal are considered for the performance of teaching as well as non-teaching staff while student's evaluation is considered only for the teaching faculty.

The annual performance of the appraisal is done by the Heads of the departments and is forwarded to the head of the institution for appraisal. Heads of the departments are primarily responsible for the monitoring and evaluation of the teaching staff in the department. Performance appraisals of the Heads of the departments are done by the Principal, while the performance of Principal is appraised by the Trustee. Performance of the teacher is taken into consideration during the promotion and yearly increment.

Academic and Administrative Appraisal: Key indicators of academic and administrative appraisal documents include the following attributes i.e., job knowledge, attitude towards work, initiative, quality of work, care of entrusted materials, compliance of institutional policies, behaviour and discipline, reliability, relationship with HOD/immediate supervisor/with peers/with patients/with subordinates and attendance. All parameters are analysed by the Heads of the departments and reviewed by the Principal and a report is submitted to the Trustee. Based on his/her appraisal score, yearly increment/incentives are automatically updated by the HR /Accounts department.

Positive and negative appraisals are brought to the notice of individual faculty to progress further and to perform better in the forthcoming years.

Regular evaluation of departments and teachers are done by the feedback received from the students. Appraisal of the non-teaching staff are done by heads of the departments or the respective administrative head. Self-appraisal is considered in case of ambiguity in the evaluation appraisal at all the levels. All non-teaching faculties are continuously motivated to attend training programmes and skill development programs. Yearly submission of such program attendance is considered for non-teaching staff during their performance appraisals when they are due for promotions.

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

Other Upload Files	
1	View Document

6.4 Financial Management and Resource Mobilization

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

Response:

KIMS & RC has set its guidelines and policy for resource mobilisation and optimal utilisation of resources. The Finance Committee generates the annual budget of the college. The annual budget is reviewed and approved by the Trustee. All major fund allocation is done with the recommendation of the Head of the institute and is approved by the Trustee.

Budget estimates are planned meticulously every year by the Principal in consultation with the Finance Committee. Recurring expenses for establishment charges, water supply, electricity, fuel charges, telephones and other expenses are closely monitored at all levels of the administration. Judicious budget estimates are prepared to keep in mind the future growth and development of the institute in a phased manner.

Resource Generation: The College generates resources from the following:

- Student academic fee
- Hostel fee
- Hospital
- Pharmacy
- Earnings from workshop/CME
- Rent from a commercial establishment inside the college.
- Staff quarters
- Grants from governmental and non-governmental bodies
- Grants from our University for conducting faculty empowerment program

Resource Mobilisation Policy: The Finance Committee generates the annual budget. The Head of each Department submits its annual requirements to the Principal. The Principal of the institution recommends to the Managing Trustee. After which the Managing Trustee reviews and sends his approval to the Finance Committee.

Optimal Utilisation of Resources: Institutional funds are used optimally. Allocation of resources is given priority for academic excellence and research empowerment. Human resources are also optimally utilised for achieving the perspective plan and institutional excellence.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The Finance Department prepares a budget plan every year with the help of software and submits it for approval to the Trustee. The Annual Meeting of the Board of Management, at the end of every financial year, approves the budget estimates for the next year and analyses the actual expenditure incurred during the year under various heads.

INTERNAL AUDIT

Internal audit is conducted half-yearly and audited statement of accounts is placed before the Finance Committee and the Board of Management for review and taking necessary decisions. Internal audit plays an important role in controlling the expenses and enforcing financial discipline. The institute takes utmost care to maintain transparency and accountability of the accounting system. The auditing team audits the purchase orders of the stores that are generated and formulated according to the rules and regulation of the State Government. The Finance Manager conducts the Internal Audit department-wise by checking the indent register and stocks of books and prepares documents about the proper utilisation of the resources by the department and submitting it to the Trustee.

EXTERNAL AUDIT

The external audit of the institute is audited by qualified chartered accountant Mr Ananthakumar. The external audit is conducted every year. The external auditor audits all the vouchers concerning the cash book. He analyses the income and expenditure and prepares the balance sheets. Audited statements of

accounts and balance sheets are submitted to the Finance Committee, for information and consideration. Subsequently, the statements are placed before the Board of Management in November. Audited statements of accounts and balance sheets are forwarded to the Government of Tamil Nadu along with the Annual Report of the College every year, on or before 31st December. No major audit objections were found during the last five years.

Guidelines for the Preparation of the Budget:

- The Principal in consultation with the Accounts Department prepares the budget in accordance with the suggestions of the HOD
- The HOD at the end of the financial year analyses the last year's budget expenditure and prepares the budget of the department
- The Principal submits the budget before the Trustee
- Before preparing the budget, the following preparatory works are necessary :
 - To verify other sources of income like commercial establishment inside the campus, which are properly collected and accounted for.
 - Ensure that all the advances granted are properly reimbursed from the concerned person/department.
 - Verify all the vouchers related to all expenditures.

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

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

Response: 13.45

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

2018-19	2017-18	2016-17	2015-16	2014-15
5.87	1.0	2.02	2.57	1.99

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	View Document
Institutional data in prescribed format	View Document
Copy of letter indicating the grants/funds received by respective agency as stated in metric	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for Additional Information	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Our Internal Quality Assurance Committee is streamlined with the Principal as the Chairperson, the IQAC co-ordinator, a senior administrative nominee, the teachers' nominee, external experts and other members including management nominee, stakeholder's nominee, student's nominee and alumni nominee.

IQAC meetings are conducted quarterly and when required with prior intimations. Meetings are addressed by the Principal, IQAC coordinator and the Core Committee members. The meetings of the IQAC are transparent, suggestions given by the Core Committee members are noted and relevant suggestions are implemented subsequently.

Important Initiatives taken by the IQAC

1. Establishment of stakeholders, feedback system in the institution.
2. Introduction of performance-based appraisal system as per UGC /NAAC guidelines.
3. Appointment of National /International faculty of repute for academic and research activities
4. Fostering performance-based incentives for teaching staff for Academics and Research
5. The organisation of seminars, workshop, symposia and conference for faculty empowerment and student enrichment
6. Preparing documents for NABH, NABL, NIRF and NAAC Accreditation
7. Co-ordinating external academic & administrative audit for quality assessment and continuous

improvement.

8. Strengthening of Clinical Research

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

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

Response: 19.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
64	39	27	30	29

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

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

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 17

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	02	03	01	01

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

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

Response:

Gender equality refers to treating men and women alike. As per the UNICEF, gender equality means women and men, girls and boys; enjoy the same rights, resources, opportunities and protections.

The institution is providing equal opportunities for men as well as women in terms of education and employment. Admission into the institution is not based on gender but purely based on merit. Women are given opportunities in terms of employment in our institute. Many departments are headed by women and most of the College Committee heads are women. There is female representation at the top administration level including the Head of the Institution, the Medical Superintendent and the PG Director. The number of women in the administrative and housekeeping departments is more than the men.

The institute provides specific facilities for women such as:

Safety and Security:

All steps are taken to have absolute safety for women. There are separate hostels for boys and girls. The hostels have an established system of recording in and out time, which are monitored by the warden. The girls are housed in a separate double-gated building.

The institution gives prime importance in providing an environment where men and women can work together with a sense of personal security and dignity. For this purpose, the institute has formed the Gender Harassment Prevention Committee to prevent obstacles at work for women, like sexual harassment, workplace harassment etc.

Counselling: Counselling is extended to the students during the orientation programs and also, throughout the academic years. Faculty regularly promotes gender equality and builds the best classroom environment that nurtures budding students.

Common Rooms:

There is a common room for the girls located on the second floor of the college building. The girl's common room has an attached toilet and basic amenities like a dressing table, cot and coach for relaxation. Students can use the common room during break hours and lunch.

Day-care Centre for Young Children:

Day-care centre is available in hospital premises on the second floor near the Paediatric ward. The breastfeeding room is also placed adjacent to the centre.

Cultural Activities

The institute regularly conducts programs to celebrate cultural diversity and promotes gender equality among the students. The annual cultural celebrations "AFFINITY" is conducted every year during May. The institution encourages the equal participation of women in various committees that are formed during the AFFINITY event. The chief guests invited as a judge on the stage for the different programme during AFFINITY are accompanied by the female students.

The Women Empowerment Cell (WEC) formed by the institution in the year 2019 which constitutes female teaching faculties from preclinical, paraclinical and clinical departments as well as postgraduate and undergraduate students. WEC has organised health and awareness camp on the occasion of the International Women's Day on 8th March 2019. During the camp, free health check-up and free distribution of medicines for women were done. WEC also conducted programs on legal awareness and women empowerment in May 2019 where 250 students participated.

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

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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: C. Any three of the above

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

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

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

Response:

The institution has adopted a strict policy of managing all types of wastes as per the norms of environmental protection act for biomedical waste disposal.

Solid Waste management:

The waste generated from routine activities is segregated at each level by providing colour coded dustbins. The administrative supervisor in each block ensures that the biomedical waste is collected at designated time intervals. The paper waste is given to an authorized agency – Well Being out of Waste (WOW), a National recycling initiative by ITC Ltd. Food waste from the hostel is taken to an organic waste converter which has a capacity of 500 kgs and the output from it is used as manure for plants.

Liquid Waste management:

Liquid waste generated by the institution is Sewage waste, Laboratory waste, waste from Operation Theatre and Laundry. Sewage waste is treated through the Sewage Treatment Plant (STP). Liquid waste from the laundry is treated through the Effluent Treatment Plant (ETP). Liquid waste from Operation Theatre and Laboratory is first subjected through a disinfection and then into the STP. The treated water from these plants is used for horticulture. Our ETP has handling Capacity of 10 KL/Day and STP plant with handling Capacity of 600 KL/Day.

Biomedical Waste Management (BMW):

All the necessary steps are taken to ensure that biomedical waste is handled in an efficient way to prevent any harmful effects on human beings and the environment. In our institution, BMW is segregated, weighed and disposed of in accordance with the guidelines of the BMW management. Biomedical waste is segregated in appropriate colour coded, leakproof containers.

Sensitization programs are conducted periodically to promote awareness regarding the importance of efficient BMW management. A Standard Operating Procedure has been evolved for handling the biomedical waste by Tamil Nadu Pollution Control Board.

Waste Recycling System

Our institution's key operations have very less impact on the environment as the institution is conscious of generating less waste and recycling it through a system that enables the used material to be reused ensuring that fewer natural resources are consumed. Our institution has been **awarded a Certificate of Appreciation** for contributing to dry waste management by **WOW – Wellbeing of Waste**, a nation-wide recycling initiative in the year 2017-18. The lawns and saplings in the garden are watered by the recycled wastewater.

E-Waste Management

Parts of a computer like motherboards, compact discs and Printers, cartridges of printers, Fax and Photocopy machines are recycled and old machines are upgraded to avoid buying new ones wherever possible.

The Hazardous Chemicals and Radioactive Waste Management:

The hazardous chemicals are removed from the stock three months before the expiry date and returned to the purchased vendors. The Hospital's Safety Committee team consists of specially trained staff. Our Radiology Department holds the Atomic Energy Regulating Board (AERB) registration and license. Leakproof test is done at the stipulated time and all safety devices are available to protect against radiation exposure.

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

7.1.5 Water conservation facilities available in the Institution:

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

Any one of the above

Any Two of the above

Any Three of the above

Any Four of the above

Response: All of the above

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

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

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

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

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

1. Built environment with ramps/lifts for easy access to classrooms

2. Disabled-friendly washrooms

3. Signage including tactile path, lights, display boards and signposts

4. Assistive technology and facilities for persons with disabilities (*Divyangjan*) accessible website, screen-reading software, mechanized equipment
5. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

E. any one of the above

D. Any two of the above

C. Any three of the above

B. Any four of the above

Response: A. All of the above

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

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

Response:

KIMS & RC is an institute with a very strong vision to train with empathy and produce quality medical doctors with competent skill and knowledge to render service to society. Also, the institute attracts students from all locations and backgrounds; hence it takes great care to build a caring environment to nurture students with best practices being followed in their training and boarding. The institute has built up a culture which is free from ragging and promotes an inclusive environment wherein people from the diverse cultural and socio-economic background can flourish.

We list below some of the key measures taken in this regard.

Academic Support:

The Institute provides academic support to ensure all students have the opportunity to thrive. Students who have difficulty in communicating English or have English as a 2nd language is supported by Flexible pacing, mentorship program and tutoring.

Cultural Activities:

The institute regularly conducts programs to celebrate the cultural diversity and promotes appreciation of the same among all faculty and students. The annual cultural celebrations include activities designed to ensure and enhance student's values in this regard. Regional festivals like Pongal/Makar Sankranti and Ayudha Pooja, Christmas are celebrated with great zeal to appreciate our rich historic and traditional values. During the fasting period before Ramzan, our Muslim students are given special food in the mess which is made available at the timings of their convenience.

Care is also taken to promote regional languages and help students to appreciate different linguistic backgrounds by participating in events such as International Mother Language Day.

Our faculty members have undergone workshop on ethics where cultural diversity and pluralism is also emphasized upon, thus enabling students to appreciate and accept cultural differences.

Socio-Economic Participation:

The institute seeks to enhance students and faculty integration and appreciation of different socio-economic groups through the following steps:

- The institution gives concession in fees for the deserving students
- Establishing a strong grounding in human values and ethics, making the students aware of the need to contribute to the local society
- Visit nearby old age homes to enhance voluntary activities
- Participation in community-oriented and rural development programs to enhance interaction with and aid to the local population
- Reaching out to the local population as part of the Doctors Day and the International Women's Day to build healthy interaction that benefits the local community.

Promote a Positive Classroom Climate:

Faculties enter the classroom 10 minutes before the schedule and greet the students as they enter the classroom. The faculties to create a bond with the students by forming small groups and can know them by names. Face to face interactions helps them to come out with their queries and problems. This positive climate has helped the institution to bring up an affectionate bonding, irrespective of ethnicities, social-economic backgrounds, or educational preparedness.

Create a Respectful Institutional Community:

Outside the classroom, the students are taught to respect the people for all races and economic backgrounds. Staffs serve as navigators to help them resolve issues related to discrimination and oppression.

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

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized
E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: A. All of the above

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

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

Response:

KIMS & RC train students to develop social responsibility by inculcating the idea of keeping in mind, first the society over personal gains, educates them to spread the importance of preventive aspects of diseases,

holistic medical practice and evidence-based study of medicine. The institute has made a policy to assign each department the responsibility of observing certain national/international commemorative days related to health.

In this regard, the Department of Community Medicine in collaboration with the Pulmonary Medicine, observes the **World Tuberculosis Day** in March, the Department of General Medicine ensures the observation of the **World Heart and Diabetes Day** in November and September, respectively. Similarly, other departments who have given the responsibility are as below:

- **World Breast Feeding Week**, by the Department of Pediatrics and the Department of Obstetrics and Gynecology
- **World Forest Day** by the Department of Community Medicine,
- **World Mental Health Day** in October by the Department of Psychiatry,
- **World Anesthesia Day** in October by the Department of Anesthesia,
- **World Psoriasis Day** in October by the Department of Dermatology,
- **World Hepatitis Day** in May by the Department of Microbiology.

Certain important days like the **World Health day, World No-Tobacco Day, and Swachh Bharat** are observed as collective efforts of many departments. All the programs are observed with great enthusiasm and themes of the programs wherever applicable are implemented through activities like guest lectures, camps, role plays, rally, outreach program, drama, etc.

We are prompt in celebrating the **Independence Day, the Republic Day and the Gandhi Jayanthi** with much fervour of national integration. The institution caters to the diverse religious appeal of the stakeholders in the form of formally observing various religious festivals like **Pongal, Ayudha Pooja, Deepavali, Ramzan etc.**

There are other important commemorative days which the institute is proudly observing since the last five years like the **Doctors Day** on July 1st, the **International Nurses' Day** on 12th May, the **International Women's Day** on 8th March, the **Teachers Day** on 5th September, **Children's Day** on 14th November.

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

7.2 Best Practices

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

Response:

Best practice -1

Title: Dynamic Sewage Treatment Plant (STP) 600 KLD, Effluent Treatment Plant (ETP) 10 KLD and

Disinfectant System 500 litres /Day for effective wastewater recycling.

Objectives of the Practice:

STP removes the suspended solids and organic matter since the activated sludge is a large population of bacteria and other micro-organisms that break down organic matter and can stimulate de-nitrification of nitrogen if appropriate conditions are provided. The Disinfectant System (DIS) effectively decontaminates the bio-medical waste generated from the hospital.

Objectives:

- 1.To effectively decontaminate and remove the toxicants, pollutants from the liquid bio-medical waste generated from the hospital source
- 2.To proficiently treat the liquid bio-waste generated from the kitchen and another domestic source
- 3.To recycle the decontaminated and treated water for irrigation
- 4.To prevent the harmful effects of bio-medical waste
- 5.To comply with the regulations stipulated by the Tamil Nadu Pollution Control Board.

The Context:

The general waste created by regular activities in the Hospital, College, Hostel, Residential quarters and other service areas is removed through the STP for which we ensure the discharge of treated water back to the environment.

The Practice

The STP, located near the Animal house has a capacity of 600 kilolitres/Day (KLD) works on the principle of **SBR (Sequential Batch Reactor)** technology and is automated.

The liquid waste generated is decontaminated in the STP plant with sodium hypo-chloride or chlorine dioxide solution, to kill the bacteria and then sent through the disk and carbon filters. After this, it is collected in the wastewater collection tank and then reaches the STP. The disinfected effluent from the hospital and the domestic wastewater in STP is further treated to generate water with permissible levels of various components.

The plant is well maintained with regular AMC and the water generated is certified from laboratories so that it is recycled for irrigation purpose.

To dispose of the harmful effects of liquid, the bio-medical waste and protect the health care workers, patients and general public, the institute has installed an efficient and advanced ETP with the help of Clar Aqua Pvt. Ltd is located closer to the laundry, has a capacity of 10 kilolitres/Day (KLD) and runs on the principle of **SBR** technology.

The automated plant has reduced the direct contact with the hazardous material, protecting the workers from infectious diseases. Additionally, preventive measures are taken such as the provision of gloves, eye protection, uniforms etc., to the ETP plant workers safeguarding their health.

The automated Disinfectant System, located in the Operation Theatre and the Laboratory, has a capacity of 500 litres/Day and runs on the principle of the **SBR** technology to treat Bio-medical wastewater.

Evidence of Success

The treated water from the STP, ETP and DIS is colourless and odourless and has been certified by the laboratory for safe usage for irrigation, toilet flushing etc. The treated water is recycled to irrigate 15 acres of lawns and gardens, maintaining the green campus throughout the year including the dry spells of summer.

Best practice -2

Title: Multiple rainwater harvesting structures conserving rainwater.

Objectives:

1. To conserve rainwater to meet the increasing demand
2. To raise the groundwater level
3. To preclude wastage of rainwater by preventing loss from run-off
4. To improve the output from bore wells and prevent their drying

The Context:

The rainwater harvesting process involves collecting, conveying and storing water from an area that has been treated to increase the run-off of rainfall. KIMS& RC is located in Kanchipuram district where rainfall is scarce and has poor groundwater level. The institute has a 550 bedded hospital with undergraduate (yearly intake of 100 students) and postgraduate courses. 70 % of the students are staying on campus. With a high demand for water and low water supply, it is important to conserve rainwater to meet the demands.

The Practice

To meet the increasing demands of water, the institute has installed rainwater harvesting at five locations as follows:

1. At roofing of auditorium
2. A roof of girl's hostel
3. Allied health hostel roof
4. Roofing of staff quarters
5. Roof of the college building

Rainwater Harvesting Process:

- Rainwater falling on the roofs act as catchment areas and the water collected flows into pipes connected and build on the walls of the building.
- The pipes drain the water into a deep tank called the Lilly Pond, situated on the Northeast corner of our campus.
- Once the water in Lilly Pond reaches the surface, after settling down of the debris, these tanks have

filters, meshes etc. to purify the water.

- The purified water is allowed to flow into the sump directly to recharge the bore wells.

In addition to this, the institute has built a surface water tank of 6X6 ft and depth of 7.5 ft storage capacity of 7650 litres, which collects rainwater and prevents its run-off.

Evidence of Success:

Due to multiple rain water harvesting structures Institution is able to meet water demands during the summer season. Many universities, institutes are shutting down during summer for lack of water. The output from the bore wells located adjacent to the rain harvesting structures has increased water output and does not dry even in the summer.

Severe water scarcity which was seen a couple of years back has been reduced in the college campus. Increasing groundwater level is evident from the lush green lawns with flowering gardens even during summer.

Problems Encountered and Resources Required

As such for establishing these structures, no significant problems are encountered. The initial cost for establishing these structures is around Rs.10,00,000/- with minimal maintenance. A well-established rainwater harvesting structure may reduce the water bills. However, for the collection and storage of rainwater there should be significant rainfall. Little or no rainfall can limit the supply which is common in this area and at times makes the entire purpose futile. On the other hand, heavy rainfall may not hold all the water which may be wasted.

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

7.3 Institutional Distinctiveness

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

Response:

Imparting Holistic Education

The institution seeks to be a centre of excellence by emphasizing on socially meaningful education, with emphasis on quality & spirituality. The socially meaningful approach is possible by grooming the students.

The institution is unique in a way that it is exclusively a rural institution, catering to the health needs of the surrounding rural population. The students are directly exposed to the needs of the community, participating in the rural setup, so that the students can be groomed to an ideal Indian Medical Graduate.

Our Institution believes in producing Indian Medical Graduates with social responsibility, who are knowledgeable, skilful and application oriented. These objectives are achieved through holistic approach which includes imparting quality education by use of innovative and best practices. In order to make learning more interactive and meaningful, the Institution focuses on imparting vertical and horizontal integration thereby preventing too much of compartmentalization of disciplines. We also provide real time exposure to clinical simulation, encouraging all students to take up short term studentship projects thereby inculcating basics of research methodology even while undergoing basic science curriculum. These measures will help in training the students to approach any given situation with multidisciplinary outlook.

In addition to training them academically, we would like to concentrate on developing sound mind and healthy body which is the canvas for transforming individuals into a professional with empathy and positive attitude. We plan to impart not only medical education but also spiritual education in the form of Yoga, stress and time management. To develop holistic approach visits to community centres and industrial centres are organised. The Institution also gives importance to physical education in the form of grooming and encouraging potential talents in the students in participating various state and national forums. The Institution has various committees catering to all aspects of the needs of the students and faculty.

Personality development programmes: Experts in human resources management from various entities conduct programmes for faculty and students which instils self confidence among students and faculty.

Institution also teaches lesson to the students about the environmental consciousness by setting an example. One such example is initiation of no smoking campus, restriction of automobile entries in the campus, use of cycles as a part of green initiatives and promotion of tree plantation. The Institution has taken effort to save environment by planting the small trees not only in the campus but also inside the hospital buildings.

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

Criterion 8 - Medical Part

8.1 Medical Indicator

8.1.1 NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.	
Response: 31.2	
8.1.1.1 Institutional mean NEET percentile score	
Response: 83.84	
8.1.1.2 National mean NEET percentile score	
Response: 71.00	
8.1.1.3 National level Standard deviation NEET percentile score	
Response: 28.97	
File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	View Document
Upload for list of students enrolled for the MBBS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.2 Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.
Response:
Quality of care is defined as “the extent to which health care services provided to individuals and patient populations to improve desired health outcomes. In order to achieve this, health care must be safe, effective, timely, efficient, equitable and patient-centred.”
Students are taught about the importance of quality of care right from the day of starting their course. The key indicators of the outcome of Medical care in term of recovery, restoration of function and survival are highlighted during didactic lectures and practical sessions. They are also sensitized about giving first aid, universal precautions to be followed before and after certain procedures, importance of Immunization both in children and adults, Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) training, and

Biomedical waste disposal.

In 2nd year MBBS and during internship students are trained about the prescription writing, prescription auditing and medication error. In the second academic year, undergraduates are exposed to the safety procedures such as hand washing, autoclaving of instruments, operation theatre fumigation, health care associated infections and its prevention. These topics are taught in lecture classes and practical sessions and through Continuing Medical Education.

Students of third and final year MBBS are taught about importance of hospital waste management (BMW) which starts from segregation of hospital wastes till disposal of these wastes. In the practical session (block posting), hands on Biomedical waste Disposal (BMW) is given. In Clinical postings students are taught on BMW management during relevant case discussions and hospital rounds. In addition to this student attend clinical society meetings, where they acquire knowledge about specific case management. Various cases discussed during the clinical society meetings, improve the knowledge of students pertaining to safe, effective, timely, efficient, equitable care to the patients.

Skill labs provide an excellent environment for the students for training. While practicing in Skill lab using different models, manikins, video clippings, students get the opportunity to learn from their mistakes. While practising on manikins' students get an atmosphere which is similar to a real scenario. It also helps the students to repeat the procedure any number of times till she/ he acquires perfection.

Students are also taught in the didactic lectures about the standard guidelines/protocols in regards to diagnostic and therapeutic management of certain diseases, like GINA guideline for asthma, Gold guidelines for COPD, Infection control guidelines, JNC guidelines for management of hypertension etc.

Institution also provides links to department wise power point presentations on important topics, video clippings of safety procedures which are accessible to students on college website. The institution takes care about training the students during the course, learn all the elements of quality care and bring out a Medical graduate who can serve the society.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document

8.1.3 Average percentage of fulltime 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 Medical Education etc.)

Response: 1.85

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

2018-19	2017-18	2016-17	2015-16	2014-15
11	05	01	01	01

File Description	Document
Uploads for List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc during the last 5 years	View Document
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response:

For assessing the attainment of competencies various methods are used by the Institution. The Institution aims at teaching the undergraduate student in all pre-clinical, para-clinical and clinical specialities to impart knowledge and skills that will enable her/him to manage common medical problems in day to day practice. Acquisition of such skills is ensured in each subject.

To assess knowledge attribute, written examination or viva voce method is used. For assessing a higher level of knowledge – problem-based analysis, written and viva voce methods are used. Usually a case scenario is given to the student and will assess on the ability to understand, analyse and discuss on the particular issue. Periodic Quiz competitions are also conducted by departments to assess their knowledge.

For assessing skill attribute, demonstration, performing the procedure on manikins or patients under supervision is done (Direct Observation of Procedural Skills).

Furthermore, as a part of internal assessment, to assess intellectual skills, MCQ (Multiple Choice Questions) based examination is used, which helps to assess wide content areas across different contexts in a short time. This involves simple recall type MCQs. Extended matching questions to assess clinical problem-solving ability by inserting clinical scenarios are included in the summative assessment. OSCE/OSPE methods are done to assess the knowledge and skill attributes of the students. It is practiced

in formative as well as summative assessment.

Keeping in mind that all the skills may not be assessable at the final examination, rather many are assessed during training period, it is meticulously decided which need to be assessed locally and other during final assessment. All the departments conduct regular seminar session for the students to assess their communication skills. During observation of national programs students are encouraged to take part in skits, demonstrations, health education, and poster competition. Attitude is assessed to some degree from personal logs and portfolios. To make the best evaluation of clinical competence it is necessary to use a combination of different assessment methods described above are used by departments and institution as a whole. For interns, each department has developed skill evaluation and knowledge evaluation methods.

The attainment of the highest level of competency is obtained through steps spread over several subjects or phases and not necessarily in the subject or the phase in which the competency has been identified.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document
Any additional information	View Document
Link for Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years	View Document
Link for Additional Information	View Document

8.1.5 Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Response:

Organ donation is the process when a person allows an organ of their own to be removed and transplanted to another person, legally, either by consent while the donor is alive or dead with the assent of the next of kin. Institution has taken several positive initiatives to advocate medicolegal and social issues of organ donation.

Department of Ophthalmology has conducted **Eye donation** awareness campaign for the past 2 years (2018, 2019). III MBBS students participated both the years and grasped the opportunity to boost their knowledge. The lecture addressed on the importance of eye donation, place to register for eye donation, medical conditions where eye donation cannot be performed, time duration after death for removal of cornea, who can perform the surgery?, ethical guidelines to be followed, do's and don'ts in eye donation for lay person, legal aspects in eye donation, myths and misconceptions in eye donation. Rally was conducted to improve the awareness on eye donation in public.

IMA student wing of KIMS & RC organized an **organ donation awareness** program in July 2019 to raise awareness among students and faculties. Informative lecture on organ donation was delivered by Dr. D. Thirunaaukarasu. He appraised about types of Organ Donation, medical conditions where organ donation cannot be performed, myths about organ donation and acts pertaining to organ donation.

DATRI, charity organisation of India Blood stem cell donors conducted an awareness program for First Year MBBS students on stem cell donation in the year 2016, 2017, 2018 and 2019. Students are wised up about blood stem cell donation process through didactic lectures, inspirational videos and distribution of pamphlets. Students were actively involved themselves in these sessions, and cleared their doubts. The DATRI team has bestowed a token of appreciation to our III MBBS student who has donated his blood stem cell to save life of cancer patient. He received a memento and certificate from Principal for the noble cause to support in organ donation.

Department of Anatomy enlightens the freshers (I MBBS) about the **Body donation** at the beginning of every year through lecture and interactive sessions.

Institution encourages the students to involve themselves in such types of activity, thereby improving and equipping themselves with recent advances and also know their social responsibility towards organ transplantation.

File Description	Document
Any additional information	View Document
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	View Document
Link for National/State level policies on organ transplantation as adopted by the Institution	View Document
Link for Additional Information	View Document

8.1.6 Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

Immunization is the process whereby a person is made immune or resistant to an infectious disease, typically by the administration of a vaccine. Immunization is a proven tool for controlling and eliminating life-threatening infectious diseases. It is one of the most cost-effective health investments, with proven strategies that make it accessible to even the most hard-to-reach and vulnerable populations. It has clearly defined target groups; it can be delivered effectively through outreach activities; and vaccination does not require any major lifestyle change.

As per the National and WHO guidelines, Institutional immunization activities are undertaken for children every Wednesday. Students posted in the Paediatric department as a part of rotational posting will be

observing the activities like checking the expiry date, Vaccine Vial Monitor, adjuvants, drawing vaccine from the vial, preparing the parts, route of administration, position of needle, instructions to parents after vaccination. They are also trained about the documentation of vaccination, like maintenance of register, temperature maintenance register, dropout register etc. Department of Obstetrics and Gynaecology highlights the students about need of antenatal and postnatal vaccination.

Apart from the above, CRRI posted in the department of Paediatrics and peripheral Health centre are trained in the maintenance of cold chain and to administer vaccine to children under the guided supervision of the staff nurse. Immunization activities are carried out in the Rural Health and Training Centre under the supervision of Lady Medical Officer and Paediatrician.

As per the MCI guidelines didactic lectures on Immunization is taken in 2nd, 3rd and Final MBBS students, by the department of Paediatrics and Community Medicine stressing on the importance of immunization, National immunization schedule, age at immunization, site, dose, route of administration, adverse effects following immunization. They are also updated on recent updates and changes in National Immunization Schedule. The departments of Pulmonary Medicine and General Medicine polish up the student's knowledge on vaccination by tutoring them about Hepatitis-B vaccine, Pneumococcal Vaccine and Influenza Vaccine.

Department of Paediatrics and Obstetrics and Gynaecology jointly organized awareness program on **"Immunization in postnatal and antenatal"** on 27 & 28th April 2019. Professor Dr R Somasekar of Sri Balaji Medical College, Chennai enlightened students about Adolescent vaccination.

File Description	Document
Any additional information	View Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	View Document
Link for report on the functioning of the Immunization Clinic	View Document
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	View Document
Link for Additional Information	View Document

8.1.7 The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.

Response:

As per the regulatory bodies, the Indian Medical Graduate must possess requisite knowledge, attitude, skills, values and responsiveness so that he /she may function appropriately and effectively as a physician

of first contact of the community while being globally relevant. As regulatory bodies have defined medical graduate attributes, Institute has underscored it as follows:

- Clinician,
- Leader,
- Communicator,
- Lifelong learner and
- Professional.

Medical Education Unit and curriculum committee play vital role in implementation of medical graduate attributes and its evaluation system. To attain medical attributes in stepwise manner various teaching learning methods has been implemented with a coordinated approach.

For attainment of competencies regular orientation program, didactic lectures, role plays, small group discussions, block posting, clinical postings, Skills lab training, health education sessions, national programs, Continuing Medical Education Programs (CME), video demonstrations are conducted by the institution. Apart from the above, value-added courses such as **Building Leadership Skills, Ethics in high risk patients** are conducted by the institution for attainment of the same. These courses and programs help the students not only for fulfilment of academic goals and competencies, but also for personal improvement. Involvement of the students in national programs helps them in better understanding of the burden of disease or health concern. They are also able to recognize the Government's approach and commitment to eradicate the disease or health concern.

Skills of the students are fostered through Skill based training, OSCE, OSPE and add on program like Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Basics of Mechanical Ventilation etc. Communication Skills is sharpened by exposing the students to various activities like seminars, tutorials, poster or model competitions. Students of other state have been provided opportunity to learn local language through value added course **Language and Communication Skills**. Students who are hesitant with English are given opportunity to increase their vocabulary through the **English Fluency Course**.

Professionalism and ethics are being taught during didactic lectures. To attain knowledge about ethics during research, MEU conduct program on Research Methodology and Research Paper writings.

Evaluation process for the attainment of these attributes is uniform. Skills are evaluated after clinical end posting by long case, OSCE /OSPE, Mini clinical examination (Mini CEX). Some of the skills assessment is done during the performance of the student in the actual set-up by two methods i.e., DOPS – Direct observation of procedural skills and MSF – Multi-source feedback, which uses questionnaire data from teachers, paramedical staff, fellow students, patients, non-clinical staffs, and relatives of the patients. Other assessment methods used to evaluate medical attributes are MCQ, Theory exam, Viva voce and Practical Examination.

To assess leadership qualities students are given opportunities to exhibit their leadership skills. Every year cultural program AFFINITY is organized by the medical students, which improves the leadership quality of the students, communication skill, socialization and understanding group dynamics.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Links for Medical graduate attributes as described in the website of the College	View Document

Other Upload Files	
1	View Document

8.1.8 Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.

Response:

Medical education unit of the institution plays indispensable role in boosting the teaching proficiency of the faculties. Every year the institution conducts a wide range of Programs starting from **Microteaching, Basic course workshop, Revised Basic course workshop**. Basic course workshop and revised basic course workshop are monitored by the observer from CMC Vellore appointed by MCI. In co-ordination with curriculum committee the Medical education unit conducted the 1st successful **Curriculum implementation support program** in May 2019 for the inhouse faculties, which included preclinical, para clinical and clinical faculties. Curriculum Implementation Support Programme (CISP) was organized to maintain the uniformity and high standards in imparting medical education as per the curriculum. It stated the importance of foundation course for undergraduate medical education, electives, early clinical exposure, guidelines for development of skills labs at Medical colleges, and Attitude, Ethics and Communication (AETCOM).

Research methodology workshop in co-ordination with department of Community Medicine for post-graduate students is organized for the past three years. The post-graduate students are trained about the importance of research in the field of medicine, study designs, sampling and sample size calculation, referencing, data representation, research protocol preparation and thesis writing. During the workshop, students are enlightened about animal ethics, CPCSEA guidelines while conducting animal research. Emphasis on importance of review of literature, check list to be followed for writing paper in a meticulous way is spotted during the workshop. This aids to acquire adequate skills for scientific paper writing. Interactive sessions ease them to go through the process of peer reviewing before sending the paper for publication.

The MEU and Department of Community Medicine has organised 2 days' workshop titled **“Design of Experiments in Clinical Research”** on 14, 15th Sept 2018. 40 participants grabbed the opportunity to learn basics of clinical trials. They were educated about Randomized clinical trials (RCT), various study designs, survival analysis and ethical issues involved in conducting Clinical Trials.

MEU organised **Microteaching workshop** for faculties as well as postgraduates in May 2017 and April 2018. Micro-teaching is a faculty development technique whereby the teacher reviews a recording of a teaching session, in order to get constructive feedback from peers about what has worked and what improvements can be made to his/her teaching technique. Faculties and postgraduate students are coached

about the underlying principles of microteaching, concepts, procedures, steps/phases, mastering the skills in teaching, advantages and limitations of microteaching.

File Description	Document
Any additional information	View Document
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	View Document
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	View Document
Link for Additional Information	View Document

8.1.9 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

1. NABH Accreditation of the teaching hospital
2. NABL Accreditation of the laboratories
3. ISO Certification of the departments / divisions
4. Other Recognized Accreditation / Certifications

E. None of the above

D. Any one of the above

C. Any two of the above

B. Any three of the above

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for e-copies of Certificate/s of Accreditations	View Document
Link for Additional Information	View Document

8.1.10 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.**Response:** 100

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

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

8.1.10.2 Number of first year Students admitted in last five years

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

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

8.1.11 Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.**Response:**

Medical field is not the same as it was 20 years back. Ethical standards in medical profession are seeing steady decline. A lack of knowledge related to medicolegal aspects can halt the effective implementation and delivery of medical services leading to patient harm. It is important for doctors to study medicolegal

issues to improve patient outcome, limit patient harm and patient dissatisfaction.

KIMS & RC exposes students to the medicolegal aspects from the day of orientation. During orientation, Medical Education unit in co-ordination with Curriculum committee arranges class for 1st MBBS on Medico-legal aspects which is taken by the Department of Forensic Medicine.

Knowledge about contemporary medicolegal practices is instilled into Second MBBS students during theory and practical hours. Reason for obtaining consent in medical practice, rules to be followed while getting informed consent, importance of documentation related to medico-legal cases and gaps in documentation, unethical and unprofessional behaviour involved in medical practice and laws related to these practices are taught in theory as well as block posting sessions by department of Forensic Medicine and Community Medicine respectively. In Didactic lectures and Practical sessions students are taught about Prescription writing by Department of Pharmacology and encouraged to practice rational medicine.

During internship, Importance of issuing of true certificates is highlighted during the orientation course as well as in casualty postings. Two important points are stressed while issuing the certificate. First is to maintain the copy of the certificate for record as it may be asked in the court to testify its correctness and second is to note identification marks, signatures or thumb impression of the patient on it. They are also educated about record keeping and retrieving.

The students are made aware about the medico-legal aspects through continuous medical education (CME) programs. CME organized by department of Forensic Medicine on **Legal intricacies of medical practice** in August 2017 highlighted on topics like, consent in medical practice, combat against medical negligence, Issuing Death certificate, Role of doctor in casualty etc. In September 2019 another CME was conducted by Department of Forensic Medicine on **Ethical and Legal issues in Forensic Medicine and Toxicology**. Interactive session was presented on laws related to Medicine by Honourable P. Velmurugan, District and session judge Mahila court, Chengalpattu.

Students of Final year and CRRI are regularly attending clinical society meetings where they are sensitized about, indemnity insurance policies and Consumer Protection Act (CPA). Students are also updated about necessity of indemnity insurance, formal procedures and benefits of the insurance through class room teaching, and clinical case discussion. In addition, College also conducts value added course on **Legal awareness in Medical Profession** which stress importance on medical ethics, CPA, indemnity insurance, care while issuing death certificate.

By becoming member in IMA students wing, students are exposed to contemporary medico-legal practices and insurance mechanisms and indemnity insurance protection.

File Description	Document
Any additional information	View Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document
Link for Additional Information	View Document

NVAAC

5. CONCLUSION

Additional Information :

Karpaga Vinayaga Institute of Medical Sciences and Research Centre has all the necessary facilities of teaching learning and well structured 550 bedded hospital as per the Medical Council of India norms.

There exists a **well-equipped infertility centre** located in the 3rd floor of hospital building to cater the needs of families from the state and outside the state. The college has appointed infertility specialist who conducts OPD on every Saturday. Facilities available are Andrology room, Intra-cytoplasmic Sperm injection room, In-vitro fertilization OT etc. IVF, oocyte retrieval, Intra Uterine Insemination (IUI), Hysterosalpingography (HSG) and saline sonography are common procedures performed in IVF centre.

The Institution has a Medical Education Unit which not only trains faculties of the Medical Institution but also from the Karpaga Vinayaga Institute of Dental Sciences and Nursing college. Students of MSc Biotechnology from Karpaga Vinayaga college of Engineering and Technology visits hospital to learn basics of medical equipments.

Faculties from the department of Anaesthesia are trained as Instructors for ACLS and BLS. They conduct regular workshops for Medical faculties, students as well as students from Dental and Nursing colleges of Karpaga Vinayaga Educational Group.

Concluding Remarks :

The dream & desire to provide comprehensive and affordable health care with competent medical & para medical personnel, to the rural population prompted Founder Thiru. S. Regupathy to start the Karpaga Vinayaga Institute of Medical Sciences & Research centre. It was established in the year 2009 with an intake capacity of 100 seats per year. KIMS & RC is one of the best institutes among the private medical colleges in Tamilnadu providing quality education. The institute is recognised by Medical Council of India and running 14 Postgraduate courses in various pre and para-clinical disciplines.

Basic aim of the institute is to impart value and skill-based education with the support of dedicated and experienced teaching staff. The Institute has promoted various measures for medical students to achieve academic excellence and start their career with smooth transition. Some of the promotional activities are organisation of seminars and conferences, implementation of value added and add on courses. Medical education unit train the faculties to update and upgrade their knowledge on recent advances in medical education.

Along with academics equal importance is given to sports and cultural activities to show case the students talent and inculcate leadership qualities. Students of KIMS & RC have won various medals in cricket, football, volley ball etc in last 5 years.

As pioneer in Medical education institution imparts holistic and preventive care to fulfil the motto of the institution, care with compassion and cure with competence. Core values of the institution are Quality, integrity, excellence and dignity.

KIMS & RC is committed to the continuous evaluation and improvement of all processes related to delivering comprehensive medical treatment and superior patient care. Institute ensures that transparency among systems and physician practices is maintained at all times and strive to foster teamwork, innovation, personal responsibility and trust in every aspect. KIMS & RC always uphold patient dignity, safety and respect.

NAAC