



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI MANAKULA VINAYAGAR MEDICAL COLLEGE AND HOSPITAL

**SRI MANAKULA VINAYAGAR MEDICAL COLLEGE AND HOSPITAL
KALITHEERTHALKUPPAM, MADAGADIPET, PUDUCHERRY**

605107

www.smvmch.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Manakula Vinayagar Medical College and Hospital is a leading institution in Puducherry, India, offering high-quality medical education and patient care. Established in 2004, the hospital and college have been functioning since 2006 with the approval of the Medical Council of India. The institution is located in a lush green campus spanning 30.8 acres, and it aims to provide affordable healthcare to the underprivileged population.

Infrastructure:

The institution boasts eco-friendly features such as rainwater harvesting and a solar power plant. The college block includes well-equipped lecture halls, examination halls, demonstration halls, student laboratories, and museums. The central library covers an area of 1508sq.m and offers extensive reading facilities.

Healthcare Services:

The hospital has 24 x 7 facilities like Emergency Medicine, ambulance services, lab and imaging services, critical care areas and pharmacy. All the broad specialties are functional with experienced specialists round the clock. The hospital has 12 ultramodern operation theaters with laminar flow. Our hospital has state of art equipments like heart lung machine, IABP machine, ACT machine, latest anesthesia work station, 17 state of art HD machines with 14 stations based on New York lean model, ultra modern RO plant for infection control in dialysis unit. Emergency HD and SLED, state of art endourology suite performing all endoscopic surgeries for renal, ureteric and bladder stones along with prostatic and urethral surgeries, Advanced microsurgical procedures using Karl Zeiss Microscope, state of art hand surgery including replantation are available. More than 1500 cycles of dialysis are done per month. The hospital provides free food and accommodation with subsidized investigations and treatment. All major super specialty departments like cardiothoracic surgery, Pediatric surgery, Neurosurgery, Plastic surgery, Urology, Nephrology, Cardiology and Gastroenterology are functional with renowned faculty. The insurance schemes like ESI, ECHS, MD India, Pensioners, Star health, etc., are implemented for patients.

Vision

To impart holistic, evidence based medical education, quality patient care and ethical research to become globally recognized centre of excellence.

Mission

Mission

- To undertake continuous quality improvement in patient care and research through accreditation of hospital and laboratories.
- To inculcate clinical skills, professionalism, medico legal responsibilities, managerial and leadership

skills among students.

- To promote clinical research and innovative research in basic science for better outcome.
- To encourage MoUs with national and international institutions for centre of excellence.

Objectives

- Develop and implement evidence-based curricula that emphasize holistic medical education, patient-centered care, and ethical research practices.
- Establish and maintain high-quality patient care standards through continuous quality improvement initiatives, accreditation of hospitals and laboratories, and ongoing staff training.
- Provide opportunities for students to develop clinical skills, professionalism, leadership and medico-legal responsibilities through hands-on clinical experiences, simulated learning, and mentorship programs.
- Encourage, support and promote faculty members and students to engage in innovative research in both clinical and basic science that focuses on improving patient outcomes and addressing healthcare challenges.
- Foster partnerships and collaborations with national and international institutions to promote knowledge sharing, research collaborations, and opportunities for students and faculty to learn from diverse perspectives and experiences.
- Monitor and evaluate the impact of educational and research programs on patient outcomes, professional development, and academic performance, and use the results for continuous improvement efforts.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Skilled and dedicated faculty.
2. Experienced senior faculty members and trained in Medical Education
3. Adequate case load for hands-on experience.
4. Supportive and appreciative administration.
5. Good reputation about patients care and management.
6. Affordable treatment costs.
7. Well-maintained infrastructure.
8. Regular audits and assessment for continuous quality improvement.
9. Eco friendly premises.

Institutional Weakness

1. Constraints in accessing research funding attributed to the absence of robust support from relevant government departments
2. A lower volume of research publications has been observed
3. Limited instances of novel break throughs have been identified

4. The absence of comprehensive super-specialty courses and fellowships has been noted.
5. Faculty awards and recognitions have been comparatively less prevalent
6. Weak alumni network

Institutional Opportunity

1. Leveraging governmental initiatives to maximize advantages for patient welfare
2. Executing the Muthulakshmi Reddy scheme to its fullest potential.
3. Increasing the frequency of medical camps to effectively broaden community engagement
4. Collaborating with private medical practitioners to reinforce healthcare efforts.
5. Enlarging the hospital's infrastructure to accommodate growing demands
6. Forming Memorandums of Understanding (MoUs) with domestic and international institutions to foster valuable partnerships
7. Exploring avenues for progression towards regional center status.

Institutional Challenge

1. Hindered by the inadequacies of the public transport infrastructure, posing accessibility challenges
2. Navigating government policies and securing necessary permissions present significant considerations.
3. Confronting competition emanating from emerging medical institutions.
4. Exploring potential partnerships with the government to secure essential funding. Addressing attrition among junior faculty members and support staff.
5. Ensuring the presence of proficient nursing and paramedical personnel
6. Adapting to transformative advancements and incorporating updates in both curriculum and technology

1.3 CRITERIA WISE SUMMARY

Medical Part

The institution admits students for MBBS and PG programs based on National level NEET exam. The Mean NEET percentile scores of students admitted in MBBS for the academic year 2021-2022 is 88.75. The hospital is accredited by NABH and adopts stringent infection control policies and practices to ensure quality patient care. The students are given adequate knowledge and clinical skills in the regular theory classes, practical classes and clinical postings. The commitment of the faculty towards continuous professional development is

evident from 46 faculty members having obtained additional qualification and fellowships like ACME, FRCS, FIAGES, and FAIMER & FISE. The institute takes various measures like regular formative assessment, ward leaving examination, OSCE, OSPE, log book assessment for interns to measure and certify the attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the National Medical Commission. The attainment of the competencies are measured by mapping of course and the program outcomes. The students are also exposed to immunization clinic run by the Institution, Primary Health Centre, Rural Health Training Centre and Urban Health Training center. The departments of Forensic medicine regularly conducts awareness programs on Organ donation and sessions on medico-legal aspects involved in organ donation for the undergraduates. The students are also sensitized on the institution's organ donation policy. The Medical Education Unit organizes Faculty development Programs on Medical Educational Technologies like workshop on Basic Medical educational Technologies, Revised Basic Medical Educational Technologies and Curriculum Implementation Support Program. The hospital is NABH accredited and the clinical laboratories are NABL accredited and certified for external quality assurance from CMC, Vellore. The students, faculty and para medical staff are vaccinated against Hepatitis B as per institutional policy. The post graduates and clinicians of Sri Manakula Vinayagar Medical College and Hospital are made aware of medicolegal practices through lectures and the clinicians are also protected with indemnity insurance against risk and legal liabilities.

Curricular Aspects

The institution follows the curriculum designed and developed by Pondicherry University in alignment with the curriculum prescribed by National Medical Commission. The institution has an academic council constituting the Head of the institution as the Chairperson, a Secretary and Head of all the departments (HOD) as Members who are well trained by regular Faculty development programs. The curriculum planning and implementation is governed by the curriculum committee in co-ordination with the medical education unit. Each department has an advisory committee which meets biannually to review and update the existing curriculum with the main focus on curricular enrichment. The HOD discusses the curriculum with the teaching faculties in department meeting and a consensus teaching schedule is framed. The faculty prepares the lesson plan for their topics and get the consensus of HOD prior to each session. Feedbacks are obtained from the students by Medical Education Unit at the end of the year. The HOD also acquires feedback from the faculties during the monthly departmental meetings. Delivery of the content undergoes updation at regular intervals. Non lecture based sessions like Clinical Demonstration, Tutorials, and hands on practical sessions and field postings are conducted for undergraduates in the institution. Curriculum delivery is made more effective with student participation in the form of seminars, symposium and quiz programs which are co-ordinated by the faculty. A well planned Modular and integrated teaching with vertical and horizontal integration is being implemented. The postgraduate curriculum delivery emphasizes on self-oriented learning under watchful guidance of faculty. Regular case presentations, seminars and journal club activities are conducted. The institution also runs courses where inter-disciplinary and inter departmental training are inbuilt in the programme and offers add-on and value-added courses imparting transferable and life skills to the students. The institution mandates its students to undertake field visits, clinical internships, research projects, industry visits and community postings during their training. A structured feedback on curriculum is obtained from various stakeholders including the students, teachers, employers, professionals and alumni which is periodically reviewed and the suggestions are incorporated while updating the curriculum.

Teaching-learning and Evaluation

The Institution is affiliated to Pondicherry University and every year 150 students are admitted for the MBBS program. Of these 55 seats are filled under Government Quota and 95 seats are filled under Management quota (through CENTAC – CENTRALISED Admission Committee) based on the rank list prepared on NEET (National Entrance cum Eligibility Test). Hence the reservation policy is applicable only for the 55 seats filled under the Government Quota through CENTAC. The institution assesses the learning levels of the students, after admission through the pre-academic survey conducted during the orientation program and follows standard protocol developed in the departments to identify and promote the advanced and slow learners. The achievements of the students are measured based on the academic results and their performance in conferences, quiz, workshops and short-term student research projects. The students are facilitated to develop leadership qualities and promote their innate talents via elected students council. The academic calendar is framed by the Pondicherry University and then the Institutional academic calendar is framed by the college Academic Council, in alignment with the University calendar. The college has a functional Exam wing that takes in-charge of the CIE. The Examination committee headed by a co-coordinator and members play an active role in preventing malpractices during the process of examination. The students are under continuous CCTV surveillance during the examination. Internal Assessment exam related grievances are addressed at department level and university exam related grievances are conveyed to the University via Nodal Officer. The institution provides opportunities to slow learners for midcourse improvement and performance through assignments, feedbacks and remedial classes. Parents teachers meeting are conducted every six months for the shortlisted students and parents are informed about their wards' performance. The Course outcomes (CO) and Program outcomes (PO) are framed in accordance with the directives of the regulatory body "Medical Council of India" and "Pondicherry University" to which the institution is affiliated. They are framed by the respective departmental heads, in consensus with the Department Advisory Committee (DAC) and mapped to the graduate attributes stated as per the MCI norms.

Research, Innovations and Extension

Sri Mankula Vinayagar Medical College and Hospital is committed towards academic excellence and believes that most trusted road to academic excellence of students is only through guidance by competent faculty. The percentage of teachers recognized as PG/PhD guide is always more than 30% of the whole pool of faculties in the past 5 years. The faculties have received fellowships and financial support for research and advanced studies. In the year 2021-2022, 33 faculties were selected for such laurels. The institution supports the faculty on such activities with financial support. Innovation promoting ecosystem is an integral part of any modern day educational institution which aspires to be ahead in academic and scientific excellence. The UHTC, RHTC and City centres of the institution serves the alumni medical professionals as incubation centres in the early phase of their career apart from being perfect training grounds for our medical interns and postgraduates. The institution innovation council was institution innovation council of SMVMCH was established in 2020-2021. The institution had conducted on an average 50 workshops per year focusing on Intellectual Property Rights, good clinical practice and research methodologies, with 88 workshops in 2021-2022. The faculty published around 50 research papers per year in the past 5 years. Extension and outreach activities carried out by the institution involves voluntary student agencies, interns, hospital staff and faculties were around 120 per year. The college has received 211 certificates of appreciation by various government and other prominent agencies for its extension services in the field of health care, medical education and various public health welfare activities. Extension activities like CBME, taking part in activities commemorating public health issues, field exposure during posting in Department of Community Medicine via surveys and field visits, voluntary participation in social responsibility activities like 'Family adoption program' "Integrated Village Development Project", etc. helps in sensitizing the students on social issues and holistic development. Collaborative activities in research and academics were fairly high in the past.

Infrastructure and Learning Resources

Sri Manakula Vinayagar Medical College and Hospital (SMVMCH) is one of the prominent Medical Institutions in Puducherry with world class living and learning ambience for the students pursuing medical education. SMVMCH offers MBBS course with 150 seats and 78 Post-graduate (MD/MS) seats in 20 specialties. The hospital has an inpatient capacity of 932 beds, inclusive of 100 critical care beds in different specialties, with an average of 22852 inpatients and 509501 outpatients per year. The institution has one auditorium with 800 seating capacity, one lecture theatre with 350 seating capacity, examination halls with 375 seating capacity and 5 air-conditioned lecture halls with a seating capacity of 200 students each equipped with audio- visual equipment and internet facilities. Institution has dedicated sports ground for athletic events (track & field) and to facilitate the group games like cricket, hockey, football, volley ball, throw ball, kabaddi and khokho. The central library is air-conditioned with 300 seating capacity and ILMS, and has 17738 books in 7180 titles, subscription for 67 national and 50 international journals. Library has access to 4990 e-books, 10779 e-journals, 1031 CDs in medical specialties, and 437 theses. Remote access for national and international e-journals is available within the campus through J-Gate. The digital library has 63 computers of high-speed internet facility. The institution has community-based learning facility for students in RHTC and UHTC and a clinical skill lab. The Hospital Management Information System is a comprehensive, integrated information system designed to manage all the aspects of a hospital operation, such as medical, administrative, student and the corresponding service processing. It is an in-house product and all aspects of end-users requirement are regularly updated. Wi-Fi facility is available for both students and faculties in the campus. Each department has adequate number of computers with LAN and Wifi facility. The Institution has an exclusive maintenance department responsible for overseeing the maintenance of buildings, class rooms, hospital, laboratories, hostels, cafeterias, sport facilities, utilities, STP, lawns etc. Campus surveillance cameras, CCTVs, Biometry and other security equipment are maintained by the IT department.

Student Support and Progression

A well-established and defined Institution helps the learners in their overall development. Creating medical experts is the major aim of SMVMCH which is evident in the student progression and various activities of the institution to improve them as globally recognized personnel. Students deserve all round support from the institution financially, through scholarships, schemes and reservations. Scholarships are given to the deserving students at the right time. The Institution supports the learners/students as a second family, in guiding them financially, academically and career wise. The needs of the students are catered accordingly, for their wholesome development. Economically deprived students, deserving candidates are supported and aided at the right time. Various committees of the institution help in catering the needs and necessities of the students. Grievances and complaints are redressed at the earliest. The institution boasts a ragging free campus. If problems any, the following committees solve the issues: Anti- Ragging Committee, grievance redressal committee and Internal Complaint Cell. We guide students financially through scholarships and schemes. The Career Guidance cell / Career Enhancement Cell guides the students to excel globally as their achievements are evident during the past five years. Many students are self-employed and have started their career internationally as they are placed in highly reputed Institution/hospitals globally. Students have also pursued post-graduate degree/higher education in reputed colleges nationally/Internationally. Alumni of SMVMCH have a great part in the development of the Institution and the student progression as well. They act as a bridge between the Institutions as they introduce the students to recent developments and initiatives in the medical field. They also meet the financial needs of the students whenever necessary through financial contributions. Global exposure and experiences and wide range of knowledge attained by the Alumni is shared through guest lectures and

Alumni meets. The institution has a dynamic student council which actively organizes sports in the name of 'Galaxy' cultural in the name of 'Mantra' and organizes a conference named SIMSCON annually. SIMSCON is a unique venture of conducting a medical conference by the students for the MBBS students all over South India.

Governance, Leadership and Management

The governing body of institution has a broader vision and mission to emerge as an institution of educational excellence. The institution adopts decentralization of authorities and encourages participatory management. The vision and mission are in alignment with the academic, good health service, and innovative research activities of the institution. The five-year strategic plan is prepared in alignment with the vision and mission based on the SWOT analysis and the report the college council. Institution ensures safer environment for all its employee in the campus. The faculty, staff and students are given due importance in decision making policies and autonomy in their working practices. The faculty and students are part of various committees and bodies to explore their leadership qualities. The institution has a dedicated Electronic Data Processing (EDP) department to oversee the technical aspects of software development, maintaining the digital library and training faculties. The software packages like Medplus, Student management suite and Human resource management are used to dispense administrative, financial and student support. Faculty members are eligible for several welfare schemes like rent free accommodation inside the college campus, free bus transport, health care facility etc. The management provides financial support to attend CME, workshops, research publications and quiz programs organized by the departments. The institution regularly organizes training programs for teaching and non-teaching faculties either within the department or through medical education unit (MEU). Faculties presenting in national and international conferences are given 12 days of academic leave per year and incentives to acknowledge their effort and to promote conducive work culture. During the audit process, steps are taken to regularize the accounts and to obtain documentary evidence regarding the payments, compliance of TDS and Statutory Formalities and Reconciliation of Unit wise balances with the Control Accounts. Consolidation of the fundings of the Institutions in the trust is compiled and the annual returns are submitted to Income tax department. The IQAC ensures quality deployment and sustenance in all academic, research, administrative and student support activities. IQAC has laid benchmarks and conducts quality initiative programs to attain the quality maintenance and march towards quality excellence.

Institutional Values and Best Practices

Institutional values the development of long-term relationships based on honesty, respect, equity, creativity, innovativeness, excellence, social responsibility, community service & inclusiveness health and well-being of the community. In order to maintain the harmony, the institution has effectively articulated its values to employees and developed an overall administrative structure to realize its values and also has assigned performance criteria to assess movement towards achieving its vision and mission. It has given more weightage to gender equity programs and ensures no gender disparity in all areas. Most importantly the students are made aware of Anti-Ragging rules which are displayed at prominent places inside the institution and hostel. To nurture environment consciousness and maintenance of the greenery, facilities for alternate sources of energy like solar energy, sensor-based energy conservation, biogas plant and LED bulbs are used. Being a health care institution, it never forgets to follow the biomedical waste management as per BMW act. The waste water generated from the institution, hostel and other buildings are treated in Sewage Treatment Plant. The institution has well planned water conservation policies like rain water harvesting and Waste water recycling system especially for gardening, which is reflected in the rich greenery in the campus. The Institution has disabled-

friendly, barrier-free environment and it also enables the tolerance and harmony irrespective of cultural, regional, linguistic, communal and socioeconomic diversities at all levels including medical education, patient care and administration. Apart from this all the National festivals are also celebrated. Most importantly the institution reinforces the outcome-based education by mapping the students' performance and achievements with program Specific outcomes which is one of the best practice of the institution leading to the generation of a copyright for the mapping procedure. Co-curricular advisory committee is yet another best practice of the institution to facilitate academic co-curricular activities by clearing the bottlenecks in the conduct of such programs. The distinct aspect of the institution is 'SIMSCON' the conference conducted by the students for the students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI MANAKULA VINAYAGAR MEDICAL COLLEGE AND HOSPITAL
Address	Sri Manakula Vinayagar Medical College and Hospital Kalitheerthalkuppam, Madagadipet, Puducherry
City	Pudhucherry
State	Puducherry
Pin	605107
Website	www.svmch.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	R.n.kagne	0413-2643030	9486748348	0413-2641549	principal@svmch.ac.in
IQAC / CIQA coordinator	Kalaiselvan G	0413-2643073	9843155060	0413-2641549	kalaiselvanmd@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		12-05-2006		
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Puducherry	Pondicherry University	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC	07-04-2010	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	23-05-2023	12	Nil

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	Sri Manakula Vinayagar Medical College and Hospital Kalitheerthalkuppam, Madagadipet, Puducherry	Semi-urban	30.8	12923220

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	MBBS,Mbbs	66	NEET	English	150	150
PG	MD,Anatomy	36	NEET PG	English	4	0
PG	MD,Physiology	36	NEET PG	English	3	0
PG	MD,Bio Chemistry	36	NEET PG	English	3	0
PG	MD,Community Medicine	36	NEET PG	English	3	1
PG	MD,Microbiology	36	NEET PG	English	2	0
PG	MD,Pharmacology	36	NEET PG	English	4	0
PG	MD,Pathology	36	NEET PG	English	6	3
PG	MD,Psychiatry	36	NEET PG	English	3	3
PG	MD,Tuberculosis And Respiratory Medicine	36	NEET PG	English	3	3
PG	MS,Ophthalmal	36	NEET PG	English	4	4

	mology					
PG	MD,Dermatology Venerology And Leprosy	36	NEET PG	English	4	4
PG	MS,Obstetrics And Gynaecology	36	NEET PG	English	6	6
PG	MD,Anaesthesiology	36	NEET PG	English	12	12
PG	MS,Orthopaedics	36	NEET PG	English	6	6
PG	MD,General Medicine	36	NEET PG	English	10	10
PG	MD,Paediatrics	36	NEET PG	English	6	6
PG	MD,Radiodiagnosis	36	NEET PG	English	6	6
PG	MS,Ent	36	NEET PG	English	2	2
PG	MS,General Surgery	36	NEET PG	English	9	9

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	54				23				66			
Recruited	39	15	0	54	13	10	0	23	41	25	0	66
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				1				0			
Recruited	0	0	0	0	0	1	0	1	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				576
Recruited	51	525	0	576
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				990
Recruited	494	496	0	990
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	6	0	0	6
Ph.D.	0	0	0	1	2	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	1	1	0	2
PG	39	15	0	12	8	0	34	24	0	132
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	26	38	0	0	64
	Female	47	39	0	0	86
	Others	0	0	0	0	0
PG	Male	21	18	0	0	39
	Female	23	13	0	0	36
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	7	13	10	10
	Female	21	16	13	6
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	77	58	60	65
	Female	75	83	105	63
	Others	0	0	0	0
General	Male	19	20	11	8
	Female	26	28	17	20
	Others	0	0	0	0
Others	Male	0	0	0	17
	Female	0	0	0	15
	Others	0	0	0	0
Total		225	218	216	205

General Facilities	
Campus Type: Sri Manakula Vinayagar Medical College and Hospital Kalitheerthalkuppam, Madagadipet, Puducherry	
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)	142
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	564
* 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	Biogas Plant, O2 Gas Plant and Sewage Treatment Plant

Hostel Details	
Hostel Type	
* Boys' hostel	
* Girls's hostel	
* Overseas students hostel	
* Hostel for interns	
* PG Hostel	

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution follows the curriculum outlined by the National Medical Commission (NMC) and is affiliated with Pondicherry University. Its approach to education is multidisciplinary, integrating various fields into teaching, training, research, and outreach. The institution's medical education unit has implemented both vertical and horizontal integration
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in teaching, aligning with regulatory recommendations. The curriculum goes beyond the core subjects, incorporating add-on courses in medical advancements and value-added courses such as Environmental Health, Palliative Care, Epi-Info Software, Basic Medical and Surgical Skills, and Basic Epidemiology. To enhance capabilities, language and communication skills, computer skills are emphasized from the start of medical education as a part of foundation course. Yoga is integrated into the curriculum for its physical and holistic benefits. Herbal remedies are also introduced to foster a comprehensive understanding of patient care. The institution promotes interdisciplinary collaboration in both clinical and community settings. During internships, students work alongside multi-disciplinary healthcare teams, nurturing their teamwork skills. Students also delve into courses like the Role of Doctors in Society and Communication Skills, enhancing their patient management approach. Community postings and extension activities immerse students in local culture, allowing them to offer culturally sensitive healthcare. Postgraduate students gain cross-disciplinary exposure by spending time in related departments. The institution actively conducts health awareness programs through its rural and urban health training centres. It trains and supports frontline workers like medical interns and nurses for effective implementation of national health programs. Additionally, the institution collaborates with district administration to investigate and control epidemics.

2. Academic bank of credits (ABC):

Credit based system is not applicable for the students in medical colleges as per the regulatory body (National Medical Council) and the institution's preparedness for the Academic Bank of credits is dependent on the affiliating University (Pondicherry university). However the institution uses Student Management Suite software to document student related details.

3. Skill development:

The essential skills that every Indian Medical Graduate (IMG) needs to acquire have been outlined by the National Medical Commission (NMC). These skills are divided into three distinct curriculum phases, encompassing Pre and Para-clinical, Medicine and Allied, as well as Surgery and Allied courses. As a collaborative effort, each department

works alongside the curriculum committee and the medical education unit to identify and compile the skills designated for each professional year (Year I, II, III, IV). Based on these skill listings, lesson plans are formulated and the skills are imparted across various settings, including classrooms, bedside teaching, outpatient departments (OPD), and the clinical Skills lab. To ensure students' competency, all skills that can be certified are documented, and faculty members within each department are committed to equipping students with proficiency in these areas. The competencies acquired by students are then evaluated and recorded in a logbook specifically designated for certifiable skills. This same process is extended to postgraduate students, where the identified skills within the PG curriculum are determined by the relevant departments and subsequently taught. Beyond the skills specified by the NMC, the institution hosts programs that focus on cultivating analytical skills, language and communication skills, soft skills, personality and professional development, professional ethics, and employability skills among students. For hands-on skill-based training, the institution has established a clinical skill laboratory that caters to both undergraduate and postgraduate students. This facility encompasses dedicated zones for storing mannequins, rooms for the examination of standardized or simulated patients, spaces for demonstrating skills in small group settings, individual and group training stations, as well as a debriefing area. The clinical skills lab plays a pivotal role in nurturing early-stage clinical skill development through simulation, ensuring students are adequately prepared to manage real-time patient scenarios.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

The institution has actively implemented measures to promote and integrate the local language, art, and culture into its framework. This is achieved through the incorporation of mandatory activities in the curriculum, including language classes in Tamil, English during foundation courses, and debates conducted in local language. These initiatives serve not only to cultivate cultural appreciation but also to deepen students' comprehension of socio-cultural and linguistic diversities of the society. Right from the foundation course, students are sensitized to the

richness of this cultural diversity as they embark on their medical education journey. They are educated about the language-based cultural distinctions that are specific to Puducherry. To honor and celebrate this diversity, the institution's annual cultural festival "Mantra" features activities conducted in the local language. This provides students with a platform to express themselves through poetry, songs, and essays in the regional language, Tamil. The cultural fest additionally showcases traditional arts and folk dances from South India, along with various other events. Embedded within the medical education curriculum is a vital component titled "Attitude, Ethics, and Communication." This module is imparted to students across all professional years, with a focus on highlighting the significance of upholding patients' autonomy and values, alongside other crucial facets of patient care. Throughout the year, the institution actively observes a range of festivals such as Deepavali and Ayudha Pooja. These celebrations serve as opportunities for students to gain insight into and appreciate the regional and cultural diversities. These values are instrumental in shaping patient care, as the institution places a significant emphasis on understanding and respecting cultural practices, customs, beliefs, and religious compliances while delivering medical treatment. These values are instilled in students throughout the entirety of their educational journey.

5. Focus on Outcome based education (OBE):

The National Medical Commission (NMC) has brought about significant changes in the Medical Education Curriculum since 2019, focusing on competency-based medical education for both undergraduate and postgraduate students. The curriculum highlights graduate attributes that the institution is committed to instilling. The institution has aligned its program specific and generic outcomes with the competencies outlined in NMC's curriculum. These outcomes are readily available on the institution's website for the benefit of both students and faculty. To ensure effective learning, each department has formulated specific learning objectives (SLOs) for different competencies or topics, along with associated lesson plans and assessment strategies. The evaluation of knowledge, attitude, skills, and communication proficiency is carried out through formative assessments and

internal evaluations. As part of its dedication to competency-based education, the majority of faculty members have undergone training through the Revised basic course workshop, Curriculum Innovation Support Program (CISP) workshops, and Advanced course in Medical Education which have facilitated their alignment with the new curriculum and the advances in teaching learning methodologies. The institution has fully embraced innovative approaches recommended by the NMC, including Early Clinical Exposure, Foundation Course, Family Adoption Program, AETCOM modules, Self-directed Learning, and Skills Teaching. The institution has taken concrete steps to enhance community-based medical education and rural health skills. This includes health awareness camps, a Family Adoption Program, and Integrated Village Adoption Program. The institution also promotes undergraduate research by providing a platform for students to engage in research activities and offers support to foster their meaningful research endeavors.

6. Distance education/online education:

The outbreak of the Covid-19 pandemic has necessitated the educational institutions across the globe to embrace digital platforms as a means of conducting classes, conferences, and meetings. Online education has shattered geographical barriers, facilitating interactions between experts and students from distant areas. As the economy, including educational establishments, gradually resumes its operations, a hybrid mode of education, which combines both online and offline resources, has emerged as the new standard in line with the principles outlined in the New Education Policy. During Covid-19 pandemic, the institution has proactively prepared itself to facilitate the teaching-learning process through diverse online avenues such as ZOOM, Google Meet and the Great Learning app. The entire campus boasts Wi-Fi connectivity, and classrooms are fitted with digitally interactive smart boards, ensuring a seamless transition to online education without any disruptions. Drawing from the experience gained during the period of closure caused by the Covid-19 pandemic, the accessibility of online resources for both educators and students is no longer a limitation. The institution has acquired a learning management system MOODLE, which promotes blended learning by seamlessly integrating online and

in-person instruction. Every student and faculty member is provided with login access to their respective courses, with faculty being encouraged to provide course content to facilitate self-directed learning among students.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>The Institution has an Electoral literacy club</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The institution has selected faculty and student coordinators, along with members from the administrative and non-teaching staff, to aid and oversee the operations of the Electoral Literacy Club. The club's initiatives encompass organizing electoral awareness initiatives for individuals from all segments of society.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The Electoral Literacy Club has taken proactive steps to raise awareness within the rural population of the local community regarding voting responsibilities and the importance of ethical voting practices. The club has organized awareness programs aimed at educating the I year students who are the first time voters about the process of using the Electronic Voting Machine.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>As the Electoral Literacy Club activity of the institution, the students made posters and short videos on voting rights and voting procedure to create awareness among the people belonging to rural communities and first-time voters in and around the institution.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The electoral literacy club conduct of special sensitization programs to confirm that all eligible students are enrolled as voters in the electoral roll.</p>

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
939	929	913	913	894
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	197	197	183	177
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
218	216	205	208	200
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
143	135	136	139	142
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
143	135	136	139	142
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
5764.3	6907.9	6531.3	4880.5	3991.4
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 designed and developed by Pondicherry University in alignment with the guidelines of National Medical Commission (NMC). The institution has adopted CBME curriculum model from this academic year 2019-2020 as prescribed by NMC.

Planning of the curriculum: The institution has a curriculum committee appointed by the Head of the institution that constitutes the dean as the Chairperson, Secretary and Head of all the departments (HOD) as members who are trained by regular Faculty development programs. A separate Standard Operating Protocol exists for the curriculum committee. Each department has a separate Department Advisory Committee headed by the HOD as the chair person with 3-5 members of the same discipline including one external member. The Department Advisory committee meets once in six months to review and update the existing curriculum. The recent updates in the field concerned are discussed among the members for suggestions and modifications. The committee finalises the curriculum every six months before every new batch starts.

Implementation of the curriculum:

The HOD discusses the curriculum with the teaching faculties in the department meeting and a consensus teaching schedule is framed. The faculty prepares the lesson plan for their topic and gets the consensus of HOD prior to each session. Feedbacks are obtained from the stakeholders by the feedback committee and the Medical Education Unit at the end of the year. The HOD also acquires feedback from the faculties during monthly department meetings. Suggestions given in the feedback are discussed in the MEU and IQAC meetings and further approved by the college council for curricular enrichment.

Non didactic sessions like Clinical Demonstration, Tutorials, hands on practical and field postings are conducted for undergraduates in the institution. Curriculum delivery is made more effective with student participation in the form of seminars, symposium and quiz programs which are coordinated by the faculty. A well planned Modular and integrated teaching with vertical and horizontal integration is being implemented.

The postgraduate curriculum delivery emphasizes on self-directed learning under watchful guidance of faculty. Regular case presentations, seminars and journal club activities are conducted for the postgraduates facilitated by the faculties. Further their practical skills are honed by clinical postings. Curriculum Planning Process is integrated into the ERP for Academic Planning and Monitoring, involving the syllabus of Pondicherry University, Academic Calendar of Events, Master Plan, Weekly Plan and Teacher Time Table, Lesson Plans integrated with delivery methods, HOD and Curriculum

committee monitoring.

Evaluation of the curriculum

The curriculum follows outcome driven approach and orientation towards skills necessary for lifelong learning to enable proper care of patients. Skill acquisition is an indispensable learning process in medicine which is attained through early clinical exposure, electives and longitudinal care. AETCOM module of the curriculum covers ethical values, responsiveness to the needs of the patients and acquisition of communication skills. Curriculum evaluation is done through internal and end year examinations as stipulated by the affiliating Pondicherry university.

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

Other Upload Files

1	View Document
2	View Document

1.1.2

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

Response: 4.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	08	05	03	03

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>Response: 30.51</p>	
<p>1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Response: 119</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programs during the last five years</p> <p>Response: 390</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</p>	

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

Response: 22.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
218	216	205	208	200

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:

SMVMCH follows the curriculum laid by the National Medical Commission and the Pondicherry University. The curriculum has been integrated with regular courses and activities relevant to Human values and Professional Ethics, Environment and Sustainability and Gender equity. The curriculum provides opportunities for teaching medical students on Professionalism and Medical Ethics during clinical postings and field postings. Demonstration of good doctor-patient interaction, communication skills, bedside manners with patients are done by faculty during clinical postings on a regular basis. Community Based Medical Education program for medical undergraduates reinforces Professionalism and Medical Ethics during interaction with family and community members. It also includes sessions on Value Education for undergraduates conducted by Department of Forensic Medicine and Community Medicine. Mentorship program is in practice for students during the formative years of first year in the institution. This enables students to imbibe values and attitude from their faculty mentor through role modeling. As a part of Students' Council activity, students' discussion forum meets regularly to discuss on topics related to mental health, Professionalism and Ethics moderated by faculty. SIMSCON is yet

another venture of the students council where conferences are organized by the student community which inculcates team building, organizing and leadership skills in the students. In addition to this, “Foundation course for undergraduates” is conducted during the first year, second year and internship to incorporate communication skills, Professionalism and Medical Ethics, emphasizing on medical code of conduct, empathy and ethical approach in clinical practice. The courses are delivered through interactive case-based discussions in small groups as per the recommendations given in the AETCOM module.

The curriculum for postgraduate education is imbued with opportunities for learning Professionalism, Ethics during their routine work. The institution also integrates gender equality into the curriculum through equal involvement of female students in all academic activities without any discrimination. There is good representation of female students in Student’s Council and various committees like SIMSCON, Sports and Cultural events. The Internal complaints committee of the institution functions well to prevent gender harassment and promote a gender equal environment in the institution.

The institution also conduct student activities under National Service Scheme which organizes periodic awareness campaigns. The institution organizes various programs of public health importance like prevention and control of communicable diseases like tuberculosis and AIDS, polio and vector borne diseases. The family adoption program is in practice to infuses social and public health responsibility among the students. Awareness programs and promotions on Breastfeeding, environment and sustainability are also conducted on a regular basis. The institution follows paperless communications to students and parents to save trees, values are imparted to students to save electricity and water resources within the college and hospital premises and safe disposal of wastes.

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: 12

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

Response: 12

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: 67.03

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

2021-22	2020-21	2019-20	2018-19	2017-18
729	715	833	807	839

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: 97.39

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

Response: 933

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**

Response: A. All of the above

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

1.4.2

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

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

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

Other Upload Files

1	View Document
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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 78.06

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	49	36	43	38

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

2021-22	2020-21	2019-20	2018-19	2017-18
55	55	54	54	52

File Description	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
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant informatio	View Document

2.1.2

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

Response: 92.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
218	216	205	208	200

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

2021-22	2020-21	2019-20	2018-19	2017-18
233	227	225	224	219

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View Document
Institutional data in prescribed format	View Document
Any other relevant information	View Document

2.1.3

Average percentage of Students admitted demonstrates a national spread and includes students from other states

Response: 53.49

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

2021-22	2020-21	2019-20	2018-19	2017-18
108	110	111	112	118

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 slow performers

The Institution:

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

Response: A. All of the above

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

2.2.2**Student - Full- time teacher ratio (data of preceding academic year)****Response:** 6.57

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
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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:

SMVMCH realises the importance of holistic development of its students and strives towards building and sustenance of innate talents/aptitude of individual students by creating platforms for ample representation of the students in various committees of the institution. An active student council has been constituted to facilitate the execution of the activities of the students in the institution. There is active participation of the students' council in organizing major events of the institution every year to showcase their innate talents/aptitude.

EVENTS ORGANIZED BY STUDENT COUNCIL**Sports Committee: GALAXY**

Intra-College Sports meet (Galaxy) is organized every year, conducting athletic events, team events and indoor games for the students. The students are also encouraged to participate in the Intercollegiate sports meet, organized at Puducherry level.

Cultural Committee: MANTRA

Intra-collegiate cultural fest is organized every year for the students by the students council. They conduct Literary events, Cultural events like dancing, singing, Instrument playing, short film making, Events enhancing the creativity like collage, vegetable / fruit/soap carving and others.

DOCERE

Every year Teachers' Day is celebrated on 5th September in which various programmes and games are organized by the students for the Teaching faculty.

SAYONARA

Farewell day celebrated every year for the exam going final year students, by their juniors.

FIESTA

It is the Fresher's Day celebration organized every year for the new batch of aspiring medicos.

Editorial Committee: NEXUS

NEXUS is the College Magazine published every year with editorial committee led by the students. It gives students a platform to express their literary, artistic skills and intellectual abilities.

Quiz Committee: QUIZ CLUB

Quiz club functions throughout the year, helps in creating question bank of MCQs, organizing discussions over the questions every week, posting of questions in the notice board and taking active part in organizing and hosting the Quiz competitions.

Scientific society committee: SIMSCON

The Institute stands unique in organizing South Indian Medical Students conference (SIMSCON), fully organized by the students, with a theme proposed every year and promotes scientific advancement of the institution and helps to share and intensify academic excellence. It has received the recognition as a national conference.

The postgraduates are made associate members in the scientific society of the Institution and are encouraged to present papers, every month in a forum of experts.

Anti-ragging Committee

Anti-ragging and healthy inter personal abode is delivered to the students through their membership in anti-ragging committee.

National Service Scheme (NSS)

NSS by organising awareness rallies, screening program, environmental cleaning, vaccination campaigns help in fostering social responsibility among students.

Curriculum Committees

Students are made representative of the curriculum committee, for sensitizing the students on the emerging curricular trends.

Student Discussion Forum

It is a platform for the students and the faculty to interact and debate on medical skills, interpersonal relationship, leadership skills, communication skills, research and stress management.

Innovation Council

The students play active role in organizing events by the Innovation Council of the Institute, where students are given opportunities to generate ideas, plan for startups and show case entrepreneurial their talents.

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 Institution provides optimal learning environment, strengthened with essential infrastructure and trained faculty in instructional delivery for both undergraduates and postgraduates. The different student-centric methods adopted by various departments are highlighted below:

Experiential learning

The students are motivated to learn through their experience and reflection through **Community Based Medical Education**, field visits, involvement in the screening programs, health camps, **skills training using mannikins, model-based training on surgical techniques, prosection and dissection**. In addition, the students are also encouraged to **reflect on their experiences** faced **during the duties delivered during COVID pandemic** and other peripheral postings in the form of **reflective writing**.

Integrated Learning

Modular teaching is routinely practised in the institution, even before the implementation of the CBME curriculum. With the implementation of CBME, **alignment** of the topics are done within the phases and **vertical integration** is effectively implemented across the phases.

Participatory Learning

The lectures (offline and online) are made interactive by incorporating active learning strategies like **think, pair and share, clarification pauses, muddiest point, entry-exit ticket, one minute paper, concept mapping**. Initiatives are taken to enhance participation while addressing small groups through **fish bowl technique, jigsaw techniques, picturing to learn**, group discussions, seminar presentations, **UNCLE** (Unconventional Learning Exercises), **CAL** (Computer Assisted Learning), Quizzes during offline and online classes. The clinical postings are made interactive using **simulated patients, OSVE** (Objective Structured Video Examination), **Virtual grand rounds**, surgical video demonstrations in **E-Modules** and presentations by the students.

Problem Solving Methodologies

Measures are taken to promote deep approach in learning by the students, through problem solving methodologies like **Chart-based learning, Case-based learning, Problem-based learning** and **Clinicopathological discussion** while working in small groups.

Self-Directed Learning

Self-Directed learning is routinely incorporated as a part of the curriculum and with the introduction of CBME, it is further strengthened by allotting protected hours for SDL, both during and after the routine academic hours, as per the guidelines of the regulatory body.

Patient- Centric and Evidence Based Learning

The **clinical postings** and the bed-side discussions of the cases for the interns and undergraduates during the **grand rounds** enhance understanding of a clinical condition. **Early Clinical Exposure** with real and **standardised patients** for first year students offer a better insight into the clinical condition.

Evidence Based learning is carried out through **conventional and Virtual journal clubs** for the postgraduates. The students are also encouraged to attend CME, Conferences for periodic updates in their respective fields.

Learning from Humanities

The students are offered insights into the illness and sufferings of the patients, by engaging them in group activities of **AETCOM module** (Attitude, Ethics and Communication Skills). The students are encouraged to express their perceptions about the patients through **poster preparation, literary, paintings, poems, story- writing** etc.

Project Based learning

The students are encouraged to depict their understanding of a particular structure or concept through **model preparations**, while working in small groups.

Role Play

Various departments incorporate role plays in their routine teaching learning activities, where students are given opportunities to enact different roles, relevant to the context.

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

Response: B. Any three 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 is well equipped with ICT enabled tools in classrooms starting from overhead projectors, LCD projectors with screen and Multimedia since its inception. The lecture halls are WIFI enabled and fitted with smart boards to facilitate good interaction during the didactic lectures.

The Institution has its own online “MOODLE based Learning Management System – version 3.10”, which provides a platform of blended learning to the students, teachers and administrators. It offers various courses (various subjects of MBBS) accessed by the students, created and managed by the teachers. This “e-learning” platform is effectively used for posting schedules, providing access to interactive powerpoints, e books, e-notes in pdf format etc. Various activities like assignments, quizzes, discussion forums, pages, workshops, lesson activities are actively done using the LMS for an effective teaching learning process. In the department of Pharmacology, Animal simulations software are utilised

for “Amphibian experiments” during the practical sessions of the undergraduates. Google groups, WhatsApp groups, Telegram and Facebook are widely used by the faculty to organize collaborative learning sessions like Quiz club, Journal club and group discussions for the students.

COVID Pandemic necessitated the sustained usage of virtual classrooms like G Suite and Great learning app (Zoom based) web conferencing tools for effective delivery of lectures, small group teaching and promoted active learning among the students. Interactive whiteboards and breakout rooms were effectively used during the online lectures by the faculty to enhance student engagement.

The institute takes measures in capacity building of the faculty in digital literacy through faculty development programs to meet the emerging trends in technology development. Even before the onset of COVID Pandemic, the institute used to periodically organize workshops on effective use of smartboards and LMS, Workshops on e-content development which include creating interactive PowerPoint presentations, utilization of collaborative tools like Google groups, Blogs and Facebook. Many faculties in the institute are effectively utilizing their YouTube channels and blogs for sharing their presentations, resources and video lectures/webinars with the students.

The following are the ICT enabled tools/ virtual platforms used by the faculty for the teaching-learning process

1. ICT enabled classrooms – LCD Projectors, Multimedia desktops, Smartboards
2. Institutional LMS - MOODLE
3. Videoconferencing - Google Meet, Great Learning App
4. Virtual classrooms – Google classroom, Pear Deck, NearPod
5. Interactive E-Content development – Thing link, Interactive PowerPoint presentations, Creation of animations, Google slides
6. Virtual platforms for collaboration – Google groups, Blogs, Facebook, WhatsApp, Telegram, YouTube
7. Audio and Video contents – Podcasts and Recorded video lectures
8. Assessment - Quizziz, Kahoot, Google Forms
9. E-Courses

Apart from the inhouse faculty development programs, the faculty are also encouraged to undergo training through MOOC delivered through SWAYAM, related to use of ICT in teaching and learning.

Thus, with the institutional support and frequent workshops on usage of digital tools in teaching and learning, the faculty are now delivering a blended learning to their students, combining a traditional classroom teaching, self-paced learning through sharing of resources and interactive online learning through group discussions and assessment.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 7.7

2.3.4.1 Total number of mentors in the preceding academic year

Response: 122

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

2.3.5

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

Response:

The institution takes immense measure in adopting “Student-Centric Methods” in the routine teaching-learning process. In addition, innovative teaching learning methods are adopted by the departments to enhance the creativity, analytical skills and innovation among the students.

For inculcating creativity among the learners, various departments organize competitions, thereby creating a platform for the students to exhibit their talents. These activities are embedded in the curriculum, owing to their periodicity and integration with the “Day celebrations”. Poster presentations (PLAKAT), Model presentations (RAVISHING REPLICAS), Story writing, Creation of Arts, Debates, Poem composition, Chart activities, Analogy creation are being organized to enrich the students with a good learning experience. Even during the COVID Pandemic, students were motivated to create e-posters, short videos over some essential concepts. In addition, activities like **PICTURING TO LEARN** are incorporated in the lectures, where the students are given opportunities to depict their imaginations as pictures.

Various innovative teaching learning methods are adopted by the faculty to enhance the analytical skills of the learners. Weekly QUIZ Box in Radiology in interpretation of images, IMAGE BASED teaching and assessment, REWARDING system in learning process, Animation Based learning, UNCLE (Unconventional Learning Exercises), Chart-Based learning, THINK and LINK, JIGSAW technique, Self-Preparation of MCQs by students are some of the methods which provoke the analytical skills of the students in addition to the routine Case Based Learning sessions. OSVE (Objective Structured Video Examination), **Ace the Case**, **CAPSULE presentation** are some of the methods adopted to enhance the analytical skills with clinical presentation. Google groups, WhatsApp groups, Telegram and Facebook are widely used by the faculty to organize collaborative learning sessions for the students. In addition, Google groups are utilized for both undergraduates and postgraduates for effective discussion over essential concepts and also for Virtual Journal Club for postgraduates. Facebook and WhatsApp groups are widely used for organizing “Quiz club” for the undergraduates and postgraduates. Questions posted facilitate collaborative learning and also enhance analytical and critical thinking capacity of the students. Quiz competitions (offline and online) are periodically organized for both undergraduates and postgraduates.

The institution has its Innovation Council represented by the student members actively taking part in promoting the idea generation and innovations by the students. Leadership talks by Entrepreneurs are arranged for the students for motivation and startup activities. The students are also encouraged to participate in the patent creation competitions. The postgraduates of Ophthalmology and Orthopaedics have come out with good patent models of instruments which may be utilized for patient care and diagnosis of clinical conditions. In addition, the students are encouraged to participate in CMEs, Conferences to update themselves with the latest trends.

Thus, the Institute offers student-centric and innovative teaching learning methods that enhance learner engagement, team work, creativity, analytical skills and innovation among the students.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of fulltime teachers against sanctioned posts during the last five years**Response:** 100

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

2.4.2

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

Response: 32.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	42	43	46	44

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: 13.52

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

Response: 1933.52

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

2.4.4

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

Response: 83.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
143	135	136	139	26

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: 1.75

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	06	05	00

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:

Adherence to Academic Calendar

SMVMCH is affiliated to the Pondicherry University. The university publishes, the academic calendar containing plans for curricular and co-curricular activities based on the available working/teaching days as per university norms. The academic calendar is shared with the College curriculum committee that in turn frames the “Institutional academic Calendar”, for both Undergraduate and Postgraduate courses, in coherence with the University calendar. Approval for the same is given by heads of departments after effecting minor changes if required. The academic calendar is displayed in the college students’ notice board for sensitizing the students to the sequence of academic events and also uploaded in the college

website and Institutional LMS. The Institutional academic calendar carries details of the internal assessments, term ending and model exams for each semester, in accordance with the recommendation with the University calendar. Tentative dates for Co-curricular activities are also included in the academic calendar to avoid overlapping of the assessments with these events.

Mechanism followed to ensure that CIE is transparent and robust

The Continuous Internal Evaluation is the mirror of the success of teaching. This helps in upgrading the graph of student’s academic success. The institution adopts a robust evaluation system, incorporating the regular day-to-day activities of the students, participation in the classroom activities, preparation for classes, seminars, contributions to discussions in small group as integral components of Internal evaluation. In addition, the attitude and professionalism of the students are assessed and strengthened through the conduct of AETCOM modules and its incorporation in formative and summative assessments. In addition to knowledge and attitudinal component, periodic assessment and certification of skill components are done through Practical examinations.

Care is taken towards maintaining transparency in all stages of the conduct of Internal assessments. This includes Orientation, Pre-examination, examination and post-examination procedures of the CIE.

Orientation of the students to the evaluation process is done during Foundation Course and Orientation programs. Orientation of the faculty towards evaluation strategies is done through faculty development programs.

In the pre-examination process, the topics for internal assessment will be communicated to the students atleast 2 weeks prior to the exam via display in the notice board and Institutional LMS. Blueprinting is efficiently followed in all the departments in preparing the question paper. Pre-validation of question papers and respective answer keys is done by the head of the departments.

The institution has a well-organized Examination committee, for monitoring the smooth conduct of the examinations. CCTVs are installed in the examination hall to ensure utmost transparency. An Internal Vigilance squad is appointed by the Examination committee which monitors the examination to prevent any malpractices.

Evaluation is made centralized in the institution. Each faculty is allotted answer note books for evaluation in rotation. This ensures that each faculty evaluates different set of candidates for each internal assessment. Answer keys are prepared for eliminating examiner bias. After evaluation, the student’s outcome is discussed with students and appropriate feedback is given. The marks are then intimated to the parents via SMS / Email.

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:

SMVMCH adopts transparent, time-bound and efficient measures to address the examination related grievances through constitution of a dynamic examination committee.

Grievance addressal with Internal Evaluation at the level of the Institute

Examination related grievances during the conduct of Internal assessment exams are immediately dealt by the Examination committee invigilators and the individual subject experts allotted for supervision. The same is conveyed to the Examination committee coordinator through proper channel.

Grievances in the evaluation process

The answer scripts are evaluated within a week. The grievances in the evaluation process are first dealt at the level of the faculty who evaluated the answer scripts and then intimated to the HOD. After evaluation, the answer note books are distributed to the students. Any clarity / grievances are first dealt by the respective faculty who evaluated the answer note book. Any discrepancies that arise are dealt by the respective faculty and immediate measures are taken. Doubts regarding the pattern of the optimal answers are clarified by the faculty. If necessary, it may be communicated to the Head of the department, for better clarification. The marks are displayed and sent for documentation only after the review and adequate discussion on the answer sheets are held between the faculty and the students.

Feedback sessions: Feedback sessions are organized by the departments along with the distribution of the answer books. The faculty gives their feedback and also areas of improvement to the students. The students are also asked to record reflection on their performance. The grievances of the students related to the quality of the question paper are also considered during the feedback sessions. The same will be reflected in the departmental meetings and necessary measures are taken, while planning for the future internal assessments. These feedback sessions also provide an opportunity for the students to express their personal issues or other stress related issues that hinder their academic performance. The students are then referred to their respective mentors for counselling and they are motivated to come out with possible solutions. Further complex issues will be forwarded to the Director/ Dean/ Dean Academic through proper channel.

Grievances related to the University Exams

As the institution is affiliated to the Pondicherry University, University examination Related Grievances are directed to the University. A nodal officer is appointed representing the institution, and exam related grievances are conveyed to the University through the nodal officer. Students willing to apply for re-totalling / revaluation following the declaration of University results, submit the applications at the level of the Institution and they are forwarded to the University by Dean through proper channel for necessary action.

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:

Reforms in examination procedures and processes including automation of the examination system.

The institution has taken effective measures in the implementation of reforms in evaluation process.

Examination Procedures

Blueprinting is routinely adopted during the setting of the question papers, with a common blueprint template designed by the Medical Education Unit. Answer sheets are replaced with test note books. Pattern of question paper has been changed with incorporation of MCQs. Centralized evaluation is adopted to ensure timely evaluation and reporting of results to the students.

Processes Integrating IT

Internal Assessment

Examination processes are integrated with IT at all possible levels, starting from the generation of question bank, posting MCQ tests in Institutional LMS to periodic uploading of marks in the SMS software (Student Management Suite, SMS Solutions). Parents are periodically intimated regarding the IA marks and the attendance percentage through the messages automatically sent by the software.

The institution successfully conducted periodic assessments even during the COVID pandemic. Faculty were trained to utilize virtual platforms like Google classroom, Google forms, Grade scope and others for conducting effective formative assessments with feedback to the students. Initiatives were also taken at the level of all the departments to share the schedules and resources related to clinical examination through virtual platforms and online practical, viva assessments were conducted using video-conferencing.

University Examinations

The application forms are generated in the University website, after making entry of student details. Once the application forms are filled online, the hall tickets are generated a week prior to the University examinations and they are distributed to the students in the institution. The Internal assessment marks are entered in the University portal (<http://exam.pondiuni.edu.in/oasis/mainpage.htm>).

Continuous Internal Assessment System

Feedback has been made an integral component of continuous internal assessment to facilitate the learning process. Apart from the feedback written in the test note books, sessions are organized during the distribution of the test note books, where the students are given an effective sandwich feedback to enhance their performance. The mentorship program and the student support system play a major role in monitoring the progress of the students, in all the domains.

Competency Based Assessment

Competencies are effectively incorporated and stated in the blueprint preparation. The institute adopts its unique mapping module for “Competency Based Assessment”, where measures are taken to measure the competency attainment by the students and it paves way for taking necessary remedial measures to address non-attained competencies.

Workplace Based Assessment

Workplace based assessment is facilitated in the form of maintenance of workbooks and logbooks by both the undergraduates and postgraduates. MiniCEX and DOPS assessment methods are done for postgraduates.

Self-Assessment

During the feedback sessions the students are asked to reflect on their own strengths and weaknesses. Self-Assessment is routinely involved in the academic activities by incorporating student’s reflection on Early Clinical Exposure / AETCOM. Postgraduates are encouraged to periodically submit their self-appraisal reports.

OSPE/OSCE

The assessment of skill competencies is made objective, by incorporating OSPE and OSCE in the practical and clinical examinations respectively.

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

Other Upload Files	
1	View Document
2	View Document
3	View Document

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Outcome based assessment

The institution focuses on outcome-based assessment by employing a combination of formative and summative assessment techniques with more inclination towards formative methodologies; with a special impetus on the clinical competencies required for a physician.

Assessments are done by Direct and Indirect methods.

Direct assessment: Direct examination or observation of student knowledge, skills, attitudes or behaviours to provide evidence of learning. Types of direct assessment include:

Formative assessment: Continuous assessment is employed throughout the academic year to assess and improve the student learning process. Classical examples include; Continuous Internal Assessments, Seminars with feedback, Viva –Voce, OSPE, OSCE, Assignments, Project works like Model construction, preparation of posters, field visits, maintenance of records, log books are being adopted. Periodical monitoring of attendance and the disciplinary attributes of the students are also being taken considered.

Other types of formative assessment include skills training using mannikins, model-based training on surgical techniques, prosection and dissection, think, pair and share, clarification pauses, muddiest point, entry-exit ticket, one minute paper, concept mapping, fish bowl technique, jigsaw techniques, picturing to learn, group discussions, seminar presentations, UNCLE (Unconventional Learning Exercises), CAL (Computer Assisted Learning), Quizzes during offline and online classes, simulated patients, OSVE (Objective Structured Video Examination), Virtual grand rounds, surgical video demonstrations in E-Modules and presentations by the students.

Summative Assessment: Comprehensive evaluation of the learning outcomes is done during the term end exams and model exams. The University examination results help in determining the extent to which the learning outcomes have been attained.

Indirect Assessment is done based on the perceived extent or value of learning experiences. Example: Student survey, alumni feedback, teachers' feedback, parents' feedback.

Assessment tool box

It is well understood that single assessment cannot provide a clear picture of assurance that learning has happened and student has gained the knowledge/skill/values. So, the Medical Education Unit (MEU) has taken initiatives to build the assessment tool box, which provides a variety of choices of assessments that can be employed by the departments to test the various domains of learning. The complete development of the tool box is under process which will contain direct and indirect assessment methods. The direct methods include long and short answers, MCQs, Viva-voce, OSCE, OSPE, simulations, Mini-Cex, DOPS etc.

Attainment of Program specific and course outcomes

A comprehensive copyrighted system for the calculation of attainment of Program specific outcomes and course outcomes is developed by the institution. The program specific outcomes and the generic outcomes are well defined by all the departments in tune with the graduate attributes. The direct and indirect attainment of the PSOs are calculated for all the courses upon completion of the course.

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

2.6.2

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

Response: 85.56

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

2021-22	2020-21	2019-20	2018-19	2017-18
182	178	157	164	151

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

2021-22	2020-21	2019-20	2018-19	2017-18
200	197	197	183	177

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

2.6.3

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

Response:

Teaching and learning occur as an entire system, which encircles classroom, department and Institution. In our system all aspects of teaching learning and assessment are tuned to enhance the students higher-order learning processes. As per the Curriculum Based Medical education (CBME), constructive alignment is practiced as a system. This approach facilitates to design the curriculum that optimizes the conditions for quality learning.

Defining Learning Outcomes

The graduate attributes and the learning outcomes are stated as per the regulatory bodies: National Medical Council (NMC) and Pondicherry University. As per CBME, the department/ phase wise competencies are stated and updated in the NMC website.

Choosing the appropriate Teaching learning activities

The alignment part of the “constructive alignment” process is taken care by the respective teacher. The faculty is mindful regarding the “Bloom’s taxonomy” to understand different levels of cognition. They are also trained in framing and mapping the learning outcomes with appropriate Teaching Learning Methods and assessments during the “Revised Basic Course Workshop in Medical Education

Technologies” organized by the Institution as per NMC guidelines. The trained faculty frame the objectives for the competencies stated by NMC, using the appropriate hierarchical verbs. The plan for teaching learning method and assessment for all the competencies are planned by the respective department at the beginning of the academic year.

Attainment of Competencies

The process of calculating the competency attainment for the assessments further confirms that the teaching learning process are in alignment with each other. The process assists in locating out the competencies which are attained, not attained, tested, not tested in the assessment. The calculation is based on questions addressed in the question paper and their order of thinking (higher order/lower order). The initial competency attainment is based on the formative and summative assessments carried in the department level. The final competency attainment is calculated after the declaration of results from the university. Overall, **final attainment** is calculated based on the grading-20% weightage to internal attainment and 80 % weightage to external attainment (60% weightage to theory and 20% weightage to practical and viva together).

The overall assessments attainment takes direct and indirect assessments into account and is calculated as: Final assessment=80% direct assessment+20% Indirect assessment.

Mapping the competencies with PSO’s and PSO’s with graduate attributes

The competencies are mapped with the PSOs and the correlation matrix is prepared by each department. Workshops on correlation matrix are conducted phase wise by the Medical Education Unit (MEU) of the institution. Correlation matrix is prepared with levels as 1, 2, 3; where 3 represents that the specified competency and PSO/specified PSO and graduate attribute are in perfect alignment and hold high degree of correlation, 2 represents moderate alignment and correlation while 1 represents low alignment and correlation.

Action plan

Based on the correlation matrix and competency attainment calculation, departmental meetings are conducted, the gaps are analyzed for which action plans are worked out for the non-attained competencies/PSOs. The detailed protocol of the competency attainment and correlation matrix is provided as a separate document.

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

2.6.4

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

Response:

SMVMCH appreciates the significance of the Parent teacher meetings (PTM) towards attainment of the academic and the personal progress of the students. These meetings serve as a platform for effective interactions between the teachers and the parents for better understanding of the students, discuss about their academic performance and address the concerns of the parents about their wards.

Orientation to Parents

At the beginning of each academic year, during the “Induction Day”, the parents of I year MBBS students are sensitized on the vision, mission of the Institution, expected graduate attributes from the students. The activities of the individual departments are explained by the concerned HODs on the Induction Day and feedback is collected from parents by the mentors, who are allotted to each student.

The Institution ensures that the parents are periodically informed regarding the progress of their students. Details of the attendance and the Internal assessment marks are sent by mail/SMS to the parents periodically (inhouse software).

Periodicity of Parent Teacher’s meeting

SMVMCH conducts Parent-teachers meeting twice a year, following the Summer/ Winter vacation. A student name list is prepared at the end of each semester identifying the slow learners and students with attendance deficit. The parents are informed well in advance in order to make prior travel arrangements.

The Parents of the shortlisted students, Director/ Dean, the Heads of the Departments in the respective semester, mentors, concerned students will attend the Parent Teachers meeting. In the meeting, the academic progress of the students, the reasons for absenteeism, possible strengths and weakness of the students, remedial measures undertaken and those to be done in the future are discussed. The parents are requested to extend their support to the remedial measures undertaken by the institution and provide motivation to their wards for their progress.

Once the remedial measures are undertaken, the student’s progress in the attendance and performance in the continuous internal evaluation and classroom activities will be monitored at the level of the individual departments. The parents are allowed to access the respective mentors/hostel warden to update on progress of the concerned student. If mandatory, the parents may be again called for a meeting in special cases.

Parent teachers meeting during lockdown

During the lockdown period parent teacher’s meeting was conducted online (Using Google meet and WhatsApp). The meeting was held between the Parents, administrators, HODs and faculty where the parents were intimated about the initiatives like online classes, small group discussions and e-assessments conducted during the lockdown period. Later using WhatsApp video calls/Zoom video calls individual parents were intimated about the online performance and attendance about their wards. The mental health status of the students was enquired and the vaccination status of the students was collected by the mentors. The parents were requested to take part in the students’ academic activities especially during e-assessments. Also, feedback about the online classes was collected from students. In addition to the formal Parent-teacher’s meetings, online meetings, parents may be called for meeting on demand,

concerning health issues, disciplinary actions etc.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.8

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: 32.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
52	42	43	46	44

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: 13.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
33	17	16	14	13

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	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: 276

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

2021-22	2020-21	2019-20	2018-19	2017-18
118	93	58	06	01

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

SMVMCH is committed towards nurturing the students towards excellence in their academic and professional development, so that they outshine in their future career and succeed in their professional and personal life. The institution has policy to absorb its alumni, both MBBS and Postgraduate doctors for the available posts in the medical college and hospital as much as possible in accordance with the requirements of the medical college and hospital. This policy is intended for serving as an incubation service or launch pads for the budding medical professionals. The Rural Health Training Centre (RHTC), Urban Health Training Centre (UHTC), City Centre of SMVMCH and the Government Primary health Centre in MOU with SMVMCH serve as incubation centers for the Alumni recruited as faculty in the early phase of their career apart from being perfect training grounds for the medical interns and postgraduates. UHTC of SMVMCH is a source of ample work experience in OPD as well as field activities like mobile clinics in villages, school health screening, special health camps, etc. Similar environment of experience gathering, and incubation is made available at Thirubhuvanai PHC. RHTC situated in Thiruvannainallur village of Villupuram offers the services of an incubation centre, perfect launch pads and training centres with 60000 plus OPD patients and 9000 plus mobile clinic patients for past five years. Same policy of preference to alumni doctors for posting as medical officers is followed in RHTC also. The RHTC also conducts specialist clinic on Tuesday and Fridays, where budding faculties along with postgraduates (across 12 specialties) from the medical college visit the RHTC for a full day specialist clinic. This Friday clinic is attended by more than 18000 patients from a vast geographical area around RHTC for past five years. The institution innovation council of SMVMCH was established in 2020-2021 as per the norms of the Innovation cell, Ministry of Education. The council constitutes of faculty and student members and all the activities were planned accordingly for the academic year 2021-2022. The IIC calendar activities included field visits to nearby villages to facilitate interaction and identify real life problems that need solutions, conduct of lectures on entrepreneurships, idea hackathons that kindle the innovative skills of the students. The self-driven activities were the invited lectures on Copyrights, IPR, etc. The celebration day activities were conducted on National education day, Energy conservation day. The events focusing on creative concepts witnessed enthusiastic participation by students. An e-symposium on Building innovation and entrepreneurial ecosystem in educational institutions was a part of MIC driven activity. The IIC in collaboration with the research committee and the scientific committee organized various seminars on innovation and IPR. Few nominated faculty had completed the innovation Ambassador training offered by Innovation cell, Ministry of Education. The institution's commitment towards innovation is evident from the IPR generated in the form of 40 design patents and 2 copyrights. Further the IIC envisages to initiate startup ventures to provide a valuable platform for student with innovative and entrepreneurial skills.

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: 287

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

2021-22	2020-21	2019-20	2018-19	2017-18
84	64	55	38	46

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

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

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

Response: A. All of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	View Document
Institutional data in prescribed forma	View Document
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: 0.91

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: 364

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

Response: 400

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: 3.53

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: 0.1

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: 572

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

2021-22	2020-21	2019-20	2018-19	2017-18
159	138	115	99	61

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: 85.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
812	829	883	735	684

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:

SMVMCH strives to ensure health to all strata of society in alignment to its vision and mission and thus every year celebrates World Breastfeeding Week (WBW) in the month of August in the Urban Health and Training Centre (UTHC), Rural Health Training Centre along with the Department of Pediatrics and Obstetrics and Gynecology in the neighboring villages. Various activities are arranged which include training programmes, awareness activities, special health education sessions, live demonstration and hands on training. Capacity building programme on “Practical skills to aid Breast feeding” are also conducted for medical professionals (doctors, nurses, and interns) in the college. Awareness programme are conducted for specific population like Anganwadi workers, pregnant and lactating mothers. The reports of all World Breastfeeding Week (WBW) celebration activities done at the college are compiled and sent to Breastfeeding Promotion Network of India (BPNI). Every year from 2012 to 2022 the institution had received certificate of appreciation from BPNI for efforts to promote breastfeeding. Apart from this the institution works with various Non-Governmental Organizations (NGO) such as Krupalya Palliative care centre, Bullock cart Workers Development Association (BWDA), Local Panchayat, Rotary club, Lions club, National Health Program, Academic Associations and Scope India for conducting various health camps, palliative care visits, joint venture projects, medical assistance and awareness programme for geriatric patients, palliative care patients, railway workers, auto rikshaw drivers, women self-help group members, general population and from BO students. Over the years the institution had been receiving appreciation letters from these organizations for the above-mentioned services. BWDA which is a welfare association for bullock cart workers has a widespread chain of women’s self-help group members. SMVMCH associates with these self-help groups in villages by undertaking health related activities like health checkups, medical camps, disease screening, etc for which SMVMCH had received appreciations. The institution collaborates With Scope India in the Community Based Palliative Care Program in the service area villages which is well appreciated. During the COVID pandemic, SMVMCH had conducted screening camps at check posts, and community-based house to house screening which were widely appreciated by the public and domestic health authorities. The extension and outreach activities of the institution are well recognized and were covered in various

leading newspapers and television media, motivating the institution to extend furthermore and excel in their extension activities.

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

3.4.4

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

Response:

The institution has always strived to stay true to the norms of institutional social responsibility by involving in real life problems of the society in and around its service area through outreach and extension activities. The institution is involved in early exposure of first year students to community indulging them in 7 days program following orientation, where they are trained in identifying the environmental, health and other social problems prevailing in the community, following which the students interact with the family and give them need-based health education using prepared health education material. Free Medical camps are conducted in adopted villages to mobilize the patients to RHTC where specialists treat them on Tuesdays and Fridays. The community based medical education program renamed as Family adoption programme as per NMC norms, where the third semester students (around 150 in numbers) are taken to villages in the field service area of RHTC. Five to six days program includes comprehensive family health assessment by students in their allotted 5 families, inspection of the environmental conditions in and around the household, recommendations for improvement and initiation of interventions (waste water/sewage/drainage system improvements, compost pit building, elimination of insect breeding places, etc.) in discussion with the family members. The program had everlasting impact on students and society through health education sessions conducted by the students to the families.

Under Pondicherry University's "**University Social Responsibility**" policy based "Village Adoption" program with "**Swachatha Mission**" in its core, the institution has formed a comprehensive rural development program known as "**Integrated Village Development Program**" (IVDP). IVDP of SMVMCH involves 4 villages in rural Villupuram and surrounding areas covering more than 1000 households. Developmental activities are held in these villages in the field of environmental health, sanitation and public health (sanitary latrine use, waste management, water conservation, renewable energy use, etc.). Participatory Rural Appraisal approach is used for identification of needs, perceived solutions, reaching consensus and implementation of developmental interventions. An interprofessional team along with village representatives facilitate and, monitor these activities. The NCD clinic at RHTC

gives free of cost basic medication, free diagnostics and consultation by trained doctors for diabetes and hypertension management, once a week. The RHTC and UHTC also conduct mobile clinics and **Community Based Palliative care program**, which bring primary care to the doorsteps of the villagers in the service area. SMVMCH has close associations with some old age and destitute homes, where free basic medical care and visits are provided on a regular basis. Tribal and nomadic people residing in the neighboring villages and urban slums are actively screened for tuberculosis as a part of World Tuberculosis day observation by students. During national health days like World Diabetes Day, they are all screened for non-communicable diseases, malnutrition, and helminthic infections etc., routinely. This has impacted in the early diagnosis and management of conditions and improvement of general health. Other health promotional activities like screening the auto drivers and drivers of heavy vehicle at UHTC, are conducted regularly every year during World no tobacco day, etc.

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: 31

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

2021-22	2020-21	2019-20	2018-19	2017-18
41	37	32	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: 33

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: 33

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Sri Manakula Vinayagar Medical College and Hospital (SMVMCH) is one of the Medical Institutions in Puducherry housed in an ecofriendly campus with state-of-art learning ambience for the students. It is situated on the Puducherry to Villupuram National Highway (NH-45A) at Kalitheerthalkuppam, Madagadipet, 25 Kms west of Puducherry and 15 kms east of Villupuram. The hospital was established in the year 2004 and approval from Medical Council of India to start the college was obtained in the year 2006. It is an ultramodern, multi-specialty tertiary care hospital with medical and research facilities. The hospital has an inpatient capacity of 932 beds; inclusive of 100 critical care beds in different specialties. An average of 2121 patients attends the Out Patient Department per day in our hospital. As the institution caters mostly to below poverty line patients with rural background, the investigations and treatment are free/subsidized whereas food and accommodation is free. SMVMCH offers MBBS course with 150 seats and 78 Post-graduate (MD/MS) seats in 20 specialties.

Infrastructure:

The campus area is of 30.80 acres with total built up area of 1,29,232.17 sq. m. inclusive of the Medical College with a built- up area of 21839.43sq. m, and the hospital with a built-up area of 65377.04 sq. m.

The institution has one air-conditioned auditorium of 1450 sq.m with 800 seating capacity, one air-conditioned lecture theatre with 350 seating capacity, 5 air-conditioned lecture halls with a seating capacity of 200 students. All the lecture halls and auditorium are well-equipped with audio- visual equipment's and internet facilities.

In addition, 64 demonstration halls (22 equipped with Audio-visual), 9 student laboratories, 1 dissection hall, 9 departmental research laboratories, 1 central research laboratory, 8 museums, 1 Medical Education Unit and 1 Skill Lab are available. All these areas are well equipped with equipment, audio- visual aids and internet facilities. The animal house is CPCSEA approved and is lodged in 160 sq. m to promote pre-clinical research.

The air-conditioned Central Library is spread over an area of 1508.22 sq m. with facilities of spacious own book reading hall. A wide variety of books, E-books, Journals and E-journals in various specialties are available.

Currently the library has 17738 books, and has subscription for 67 national and 50 international journals. Library has access to 4990 e-books, 10779 e-journals and 437 theses. The library functioning is steered by the Library committee. There is a digital library with 63 computers and Computer Assisted learning (CAL) with 25 computers with highspeed internet facility for access of students and faculty. The community-based learning facility for students are available in the RHTC and UHTC.

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

4.1.2

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

Response:

SMVMCH firmly believes in the physical and mental well-being of the students and is determined to provide the necessary infrastructure and create opportunities for the effective implementation of the same.

Sports, Games and Gymnasium:

Institution has dedicated sports ground for athletic events (track & field) and to facilitate the group games like cricket, hockey, football, volley ball, throw ball, kabaddi and kho-kho. A dedicated area has been developed with concrete flooring for basketball court with fibre board with lighting facility is in place. An indoor shuttle court and table tennis board is in place. The institution ensures the maintenance and thorough utilisation of the sports infrastructure by the students through constitution of sports and cultural committees.

Multi-gym facilities for boys and girls separately are in place in the respective hostels. The institution also has indoor sports facilities for chess, carom and table tennis. A dedicated physical director is available for selection, coach and train students on various games for participation in various state and national sports events. The students are encouraged to participate in various inter-collegiate sports events and many have bagged a lot of trophies and medals till date. An annual sport meet named “Galaxy” is conducted for students and faculty of the institution.

Auditorium and Cultural activities:

A state of art auditorium with stage, lighting facilities, seating arrangements and acoustics was developed. Students are encouraged to participate in the cultural activities and dedicated cultural coordinator helps in identifying talents and train them to participate in various state and national completion. Annual cultural feast named “Mantra” is celebrated which provides platform for the students to showcase their talents. Separate practice hall is provided to the students in the fourth floor of college block for the purpose of practicing for various cultural events

Yoga centre

A Yoga center is available for students to perform yoga and meditation. This helps the students to be stress free and healthy. The Yoga teacher plays a vital role in teaching the students the importance and benefits of yoga. It helps the students to concentrate in the learning and also to reduce the stress. Yoga sessions are organised for the students and the interested faculty to commemorate the International yoga day every year. Students are encouraged to practice five minutes of meditation every day morning at the start of first hour theory class for students in order to make their mind fresh which in turn helps them to be more attentive in their daily activity both in the class and also in wards.

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

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

SMVMCH is housed in a wide-spread campus with abundant greenery and an excellent ambience for education and overall development. The institution has adequate facilities both for students and faculties/staffs within the campus. They include:

- Hostel and residential complex covering the area of 41049.73 sq.m.
- Hostel facilities for both UG, PG students and for interns inside the institution campus. Separate hostel for boys and girls with adequate rooms are available.
- All rooms are fully furnished, well maintained with uninterrupted electricity and water facility. A/C facility for room is made available on request.
- Hostel also has mess facility, toilet facility, visitor's room, reading room with computer and internet facilities, recreation room with TV and indoor games.
- Separate residential quarters for teaching and non-teaching staff are available inside the campus. Medical facility is provided round the clock to the students and faculty.
- Common rooms and toilet facilities are adequately available in each floor of the college and hospital block for students, faculties and other staff.
- Canteen facilities are available separately for students and staff inside the campus.
- All the roads inside the campus are cement concrete roads. The campus has good drainage and rain water harvesting facility.
- Signage boards are displayed at appropriate areas in the campus.
- The campus is eco-friendly with green shady trees, lawns, vegetable plantation, fruit trees and

ornamental plants.

- Temple, ATM, Transport, Battery vehicles, adequate parking spaces, day care centre, reading rooms, book store, stationery are facilities that makes the campus stay convenient.
- The college has around 950 solar panels with a capacity of 100KV electricity which is being used for street lights, Admin Block and for all class rooms
- Sewage Treatment Plant is located inside the campus and all the waste water from the campus are treated and converted into environmentally safe sewage water, called effluent and a solid waste called sludge. The recycled water is used for watering the plants within the campus. Rain water harvesting is maintained in the campus.
- Reverse Osmosis (RO) water purification plants are available to supply water for drinking purpose to entire campus. In addition separate water coolers with purification facility are available in each floor of the college block and hostels.

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

4.1.4

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

Response: 12.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
1867.28	385.7	727.9	308.1	343.33

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

Sri Manakula Vinayagar Medical College and Hospital is a 932 bedded, NABH accredited, ultra-modern, multi-specialty tertiary care hospital with facilities for excellent patient care and medical research. There are 100 critical care beds in different specialties. The hospital services are complemented with a day care center, outpatient facilities and an exclusive center for health check-ups. The Accident and Emergency services started in May 2007. All the clinical and diagnostic departments are well equipped with the equipment and staff as per the stipulations of National Medical Commission. With adequate clinical infrastructure and over 300 specialised clinicians, there is always an experienced specialist on hand to treat the healthcare needs of the patients.

Preventive health is the need of the hour for the health-conscious people. With this in mind, the institution had designed different specific Health Check-up packages ranging from basic pre-employment check-up to a comprehensive medical check-up. These can be further tailor-made and cost-customized to suit various requirements. The hospital's catering department serves nutritious vegetarian food under the supervision of qualified dieticians. An in-house 24 hours pharmacy provides all essential medicines, medical and allied appliances to the patients, thus ensuring total control over the quality of drugs administered to patients.

The patient admissions, billing and discharge procedures are computerized to save time. Medical facilities are provided for students and staff at free of cost. There are 100 special air-conditioned private ward beds, 12 state-of art operation theatres, medical, surgical, paediatric intensive care units and a unit for trauma care. The teaching hospital has NABL-accredited diagnostic laboratories. The scope of services range from clinical biochemistry, clinical pathology & haematology, clinical microbiology & serology to cytopathology.

Biochemistry Lab:

The Clinical Biochemistry Laboratory was established in July, 2004. It is a well-equipped, computerized, fully airconditioned laboratory providing round the clock patient care services. The laboratory has 13 paramedical staff to provide routine as well as round the clock emergency services in the hospital. It is connected to Hospital Information System for electronic reporting of results to the patient care terminus.

Microbiology Lab:

The department offers a 24 hours Microbiology laboratory service to the entire hospital, its outreach programs, peripheral hospitals and sister institutions. The services are divided into sections, with a faculty member overseeing and authorizing the work in each section.

Pathology Lab:

The lab is fully equipped lab is working round the clock with well qualified technologist and three fully automatic cell counters from HORIBA & Coagulation Analyser from TULIP.

File Description	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
Link for the list of facilities available for patient care, teaching-learning and research	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: 551710.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
655099	396773	231839	634205	629590

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

2021-22	2020-21	2019-20	2018-19	2017-18
67996	28794	19857	47997	46402

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

4.2.3

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

Response: 884

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

2021-22	2020-21	2019-20	2018-19	2017-18
683	704	725	725	747

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

2021-22	2020-21	2019-20	2018-19	2017-18
139	164	164	180	189

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased 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**

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
Any additional information	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The Central Library of SMVMCH was started in the year of 2005 and the library service was fully automated in the year 2009 with Integrated Library Management software (ILMS) named MED PLUS (Medical Management Suite; **Version**-Dot net 2012-Front end SQL server 2008-Back end) developed by SMS solutions, Villupuram. The central library has access to 4990 e-books, 10779 e-journals and 437 theses.

SVMCH affirms that library automation can help speed up the existing transaction and manage extra workload without increasing the staff. At the initial stage, there is a need for considerable investment to implement a computer-based system, but its utilization is for a longer period of time. It can keep complete records of a document; it can be a book, registers, files of any type etc. It can be appended while getting any new arrivals.

The Book Details screen provides information on accession Number, main title (Book Title) and Sub Title, author Name, Additional Author and Publisher, Year of Publication, Indian/Foreign Edition, Classification Number and Supplier Name, Invoice Number along with purchase date and Price, Department Name, Subject Name and Rack Number, Book type as Reference/issue along with Date of Entry.

Book Find Search is another option which enables to identify whether the book was issued or not, book details and Library books borrowers' details like Accession no, Title, Author, Publisher,

Edition/Year, Book type, Department, Price, Rack details and also getting Staff/Student enrolment number, Name, Course Department, Return date, delay in days.

Library Advanced Search enables to easily find Title wise, Author wise, Subject wise, Year wise, Publisher wise, Vender wise and also content wise details and export the needed information in MS-Excel format.

Book Transaction (Circulation) option provides all Issue/ return information like Name of the Staff/Student, Department, Batch, Book Accession No, and Issue/Return Date.

Print Journals subscription details and journal receipt details **are updated** through ILMS. We can enter the record of print journals and retrieve the details of journal available in the library like Title wise, Subject wise, Publisher wise, Supplier/Vendor wise and also getting journal received details etc.

Library Report- The reports on library book details, department book details on hand book details, book title/author/edition wise details library statistic report, biometric in/out details, student/staff book issue/return pending report can easily be accessed through ILMS.

Bar code scanner and Printer are used while Issue/Return of Library Books and the Biometric recording is used to document Library user in-time and out-time.

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

4.3.2

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

Response:

SMVMCH houses a fully air-conditioned central library spread over an area of 1508 sq. m with spacious rooms of 300 seating capacity and a separate own book reading room. The reference and text books of various subjects are arranged subject wise in open shelves for ease of access and retrieval of books.

There is a separate room for journals and the archives. Newly purchased books and journals are separately displayed in two separate racks at the entrance. The library has Audio- Visual facility. The reading rooms are well-lighted and ventilated, with reading room for students and staff. There is a

journal section and separate reading section for post graduate students. CCTV cameras are installed in the library for strict surveillance. The library also has a Reprographic room, facilities for scanning and printing. There are rooms available separately for the library staff.

There is a digital library with 63 computers with highspeed internet facility for access of students and faculty. The students can utilize the e resources, CD/DVD of various books and use various search engines for the purpose of learning and research. Wi-fi facilities are available for students and faculties in the library.

There is a virtual library which has online journals that can be accessed from **PROQUEST medical database**, J GATE and the Pondicherry university database. The various e-resources available are e-Journals, e-books, Magazines, Newspapers, Reports, Research Dissertations, Skill building reviews which can be assessed from anywhere in the campus and at anytime by the students and faculties with their login credentials.

The library also has a collection of undergraduate and postgraduate university examination question papers, NEET, AIIMS and PGIMER entrance exam preparation books and post graduate dissertations for reference. Every department has its own departmental library in addition to central library. The department library has many good collection of books for instant reference and accessible at department levels. The institution has also subscribed for many national and international journals

The library is guided by the library committee which is responsible for planning and collection of new arrival of books, journals and to maintain the regulation of library. It collects requests for books and journals from HODs of all departments, places orders for procurement of books. After the arrival of books, they are catalogued and database entries are done after which they are placed in the rack of new arrival of books. **A wide variety of books, e-books, journals and e-journals in various specialties are available. Currently the library has 17738 books in 7180 titles, and has subscription for 67 national and 50 international journals. Library has access to 4990 e-books, 10779 e-journals, 1031 CDs in medical specialties, and 437 theses.**

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

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: B. Any four 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: 21.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
50.81	9.84	25.93	12.71	10.2

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
Any additional information	View Document
Links for additional information	View Document

4.3.5

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

Response:

The central Library was established in 2005 and serves as a comfortable and convenient learning environment for knowledge enrichment. The Library is located in three floors with carpet area of 1508 sq.m. with air- conditioned reading halls with 300 seating capacity. Library is open on all days between 8.30 am and 10.00 pm except on National holidays. The air-conditioned own book reading hall is open 24x7/ 365 days. The library has a collection and storage of information that can be readily accessed by students, faculties and is available for referencing and borrowing within the stipulated time. The central library is also resourceful for keeping the users abreast of ongoing research projects, latest journals and newer edition of books. Remote access for national and international e-journals is available within the campus through J-gate.

Method of computing per day usage of library:

User register is maintained for the entry of the names of the students and faculties using the library. Entry into and exit from the library is recorded through biometric system and entry is fully computerized using ILMS software. The number of users per day is computed based on the user report generated from the ILMS software along with the manual user register.

Learner sessions/library usage programmes:

Learner sessions/library usage programme are organized periodically for the students and teachers and given update on the remote access of the library subscribed national and international e-journals. Resource persons from the concerned subscribed e-journal was invited as guest speaker for the learner

sessions. Library Week and World Book day were celebrated in the institution on behalf of Department of Library.

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

Response: Any Two of the above

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

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 58

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

Response: 58

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

Other Upload Files

1	View Document
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4.4.2

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

Response:

The presence of Wi-Fi enabled computers and IT resources has become an essential component of the foundational necessities for educational establishments in contemporary world driven by technology. SMVMCH is committed to establishing and continually enhancing its IT framework, with the aim of cultivating a technologically advanced environment on its campus. This advancement serves to empower both students and faculty, facilitating excellence in academic and administrative activities. A devoted team of IT experts manages tasks related to IT infrastructure, data security, and learning resources. The institution's commitment to progress is demonstrated by its consistent updates to the IT infrastructure, catering to academic, research, and patient care requirements.

The institution boasts a well-furnished array of resources, including computers, LCD projectors, Overhead Projectors (OHPs), and smart boards, all with Wi-Fi connectivity. All classrooms, lecture halls, and seminar rooms are equipped with LCD projectors, seamlessly linked to computers, and supported by Wi-Fi capabilities. This integration facilitates the execution of ICT enabled teaching and learning sessions, further enhancing the educational experience.

The IT service management of the institution is a process-based practice intended to align the delivery of information technology services with needs of the enterprise, emphasizing benefits to faculties, students

and users. The IT department focuses on the delivery of end-to-end services using best practice process models. Communication effectiveness involves examining user’s feedback and gauging user satisfaction and awareness. It secures and protects hospital patient data, personal data of employees and students.

The data available is accurate and a regular backup is maintained for the information security of the institution. The institution has implemented the security policy, network software and CISCO hardware to protect its network and the resources.

The Hospital Management Information System is a comprehensive, integrated information system designed to manage all the aspects of a hospital operation, such as medical, administrative, student, library and the corresponding service processing. It is an in-house product. All aspects of end-users requirement are updated regularly.

Electronic Medical Records sharing occurs by the way of network-connected, enterprise-wide information systems and other information networks or exchanges. EMR includes a range of data like medication, laboratory test results, radiology images, patient’s socio-demographic details and billing information. The institution has a digital library with 63 computers of high-speed internet facility for the access of students and faculty. There is a Computer Assisted Learning (CAL) lab in pharmacology department with 25 computers with paid subscription which includes collection of animal experiments on course software package as an integral component of the pharmacology curriculum to the UG and PG students.

The Wi-Fi facility in the entire campus is available with the internet speed of more than 1Gbps for both students and faculties. Each department has adequate number of computers with LAN and Wi-Fi facility.

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

4.4.3

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

Response: ?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: 2.91

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

2021-22	2020-21	2019-20	2018-19	2017-18
178.63	112.3	135.9	238.4	113.2

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

4.5.2

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

Response:

The Institution has an exclusive maintenance department responsible for overseeing the maintenance of buildings, class rooms, hospital, laboratories, hostels, cafeterias, sport facilities, utilities, STP and lawns. The maintenance department is dedicated to upholding the integrity of infrastructure resources on campus, accomplishing this through the implementation of routine preventive maintenance and annual maintenance initiatives. The department has qualified and skilled manpower for civil work, electric work, plumbing, carpentry work, A/C service, bio-medical service and horticulture. Maintenance of infrastructure facilities, services and equipment is done as per the following details:

1. Any complaint in the classrooms, department, laboratories, hostel, hospital, etc. is registered through intercom no: 2525 to the complaint desk and the complaint is forwarded to the respective in charge / supervisor of electric department, plumbing department, civil department, workshop, A/C maintenance department, etc.
2. The registered complaint is taken into action within 24 hours and is rectified as early as possible.
3. In case of major complaints the approval is needed from higher authorities for purchase of materials/ parts or to replace the damaged item with new one. Requisition letter is received from the concerned department HODs for further approval process.
4. The campus has Electrical department to ensure uninterrupted power supply and maintenance of electrical assets. The maintenance of equipment like Generator sets, general lighting, power distribution system, solar panels etc. are undertaken as per their preventive maintenance schedules and guidelines by the equipment suppliers.
5. Maintenance of sewage treatment plant is undertaken as per their preventive maintenance schedules and guidelines by the equipment supplier.

All college and hospital equipment including laboratory equipment are under Annual Maintenance Contract with concerned firms. The Institution also provides cafeteria, ATM, Saloon/parlour services, Books and stationary facilities departmental store services to the students, faculties and staffs and is maintained by the respective service providers as per contracts

All the vehicles like buses, vans and cars are maintained by the transport department of the institute. Housekeeping services is out sourced and available 24 x 7. Campus surveillance cameras, CCTVs, Biometry, LCD projectors, PA systems, Laptops, Desktops, Printers, Wi-fi are maintained by the IT department. Round the clock security services are available in the campus under the supervision of officer on special duty. Firefighting equipment in college, hospital, class rooms, laboratories, library, hostels, offices, auditorium etc., are under Annual Maintenance Contract. Each department maintains stock register of all instruments, chemicals, reagents, equipment, etc., to ensure timely corrective action for proper functioning.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 34.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
302	421	315	273	270

File Description

Document

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

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

Attested copies of the sanction letters from the
sanctioning authorities

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

5.1.2

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: A. All of the above

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

Other Upload Files

1 [View Document](#)

5.1.3

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

Response: 21.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
300	297	128	150	129

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:

Sri Manakula Vinayagar Medical College and Hospital follows the guidelines outlined in Section 14 of the National Medical Commission Act, 2019 and adheres to the admission regulations set by the Government of Puducherry, as well as the directives of the Hon'ble Supreme Court of India. Considering the students who have completed a significant portion of their schooling outside India as international students or Non-resident Indians upon admission the institution had constituted International Student Cell led by the institution's Dean and a dedicated team of faculty members, to cater to the needs of these students.

The primary aim of the International Student Cell is to ensure a seamless transition for international students, enrich their academic journey, and foster cultural integration within the college community. The cell is responsible for various activities, including an orientation program tailored to international students. This program covers college policies, academic expectations, cultural acclimatization, and available support services. The major functions of the cell include:

Appointing academic advisors or mentors to guide students in studying effectively and planning their academics.

Offering programs to support the learning of the Tamil language, including curricular enrichment courses.

Providing tutoring services and create study groups to enhance academic success.

Arranging cultural events and activities to promote interaction and mutual understanding among international and domestic students.

Establishing student organizations or clubs to encourage cultural exchange.

Offering comprehensive assistance with healthcare, banking, transportation, and legal matters.

Providing counseling services for emotional and psychological well-being, addressing issues like homesickness, adjustment challenges, and stress management.

Maintaining open communication channels to address concerns and gather feedback from international students.

Conducting informal feedback sessions to identify areas for improvement.

The activities of the cell encompass facilitating student exchange programs, providing avenues for global healthcare exposure, such as conference presentations, research partnerships, and overseas clinical observerships. The cell actively shares information about these opportunities and assists interested students and faculty in the application process.

Additionally, the International Student Cell aims to enhance the institution's visibility and attract academic and research collaborations from around the world. It seeks to infuse global perspectives into the institution's teaching, research, and outreach initiatives. The cell strives to build partnerships with prestigious international institutions to facilitate student and faculty exchanges, promote research collaborations, and create opportunities for students to develop a comprehensive understanding of globalization's impact.

Furthermore, the cell is working towards establishing Memorandums of Understanding (MoUs) with international institutions. These agreements aim to attract students for academic exchange programs and elective clinical training at the Medical College. In accordance with governmental and regulatory requirements, the cell is planning to offer internship for foreign medical graduates and introduce observership programs for international medical students who wish to gain insights into the Indian healthcare system.

Moreover, the cell has plans to organize seminars and webinars featuring faculty members from renowned international institutions focusing on recent advancements in various medical fields, fostering knowledge exchange and intellectual growth.

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

5.1.5

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

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

Response: All of the above

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

5.2 Student Progression

5.2.1

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

Response: 74

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	3	7	0	6

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

2021-22	2020-21	2019-20	2018-19	2017-18
30	3	7	0	6

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: 62.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
115	125	115	129	113

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
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: 15

5.2.3.1 Number of last batch of graduated students who have progressed to higher education	
Response: 30	
File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document
Any proof of admission to higher education	View Document
Link for Additional Information	View Document

5.3 Student Participation and Activities

<p>5.3.1</p> <p>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.</p> <p>Response: 0</p>											
<p>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 .</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>		2021-22	2020-21	2019-20	2018-19	2017-18	0	0	0	0	0
2021-22	2020-21	2019-20	2018-19	2017-18							
0	0	0	0	0							
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:

SMVMCH has taken deliberate initiatives in establishing a vibrant Students' Council as a proactive effort to foster the development of students into graduates with exceptional team-building and leadership capabilities. This council serves as a dynamic platform that empowers students to engage, plan, and execute activities that revolve around their needs and aspirations. Essentially, it functions as the representative body that encapsulates the entire student community with the following core objectives:

- To provide students with valuable opportunities to express their viewpoints and ideas by representing them on various committees, thereby aiding the evolution of their communication and organizational competencies.
- To provide a platform for students to cultivate team-building and leadership aptitudes through active involvement in a variety of on and off-campus academic, co-curricular, and extracurricular activities.
- To foster a culture where students are inspired to take ownership of their academic journey by actively participating in the planning and execution of their educational pursuits

The Student Council has following sub committees with student representations for the smooth functioning of the administrative and academic activities of the institution.

Hostel Committee consists of representatives from each batch who communicate with their fellow classmates regarding their complaints pertaining to all issues within the hostel or the mess. These issues are escalated to the authorities for necessary action.

Sports Committee forms an important wing of the Student Council. Every year, a sports meet named 'Galaxy' is conducted by the Student Council, overseen by the Sports Secretary. Students and staffs are encouraged to participate in the sports activities.

Cultural Committee - "Mantra" is a three-day cultural event conducted by the Student Council members, headed by the Cultural Secretary. The general upkeep of equipment and inventory is overseen by the secretary. The Secretary also co-ordinates students to participate in inter-college cultural events conducted by other institutes.

Library Committee-The Student Council has been instrumental in ensuring that the library is updated with all academic books and their latest issues to cater to the requirements of the faculty and students.

The institutional Newsletter provides a platform for the students to showcase their literary prowess. The Student Editor is responsible for periodically conducting literary events and articles and poems are

selected for publication in the newsletter. The newsletter also enables artistic students to showcase their talents by publishing artwork such as paintings and pencil sketches.

Scientific Committees/ Society

The Student Council conducts an annual National Level Student Conference - SIMSCON. Students present papers and posters of their research work, guest speakers are invited from all over the country to stir the inquisitive minds of the students. Student's Discussion Forum holds fortnightly meetings where various topics are discussed with the aim of promoting research among the students.

Curriculum Committee

Student representatives are members of the college curriculum committee and they actively participate by giving valuable inputs in every meeting which decides on the curriculum related matters.

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

Other Upload Files	
1	View Document
2	View Document

5.3.3

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

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:

The alumni association of SMVMCH is named as Sri Manakula Vinayagar Medical College Alumni Association, registered under the Societies Registration Act, 1860 (Act No.XXI of 1860) on 26th December 2018. The primary focus of the SMVMC Alumni Association is to reconnect and strengthen the ties between alumni, students and the institution. This also provides the opportunity to formally give back to the alma mater that played an important role in the lives of many. Alumni Association is envisaged to foster a closely knit network bridging the gap between young budding students of SMVMCH and the accomplished Alumni. The institution is proud time and again of its Alumni, for achieving laurels around the globe, and wishes to showcase the same to the entire SMVMCH family.

Objectives of SMVMCH Alumni:

- 1.To create a platform for the alumni of SMVMCH to encourage collaboration and partnership among them and also with the institution and the society, by establishing and renewing contacts with the alumni all over the world.
- 2.To create an online platform to network the alumni all over the world and share information and create partnership among them.
- 3.To engage in meaningful projects which will help students of SMVMCH, the institution, the alumni and the society at large, by sharing their knowledge, expertise and resources.
- 4.To sustain this movement continuously so that the brand of SMVMCH is well established worldwide.
- 5.To make the present students gain experience from the expertise of the Alumni.
- 6.To organize and facilitate national and international conferences, workshop, seminars, lectures and training for the enhancement of the students.

The Alumni Association holds regular meetings twice a year to plan its involvement and

developmental activities with the support of the college. The alumni associates contributes financially, academically and placement opportunities for the current students. The alumni apart from contributing actively also plays a major role in fostering alumni – student relationship, encouraging all alumnus to enroll themselves in the association, maintaining the alumni website with the help of EDP department at SMVMCH, maintaining a database of all alumni, encouraging alumni visits to college, mentoring, organizing alumni reunions on regular basis, recognizing the alumni’s and encouraging them through awards.

The Alumni Association also foster the give back to the institution by numerous ways like financial contribution of around 15-18 lakhs, books to the library and equipment to various departments. The alumni also have provided job and internship opportunities to the students and alumni. A number of alumni visit the institution regularly and deliver guest lectures on the availability of various job options, career options and recent advances in various specialties.

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

5.4.2

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

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

Response: D. Any two of the above

File Description	Document
Institutional data in prescribed format	View Document
Certified statement of the contributions by the head of the Institution	View Document
Any additional information	View Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Sri Manakula Vinayagar Medical College and Hospital has defined its vision and mission aimed at creating a substantial positive impact on society by delivering value based advanced medical education. The institution is committed to achieve this through democratic and participatory mode of governance by active contribution of its stakeholders in its academic and administrative activities.

Vision

1. To impart holistic, evidence based medical education, quality patient care and ethical research to become globally recognized centre of excellence.

Mission

1. To undertake continuous quality improvement in patient care and research through accreditations of hospital and laboratories.
2. To inculcate clinical skills, professionalism, medico legal responsibilities, managerial and leadership skills among students.
3. To promote clinical research and innovative research in basic science for better outcome.
4. To encourage MOUs with National and International Institutions for centre of excellence.

Nature of governance

1. The chairman and members of the governing body are involved in financial planning, monitoring expenditure and infrastructure development.
2. The college and hospital have well qualified and competent administrators at university, institutional and departmental level to provide effective leadership on patient care and academics.
3. The governing authorities are involved in formulating policies, regulating and implementing guidelines for continuous improvement of the institution.
4. Several sub committees are formed (representative, coordinator and members) and their role and functioning are overseen by the governing authorities.

Stakeholder participation

1. The faculty members, student council and local authorities are involved in decision making for continuous improvement of the institution.
2. The faculty members are nominated for various committees to actively involve them in framing guidelines and decision making.
3. The committee members conduct periodic meetings to discuss regarding the functioning and

work allotment to staff members.

4. Regular meetings at institutional and departmental level are held to promote the culture of participative management and address any grievance.

Core Values

1. **Excellence in Health care and Education:** The institution is committed to excellence in all spheres of its activities by following highest standards in health care and education; through monitoring and evaluation by means of internal and external reviews. It also strives to achieve the recommended standards by means of continuous improvement programs and recognizes the exceptional work of the employees.
2. **Respect for life and health:** The institution values and respects the human life and health.
3. **Integrity:** Bound by its values, the institution maintains honesty, integrity and transparency in medical education and health care provision.
4. **Academic freedom, freedom of speech and the right to differ:** The academic and professional spheres of activities ensure freedom of speech and action and right to differ.
5. **Tolerance of diversity and respect for different ideologies:** SMVMCH is committed to ensure tolerance and respect of diverse opinions, ideologies, views, thoughts in professional and educational fields.
6. **Openness, transparency and democratic decision making:** The institution promotes an environment of openness, transparency, and democratic decision making.
7. **A service-oriented and community-directed philosophy:** The work environment is governed by a service-oriented and community-directed philosophy.
8. **Accountability:** The institution is accountable to uphold and its achieve vision, mission and core values.

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:

SMVMCH embraces a decentralized approach in all its institutional practices, as evidenced by its organogram. The institution promotes active involvement from academic, research and administrative

committees in the planning and implementation of various institutional activities.

Administration

The administrative work has been categorized into three divisions which include academics, research and hospital administration. The Director supervises the appointment of new faculties and ensures compliance and discipline in college and hospital administration. The Dean (research) oversees the research, ethics, scientific and central research lab committee. The Dean (academics) oversees the MEU, library, student welfare, grievance and disciplinary committee. The Medical superintendent oversees the committee related to hospital administration like hospital infection control, antibiotic policy, audit etc.

Authority of HOD

Similarly, the Heads of the department are granted authority to govern their departmental requirement. The Head of the departments oversee the teaching schedule, conduct of internal assessment, evaluation and remedial measures are empowered to conduct seminars, competition, workshop/conference and career counselling sessions for students, collaborate with student support system on conducting parent teachers meet to discuss on the academic progression of their ward, have authority to conduct day celebration and awareness programs to sensitize general public, and can authorize up to Rs 10,000 towards urgent purchase of consumables for the laboratory.

Committees

The institution has several committees that function efficiently to decentralize the work, provide accountability and to promote participation from various stakeholders like faculty, non-teaching staff and students. These committee members regularly conduct meetings and discuss the functioning of the committee, issues addressed by the stakeholders, come up with a plan to address the issue and decide on the date of the next meeting. The coordinator of the committee prepares the minutes of meeting and after the approval of the administrators it is forwarded by mail to other authorities.

Student participation

Student representatives actively participate in providing feedback and framing curricular, anti-ragging, anti-sexual harassment, student welfare policy. The students committee over headed by the administrative committee is responsible for planning and organization of the Teacher's Day Celebration, cultural and sports events and South Indian Medical Students Conference (SIMSCON, an annual conference for medical undergraduate and postgraduate students). The student committee proposes a tentative budget for the organization, hospitality, logistical arrangements and prizes for quiz programs. These programs inculcate leadership and communicative skills in the students.

Medical education unit

The committee consists of administrative representatives, IQAC coordinator, ACME/RBCW completed faculty representatives.

Roles and responsibilities include:

1. Implementation and evaluation of undergraduate and post graduate curriculum after discussing

with curriculum committee

2. Oversee the preparation of MBBS academic calendar (Regular academic sessions, foundation course, AETCOM, ECE, SDL, professional development, integration and periodical internal assessment)
3. Framing policy and implementation for slow and advanced learners
4. Obtaining feedback from students regarding the course and curriculum
5. Faculty training on teaching methodologies, mentoring, E-learning tools.
6. Updating of Blueprinting and CO PO mapping periodically by the department faculties
7. Training all students, faculties and clerks of the departments in LMS

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

SMVMCH firmly believes in the significance of strategic development as a fundamental process to lay out long-term objectives, construct a pathway for tracking institutional progress, and attains these objectives. The institution boasts a well-defined organizational structure and a strong strategic plan crafted to uphold its uniqueness, realize its vision and mission, and strive for excellence.

The governing Body of the institution discusses and ratifies the formation of a strategic plan following a SWOT analysis of college and hospital. The strategic plan is revived every five years by the Dean in consultation with the Director and various statutory bodies and committees, allocating equal importance to areas such as infrastructural expansion, teaching and learning, research outcomes, introduction of new programs, continuing medical education, collaborations, quality patient care, health care technologies, community outreach, graduate outcomes, accreditations and certifications, and the well-being of both students and employees. Adaptable short-term plans, like the effective implementation of online education during the pandemic, are also devised as per the prevailing needs.

Approval of the strategic plan rests with the Chairperson, and the committees are entrusted with the task of executing it effectively. All committees, headed by the Dean and staffed with experienced faculty and administrative members from diverse departments, convene for monthly meetings to assess progress. The decisions made during these meetings are documented as minutes of meetings and reported to the Director and the Chairperson by the Dean. Implementation of the resolutions is actively monitored by the concerned committees.

The institutional committees and policies have a well-defined structure and purpose. They operate in a systemic approach, facilitating prompt decision-making and optimal utilization of institutional resources. These committees drive the institution's enhancement and delivery of quality healthcare.

The Research Committee promotes research endeavors among students and faculty, supporting them through a central research lab for acquiring external research grants, patent creation, and boosting research publications.

The Medical Education Unit (MEU) assumes a pivotal role in teaching and learning. It plans and supervises activities that elevate the quality of medical education. The MEU, in association with the academic council, oversees the development of academic calendars, lesson plans, foundation courses, and exam schedules, ensuring a methodical, effective teaching process. Faculty members are trained in innovative teaching techniques and computer proficiency. The students are honed in a state-of-the-art simulation lab, facilitating the acquisition of clinical skills.

The institution's robust student support system includes mentoring, disciplinary, student welfare and grievance redressal committees. Each department, guided by the Internal Quality Assurance Cell (IQAC), sustains quality enhancement through workshops, conferences, and seminars in diverse academic domains. The institution actively engages in health awareness campaigns, family adoption programs, integrated village adoption programs and other community-oriented programs. These initiatives occur in the field practice area and involve students, interns, and faculty members annually. With the establishment of specialty departments and twenty postgraduate programs, the institution aspires to incrementally introduce super specialty departments, aligning with respective postgraduate programs. The focus also remains on steering the faculty and students toward extramural research that addresses evolving healthcare needs.

File Description	Document
Any additional information	View Document
Link for strategic Plan document(s)	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

6.2.2

Implementation of e-governance in areas of operation

1. Academic Planning and Development
2. Administration
3. Finance and Accounts

4. Student Admission and Support

5. Examination

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

SMVMCH believes that the quality of an institution is mirrored by the well-being of its employees, a crucial factor in cultivating a balanced and positive work atmosphere that facilitates all stakeholders in making remarkable strides towards accomplishing the organization's objectives. SMVMCH places significant importance on the welfare of its employees and assigns its human resources department with the responsibility of upholding employee well-being and fostering the growth of both its teaching and non-teaching staff. This is achieved through vigilant monitoring of working conditions and the organization of diverse employee engagement initiatives on a regular basis. The institution's strategies for employee welfare are also documented as policy and procedures and made accessible in the official Institutional website for employees' reference.

Institutional policy

- Faculty members can avail 12 casual leave and 12 earned leave in an academic year
- Faculty members completed 5 and 10 years of service are eligible for 7 and 10 days of vacation leave respectively
- A total of 16 days of academic leave is provided for faculty members to attend CME, conferences and workshop
- Faculty members can avail 5 days of sick leave in an academic year

- Faculty members who have completed 10 years in the institution are awarded mementos on Doctors day for their contribution towards the institution
- The management provides financial support to CME, workshops and quiz programs organized by the departments
- Institute provides maternity leave to the female staff according to the norms.
- Rent free accommodation is provided by the management inside the college campus for the faculty and staffs.
- Air-conditioned bus transport is provided free of cost for employees.
- Medical facility is provided at subsidized rate to all the employees and dependants.
- Grievance redressal mechanism is available to address the grievances of employees.
- Monetary benefits for health care workers on COVID duty
- Faculty award category to encourage research works
- EPF and ESI for nonteaching faculty

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

6.3.2

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

Response: 30.57

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

2021-22	2020-21	2019-20	2018-19	2017-18
38	30	64	43	37

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: 23

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	26	27	35	10

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: 74.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
105	94	92	135	91

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

6.3.5

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

Response:

Performance appraisal serves as a mechanism for overseeing employee performance, aiding in the identification of their strengths and weaknesses, and pinpointing areas necessitating training for enhancing staff efficiency and effectiveness. The institution recognizes the significance of performance appraisal and has established a well-structured, objective, transparent, and time-bound evaluation system. This system has been devised by the human resources department, executed by respective department heads, and the final approval authority for ratings lies with the head of the institution with the primary objective of implementing a methodical approach to assess the performance of all employees, quantifying their performance levels. This evaluation serves as a foundation for employee-related decisions, encompassing both monetary and non-monetary implications. This appraisal framework applies to all employees within the hospital.

For evaluating both teaching and non-teaching employees, the institution employs a performance-oriented appraisal methodology. Separate performance appraisal forms have been designed for teaching, non-teaching, and other staff categories. The performance appraisal is ingrained within the institutional policy, with both the policy document and forms being accessible on the institutional website. Appraisals are conducted annually, commencing on April 1st, with the final decision-making authority resting with the chairperson.

In the case of teaching staff, their appraisal hinges on their yearly performance, gauged through involvement in academic, extracurricular, research, and administrative endeavors. Employee performance is evaluated by the dean and department heads, while the chairperson assesses the dean's performance. Performance is a crucial factor when considering promotions or salary increases for teaching faculty. The appraisee is given an opportunity to self-assess, followed by a discussion with the relevant department head concerning performance in relation to each trait outlined in the appraisal form. To maintain transparency, both the appraiser and appraisee endorse the appraisal document, confirming

the ratings. The final rating is then forwarded to the Dean for approval. Parameters such as academic and research contributions, work attitude and quality, innovative initiatives, compliance with institutional policies, behavior, discipline, dependability, relationships with superiors/colleagues/students, patient interactions (for clinicians), attendance, and student feedback on teaching and assessment are taken into account. Department heads evaluate each parameter, with the Dean reviewing their comments before submitting a report to the chairperson. The Head of Department, the respective rating authority, and the custodian of the policy ensure an impartial evaluation, supported by factual data.

For non-teaching staff, department heads or relevant administrative authorities evaluate performance. Continuous encouragement is provided to non-teaching staff to engage in skill enhancement and training programs. Those awaiting promotions must provide evidence of their yearly participation in such programs. Annual increments and incentives are automatically adjusted by the HR/Accounts department based on appraisal scores. Comprehensive feedback, both positive and negative, is shared with individual faculty members to facilitate their growth and development.

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

Other Upload Files	
1	View Document
2	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

SMVMCH being a self-financing institution, firmly believes that generating funds holds equal significance to their prudent utilization in realizing its vision and mission. It has established its core principle as the recognition, harnessing, and creation of new resources, alongside the efficient management and preservation of existing resources, all geared towards the betterment of students, employees, and patients. The institution boasts a meticulously crafted and transparent strategy for resource mobilization, developed by a panel of financial management team operating under the guidance of the management. Across all tiers of the administration, ongoing expenses such as recurring costs, water supply, energy consumption, fuel charges, telecommunications, and various other outlays are under constant surveillance. To accommodate the institute's envisaged growth and progress, careful budget allotments have been formulated. The process of resource mobilization encompasses financial assets, material and human resources. The institution assigns essential resources to relevant departments to

fulfill specific needs, and in the improbable event of a shortfall, the institution has contingency measures in place for fund generation.

The funds required for the institution are generated through student fees and income from hospital services. Any shortage in fund is managed by the parent trust (bank loans). These funds are utilized for recurring and non recurring expenditure of the institution under proper monitoring system. The head of institution will prepare the budget for every year. All the administrative heads are requested to submit the list of recurring and non-recurring expenditures for their respective departments. The head of institution will refer the financial requirement of different department to financial committee for preliminary screening and approval and submit it to Governing Body. Following a thorough examination and approval by the Governing Body, the head of finance committee, working in coordination with the accounts division, allocates funds according to the identified needs. The purchase committee processes the request and calls for the quotation from various companies and after negotiations purchase order is placed. The payments for all the orders are released with transparency through bills and vouchers only after delivery. All the payments are made by banking system. The whole process of purchase is monitored by purchase committee and head of the institution. At the end of every year, the financial audit is conducted to verify the compliance.

The HR department, in collaboration with the administration division, is responsible for the recruitment and management of essential human resources across teaching, research, clinical departments, and laboratories. The HR team also handles workforce necessities and deployment for various initiatives, including free medical camps and awareness programs.

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 any other relevant information	View Document
Link for procedures for optimal resource utilization	View Document

Other Upload Files	
1	View Document

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Sri Manakula Vinayagar Medical College and Hospital steadfastly upholds the core tenets of effective administration, governance, and responsible handling of financial assets to ensure its sustainable advancement. The institution places significant emphasis on auditing as a pivotal instrument in attaining its objectives and enhancing its value. As a result, a comprehensive system for both internal and external financial audits is conducted on an annual basis. Prior to the commencement of each academic year, the Dean, in collaboration with the Heads of the departments and in consultation with the Accounts Department, formulates the proposal for budget allocation for academic endeavors in alignment with the institution's commitment to prudent financial management. The Finance Committee is tasked with the preparation and oversight of the annual budget encompassing revenue and capital expenditures, which is finally approved by the Chairperson.

Internal Audit is performed by Audit-wing team deputed from Trust office periodically. The primary objective of an internal audit is to safeguard an organization's assets through the examination of its financial records, verifying that all transactions have received proper authorization from the management. External Audit is done by the Statutory Auditors after 30th June of the subsequent year. The Income obtained from students fee, hospital income and bank loans (through Sri Manakula Vinayagar Educational Trust), along with the expenditure on infrastructure development, staff cost and operating expenses are tabulated. During the course of Internal Audit, all required steps are taken to regularize the accounts and to obtain confirmations for the credit balances, to collect documentary evidences wherever inadequate in respect of payments, compliances of T.D.S. and Statutory Formalities and Reconciliation of Unit wise balances with the Control Accounts and Bank Reconciliations. Subsequently, External Statutory Audit is conducted by the auditors and the final audit report with audit findings are submitted to the Management. The consolidation of the findings of the Institutions in the trust will be compiled and the annual returns are submitted to Income tax department.

Concluding each fiscal year, based on the insights of the audit reports and the declaration letters of the statutory auditing, essential corrective actions are implemented by the management to prevent any potential issues. These audit findings serve as a crucial foundation for the management's strategic planning to foster the institution's development and enhance its standing and reliability in the eyes of its stakeholders.

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: 268.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
219	38.05	1.954	9.375	0

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:

The College / Academic Council, Medical Education Unit, Research Committee and Curriculum Committee was responsible for maintaining the quality of academic activities related to Undergraduate and Postgraduate before the formation of IQAC. Internal Quality Assurance Cell (IQAC) was started on 04.06. 2013 and has been functioning efficiently to attain the vision and mission of the institution. Since its inception, the IQAC has played a pivotal role in shaping and revising the institution's strategic plans, mission, and objectives by instilling quality standards and performance benchmarks.

IQAC has a dedicated team of highly skilled, ambitious, and devoted members committed to nurturing a culture of excellence and quality across students, faculty, and staff, thereby instilling a strong emphasis on quality as the institution's defining trait. The composition of IQAC includes a majority of senior professors, mostly heads of various departments. Additionally, it comprises the deputy director of the medical college, three senior administrative officers, one representative each from the local society, students, and employers, as well as two coordinators. The IQAC's chairperson and co-coordinator are

responsible for monitoring and facilitating the execution of its strategies, orchestrating and overseeing the regular meetings. The IQAC ensures the continuous maintenance of quality by pinpointing areas for enhancement through prompt feedback from essential stakeholders, including alumni, parents, staff, employers, and implementing corrective actions.

The responsibilities of IQAC are,

1. Discussion on Academic calendar
2. Course and program objectives and its achievements
3. Assessing students' performance and their competencies
4. Faculty development program
5. Feedback from stakeholders
6. Students support system
7. Ensuring quality research
8. AQAR preparation and submission as per the criteria set forth by NAAC

The academic calendar of the institution is finalized by the academic council based on the University academic calendar and inputs from the curriculum committee. IQAC periodically analyses the effective implementation of the academic calendar.

The course and programmes objectives of each department are framed as per MCI and University norms. The fulfilments of the objectives are assessed by periodic evaluation of students through formative and summative assessment.

The student performance is assessed through periodic internal assessment examinations. The IQAC assures the quality of examination process by ensuring quality question papers and evaluation methodology.

Periodically faculty development programme is conducted in the institution with approval of medical education unit. The IQAC evaluates the quality of these programmes and suggests recommendations.

Regular feedback is obtained from all the stakeholders through structured format. The IQAC analyses the feedback and submits the report to the academic council.

The student support system exists for academic, co-curricular and extra-curricular activities. The IQAC suggests and recommends methodology for effective implementation of student support system.

The institute has research and ethics committee to oversee quality research in the institute. The IQAC works in tandem with research and ethics committee of the institute to ensure quality and ethical research.

The IQAC is dedicated to enhancing the comprehensive quality of medical education, patient care, and hospital management fostering seamless coordination and operation across diverse facets of the institution.

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

Other Upload Files

1	View Document
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6.5.2

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

Response: 80.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
141	135	136	138	8

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

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

Response: B. Any three 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
AQAR submitted to NAAC and other applicable certification from accreditation bodies	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: 28

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

2021-22	2020-21	2019-20	2018-19	2017-18
11	07	03	04	3

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:

The institution believes in gender equity and strives to provide equal opportunity for both boys and girls with non-discriminatory educational benefits in the academic, research and co-curricular activities. Female students are encouraged to participate in various extracurricular activities conducted by the Institution, and in the inter-institutional competitions. They are encouraged to be active members of student council and other committees.

A) Safety and Security

The institution values the importance of safety and security of women in the college and had taken following measures:

- A helpdesk of internal complaints committee for women to address the issues related to harassment and other problems.
- Separate hostel facilities are also provided for girls with female wardens and female guards who are available round the clock to ensure safety and security of female students. All the students will allow to enter the hostel with ID card and which is strictly followed. Movement register is maintained. Attendance is regularly taken every night. Students are restricted from leaving the hostel after 9 pm except for those doing night duties. Students who go out for night duties must sign in separate registers. Visitor entry is restricted in the hostel. Separate registers are maintained to monitor the visits of parents and relatives to the hostel.
- Installation of CC cameras in the campus specifically at the entrance points, pathways, corridors, canteen, seminar halls, classes and laboratories. CC camera recordings of previous 30 days from the current date will be saved
- Additional care during field trips and village surveys. A female staff member always escorts girl students during every visit.

Formulation of various committees to offer a healthy and congenial atmosphere to the students and staffs of the college. The **Disciplinary Committee**, addresses the behavioural issues with regards to academic misconduct or violation of the rules in the college. The **Gender Harassment Committee** ensures measures to combat gender harassment.

The **Anti-Ragging Committee** implements measures to prevent ragging. Students are made aware of Anti-Ragging rules which are displayed at prominent places inside the institution and hostel. An effective Squad who visits the hostels of girls and boys and common rooms frequently, they strictly monitor student activities and address to any issues if present.

B) Counselling

The institution has separate student counselling room and conduct counseling sessions regularly by a senior faculty, a psychiatrist and a psychologist focusing on both mental and physical wellbeing of the students. The counselling sessions are offered in privacy and details of the students who were counselled are kept confidential. Counseling is also done periodically in the mentoring sessions to improve student conduct, promote student achievement and attendance, and any other issues.

C) Common Room

Separate common rooms for girls and boys in the College block with separate toilet facilities.

Common own book reading rooms are available in the college for the students to read books, discuss ideas and share their knowledge.

D) Day care center

Day care centre is available in the campus for the employees' children below 3 years of age.

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

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

- 1. Solar energy**
- 2. Wheeling to the Grid**
- 3. Sensor based energy conservation**
- 4. Biogas plant**
- 5. Use of LED bulbs/ power efficient equipment**

Response: B. Any four 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:

Solid waste management

The solid waste from the institution comprises of biomedical waste, domestic food waste, horticultural waste and recyclable wastes like plastics, paper etc. The entire solid waste is collected by the housekeeping staff each morning and segregated manually and stored in an impervious provision before let to disposal/incineration. The bio- Medical waste collected is treated by the authorized Pondicherry solid waste management company private limited, Thutipattu village. The charts for biomedical waste segregation and disposal are displayed everywhere in the hospital. The color coding is maintained till the terminal disposal. The waste is transported to the final collection area. Microbial culture waste from the lab are autoclaved at high pressure until 121 °C is reached and then steamed for around 15–20 minutes. Other solid waste especially organic food waste is collected and stored in separate yard for composting.

Liquid waste management

Waste water generated from institutional, hostel and other buildings are treated in Sewage Treatment Plant and converted to a quality within the permissible limits of CPCB/PPCC norms. Screening process is the first step in treatment followed by equalization. The clear treated sewage is dosed with disinfecting agent for disinfection reaction. The sludge from settling tank is discharged to sludge drying beds for solar evaporation. The dried sludge is collected and utilized as manure. The treated water is used for gardening. The major physical and chemical parameters are analyzed at regular time intervals. Rain water harvesting and waste water treatment plant help in the recharge of ground water.

All the chemicals are used efficiently to minimise wastage and low-hazardous aqueous waste is discarded in the sink. Dilution to the sewer is the most appropriate method for disposal. Liquid waste from points of generation like canteen etc. is let out as effluent in proper drainage facility to avoid stagnation.

E-Waste management

E –waste from administrative offices, labs, college and hospital are disposed as per the standard operating procedures followed by the institution. In the event of equipment breakdown, the details of break down are informed by the concerned user to the bio medical engineering department over telephone or complaint desk. If the problem is minor and not under the AMC/warranty, the biomedical engineer resolves the problem. If not repairable, the respective department submits the condemnation equipment to the store for e-waste disposal. In case of replacement of parts, the defective parts are submitted to store for disposal which are handed over to the certified vendors. Buy-back system is

maintained for computer parts by the central store. Old computers are donated to schools of the sister concerns.

Radioactive waste

The radioactive wastes generated are disposed according to AERB regulations. The equipment and systems that generate radioactive waste are monitored and the waste generation is controlled to reduce environmental releases. The environment around the installations of radioactive releasing machines are provided with lead shielding and thick walls according to the recommendations to absorb the radiations released. Personal monitoring by lead batches and environmental surveillance are carried out by regular basis.

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: Any Three of the above

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

7.1.6

Green campus initiatives of the Institution include

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

Response: A. All of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: A. All of the above

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

7.1.8

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

Response:

SMVMCH is always at the forefront of inviting diversity, eradicate stereotypes, enhancing self-esteem and encouraging students to have a voice and demand for educational achievement. Teachers deliver lectures with an acceptance and appreciation for different ideas, opinions, and learning styles of the students and make an earnest effort to understand the racial and cultural diversities among the students. Along with curriculum, additional communication and soft skills classes are conducted to make the students from different backgrounds communicate effectively. The Students Grievance Redressal committee and Internal Complaints Committee aims at fostering protection, ensuring tolerance and harmony, reducing vulnerability, building human capital, empowering women, promoting cultural, linguistic and regional inclusion.

During national festivals and other events of the college, eminent personalities are invited to emphasize the importance of tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. NSS activities of the institution mitigate the socioeconomic diversities and progress them towards leading to a tolerant and harmonious living.

Students are involved and encouraged to participate in various co-curricular and extracurricular activities to make them mingle with one another and share their opinions and disagreements in a harmonious

manner. Sports and Cultural committee organizes events and competitions to create a forum for the students to break socio-cultural barriers, respect each other and share social responsibilities, develop team building and leadership skills. In cultural programs, traditions of various regions are respected.

The Institution maintains tolerance and harmony irrespective of cultural, regional, linguistic, communal and socioeconomic diversities at all levels including medical education, patient care and administration. Students from all religion, caste and community are given equal opportunities for medical education. Special quotas are available to represent students from different community during admissions every year. Throughout the course the students are treated with equality. Patients from various states are also treated with quality health care and are provided the conducive environment for safe and secured stay.

Job opportunities are also provided to all communities and socioeconomic status without discrimination. National and religious festivals like ayudha pooja are also celebrated in the campus.

As the institution is located at the rural area surrounded by thickly populated villages, hospital services are provided free of cost or at low cost to cater to the people of low socioeconomic status. Food and stay is also provided free of cost to the in-patients. Many free camps and health awareness programs are also conducted at community levels. Free transport is provided for the patients from the nearby bus stop. Various government schemes are also made available for major surgeries and interventions for low socioeconomic group of patients. The faculties from various states are employed and they are given priority for providing free residential quarters within the campus. Free bus services are also provided to faculties and staffs travelling from Pondicherry and Villupuram.

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

7.1.9

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

1. The Code of conduct is displayed on the website

2. There is a committee to monitor adherence to the code of conduct

3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: C. Any two of the above

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

7.1.10

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

Response:

SMVMCH is proud of its Indian origin, a land of multi ethnicity and cultural diversity and renowned for its colorful festivals. The institution is acutely aware of its responsibility to instill a sense of nationalism and social consciousness in its medical graduates. Guided by this dedication, the institution enthusiastically observes both national and international commemorative occasions, events, and festivals. This fervent approach encourages active participation from the faculty, staff, and students, fostering a spirit of unity and harmony. The institution celebrates the national festivals and commemorative days irrespective of caste and religion. Independence Day and republic day are celebrated with flag hoisting in the institution to respect the national leaders and remember their contribution to our nation. The institution honors the legacies of eminent Indian leaders Mahatma Gandhi, Sarvapalli Radhakrishnan, and Bharat Ratna Dr. APJ Abdul Kalam to instill the values and virtues of these leaders within the young minds of students, recognizing their pivotal role in nurturing the foundation of a robust nation. Doctor's day is celebrated on July 1st of every year where the management honors the teaching faculty who have completed ten years of experience in the institution. Nurse's day and childrens' day are celebrated on 12th May and 14th November respectively.

Every department of the institution is tasked with the duty of recognizing specific national and international health-related commemorative days by conducting activities like, disease Screening and awareness programmes, role plays, rallies, etc. at community level. These designations are also incorporated into the academic calendar to facilitate the organization of activities centered on educating

students about their crucial role in advocating for health awareness within society. World Health Day is observed every year and other Health programmes are conducted based on the theme of the year.

World No Tobacco Day, No smoking Day are observed every year by conducting Sensitization sessions and health talks on ill effects of smoking. World Breast feeding Week is observed every year to emphasize the importance of proper breastfeeding practices. Awareness on the importance of breast feeding, colostrums, advantages of breastfeeding for babies and mothers, etc. are provided. Alertness on harmful practices on breast feeding, improper breast feeding and factors affecting breast feeding are also explained. On World TB Day, medical camps are conducted for active case finding of Tuberculosis. Diabetes day, World Hypertension Day, World Leprosy Day, World AIDS Day are also observed by creating awareness programmes regarding the disease. World cancer day, National cancer awareness day are also conducted. The screening for breast and cervical cancer are done for the women above 30 years of age. Breast cancer screening is done by physical examination and cervical cancer screening is done by Pap smear. Along with screening of breast and cervical cancer, women are also screened and treated for Sexually Transmitted.

Diseases. World blood donation day and voluntary blood donation week are observed by conducting special blood donation camps. Guest lecturers regarding blood donation practices are delivered in the institution to emphasize the significance of voluntary blood donation.

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

Other Upload Files	
1	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE - 1

CO-CURRICULAR ADVISORY COMMITTEE

Objectives of the Practice:

The Co-curricular advisory committee (CAC) is aimed to remove the bottleneck and provide astute advice from a department's perspective for smooth conduct of co-curricular activities and judiciously allocate the resources for Conference/Workshop /Seminars/Quiz/Debate etc.

The Context:

CAC is a strategic venture to share opinions and perspectives, and develop recommendations in a structured manner on design, budget and execution of the program, following submission of the proposal by the concerned department. CAC is constituted of Chairperson, secretary and members and requires collaboration from various departments and the Medical education unit.

The pre-requisites to be submitted by event organizers:

- a) Advanced booking of the venue.
- b) Identification of financial sponsors
- c) Requirement of funding from the institution
- d) Detailed Program schedule.

The Practice:

CAC motivates and guides faculty to conduct need-based co-curricular events by adopting the following protocol.

1. Submission of the proposal to the IQAC in the prescribed format
2. IQAC gets recommendation from CAC
3. CAC submits for approval by Director/ Dean
4. Approved proposal sent to Registrar (Copy to IQAC)
5. Organizers to collect funds (if needed) from the Registrar

a. Organizing committee:

The applicant forms an organizing committee constituting of Organizing Chairman, Secretary, Treasurer, and various sub-committees representing the departments/allied specialties.

b. Event funding:

The management assists and facilitate the event, but the final responsibility of arranging finances remains with the event organizers. The organizers shall obtain PAN card if the budget exceeds one lakh INR.

c. Event Conduct:

The event shall be conducted in compliance with all applicable rules and regulations. An application shall be submitted to TNMC for CME credit points where ever applicable.

d. Report:

Upon completion of the event, the Organizing Secretary shall submit a report to IQAC within 10 working days.

e. Disputes and Jurisdiction:

In case of any disputes, the organizing committee's decision is final.

f. Function of the advisory committee:

CAC reviews the proposal submitted by each sub-committee and approves/disapproves as deemed necessary. In case of disapproval, the committee recommends suggestions and after necessary rectifications, the proposal can be resubmitted for final approval. Once approved, the organizing committee shall seek advice/approval from CAC during implementation of the proposal.

Evidence of Success:

The involvement of the CAC in organizing events had shortened the planning and execution time by removing the bottlenecks and had resulted in the dramatic increase in number of events organized by the institution. Apart from professional development, CAC had set trend for students to plan and execute events like 'SIMSCON'. Apart from reiterating the departments to follow systematic protocols in conducting programs, CAC greatly enhances the academic visibility of the institution globally.

Problems Encountered and Resources required:

Submission of proposal at last minute without proper window time for CAC results in lack of coordination, difficulty in obtaining approval from authorities and allocation of various resources. Allotment of venue for events planned on same date, allocation of funds for over budgeting proposals with international resource persons and accommodating delegates from the out station are also challenging.

BEST PRACTICE - 2

OUTCOME-BASED EDUCATION (OBE) - CO-PO MAPPING

Objectives:

To evaluate the student learning outcomes by attainment percentage level calculation based on mapping of defined program and course outcomes, since it is the most important aspect in the outcome-based education. It includes both direct as well as indirect methods to assess the learning.

The context

The graduate attributes and the competencies are stated as per the regulatory bodies: National Medical Council and Pondicherry University. The process of calculating the competency attainment for the assessments further confirms that the teaching learning process are in alignment with each other. The process assists in identifying the competencies which are; attained; not attained; tested; not tested in the

assessment. The **final attainment** is calculated based on grading-20% weightage to internal attainment and 80 % weightage to external attainment (60% weightage to theory and 20% weightage to practical and viva together).

The practice:

The competencies are mapped with the PSOs and the correlation matrix is prepared for each course. Workshops on mapping and correlation matrix are conducted phase wise by the Medical Education Unit. Correlation matrix is leveled as 1, 2, 3; where 3 represents that the specified competency and PSO/specified PSO and graduate attribute are in perfect alignment and hold high degree of correlation, 2 represents moderate alignment and correlation while 1 represents low alignment and correlation.

Action plan

Based on the correlation matrix and competency attainment calculation, the gaps are analyzed for which action plans are worked out for the non-attained competencies/PSOs.

Framing of Course Outcomes:

The alignment part of the “constructive alignment” process is taken care by the respective teacher. The faculty is mindful regarding the “Bloom’s taxonomy” to understand different levels of cognition. They are also trained in framing and mapping the learning outcomes with appropriate Teaching Learning Methods and assessments during the “Revised Basic Course Workshop in Medical Education Technologies” organized by the Institution as per the NMC guidelines. The trained faculty frame the objectives for the competencies stated by the NMC. The teaching learning method and assessment for all the competencies are planned by the respective department at the beginning of the academic year.

a) Communication to the students

During orientation program for students, the basic attributes and roles of an “Indian Medical Graduate” are elaborated. Mentors and the faculty utilize all the possible ways to inculcate the graduate attributes through effective pedagogic strategies.

b) Methods of assessment

The different assessment methods employed are Formative and Summative assessments. The marks secured by students in every question of the Examinations are considered to determine the attainment of corresponding CO and it is matched with attendance, internal assessment exams and university exams.

Evidence of success

Evaluating the attainment of learning outcomes had resulted in better understanding of the competency level of students, identify the gaps in their learning process and provide tailor made teaching learning as per the learners’ needs.

Problems encountered and resources required

Time commitment of the faculty to plan and design the course outcomes amidst their academic and

clinical workload is a major challenge.

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:

SIMSCON – For the students, By the students, Of the students

SMVMCH had envisaged the intense need for training related to Research, STS projects, skill workshops, ethics, attitude and communication skills for medical graduates and had formally initiated a unique endeavour called ‘SIMSCON’ abbreviation of ‘South Indian medical students conference’. With its roots being sprouted as early as 2009, even before the existence of students’ ventured conference for MBBS program in South India, SMVMCH had pioneered by introducing ‘SIMSCON’ which has evolved as an event successfully conducted every year since then.

In 2019, when MCI introduced CBME curriculum for Undergraduates, the challenging task for the teaching and the students’ community was the mandate to conduct programs similar to the SIMSCON. But it was a cake-walk for the faculty and the undergraduate students of SMVMCH to fulfil the demands of the new CBME curriculum efficiently and evolve as knowledgeable and skilled medical professionals.

SIMSCON is an annual academic event organized by the Students’ council of SMVMCH every September. Though the event’s name denotes South India, the event has progressed as a national level conference when students from six different states actively participated in the event. The event which was initiated as a faculty organised event was fervently embraced by the student council and unfolded as a vibrant ‘SIMSCON’ with a success story of large number of talented students emerging as event organisers.

The student council has created few designed post for SIMSCON namely, Secretary for SIMSCON – Preconference workshop who heads and organises the workshop; Secretary for SIMSCON - Conference who heads and organises the conference events. The core committee was formed as the first endeavour which further led to the formation of other subcommittees which are responsible for the success of the

events. The core committee is guided by staff co-coordinator and staff advisors who give their valuable inputs whenever and wherever necessary.

No sponsors are sought for this event. This gives the students the opportunity to execute the event for only a minimal registration fee and organise with a nominal budget without compromising the quality of the event. This inculcates financial administration skills in the students. The conference event is planned immensely to showcase the research and presentation skills of medical students through Research paper presentation, case reports, Theme presentation and SIMS Quiz. The major highlight of the conference is the usage of QR codes which made the conference a technologically robust event. As each registrant who attends the SIMSCON gets a unique QR code, it will be used for attendance, issue of food and other purposes.

SIMSCON is as such a successful venture as it imparts team building, leadership, decision making, problem solving and communication skills in the students. The SIMSCON conferences held till today has been a great success with a progressive increase in the enthusiastic delegate participation from all over South India. Also 'SIMSCON' had created a thoroughfare for the undergraduate students of SMVMVH to be at the leading-edge in developing as competent professionals

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

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: 88.75

8.1.1.1 Institutional mean NEET percentile score

Response: 88.75

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:

SMVMCH adopts stringent patient safety procedures to provide quality health care to which the students are exposed to. The hospital is NABH accredited and serves as a best platform for students to hone their clinical skills. The first dimension of quality is technical competence which is achieved in regular theory classes, practical classes and reinforced during clinical postings. The institution conducts regular workshops on quality care, patient's safety procedures and infection control for the interns and residents. The hospital infection control committee is actively involved in exposing the students to the infection prevention and control practices as practiced by the hospital. When a student enters first year, a three days orientation programme is conducted in which they are sensitized about the course, vision & mission of the institution. The programme also includes patient safety, where emphasis is laid on introduction, contents, practice of hand hygiene, personal protective equipment, vaccination, sanitation, Biomedical Waste Management, importance of communication, voluntary reporting, environmental safety and fire safety.

On entering the II M.B.B.S, the students have a reorientation classes of two days on communication, blood safety, laboratory safety, medical & surgical safety, hand hygiene, sanitation, infection control and Biomedical Waste Management disposal. The students are exposed to Personal Protective Equipment, Infection Control Practices and Biomedical Waste Management during phase II training.

When they complete the course and enter as interns, again a reorientation program of three days is conducted which includes lectures, demonstration and hands-on programmes. More importance is given to foster culture of safety, communication, identification of patient, blood safety, laboratory safety, hand hygiene, personal protective equipment, rapid response team, look-alike sound-alike medication, prevention and reporting of needle stick injury, adverse incident reporting, management of bio-spill, infection control, sanitation and Biomedical Waste Management segregation & disposal. The orientation and training program was also organized for the residents. Students are involved in conducting audits like hand hygiene audit, biomedical waste audit etc, and shall be educated on the spot by hospital infection control team.

The residents and interns are also encouraged to attend monthly scientific society meetings to enlighten about newer techniques in the field

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: 2.04

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

2021-22	2020-21	2019-20	2018-19	2017-18
04	06	01	03	09

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:

The institution puts immense effort in effectively implementing various modules of “Competency Based Medical Education” curriculum introduced by the regulatory body. Attainment of competencies depicted for individual modules are measured at every level through a structured program with Pre-test, Post-test and objective based feedback system.

Foundation Course

- The skills module introduced to first year medical undergraduates during the Foundation course are well structured with a Pre-test and a post-test to ensure the attainment of the objectives of the program. The students’ performance is assessed by the faculty using a validated check list.

Early Clinical Exposure and AETCOM

- The hospital visits, field visits and classroom sessions are well-structured and assessed by Pre and post-tests.
- A validated checklist is provided to the tutor to evaluate the student’s interaction in the group activities, exhibiting his role in a team.

Integration and Modular teaching sessions

- The objectives of the session are very well communicated to the students and their competency attainment is again measured w pre and post test conducted at the beginning and end of the module

Skills

- The Institution has a well-equipped skill lab which periodically organizes academic sessions, competitions and workshops/Conferences for learning and acquisition of certifiable skills by the undergraduates and the Interns
- A validated checklist is used to objectively assess the students at the end of every skill module and certification is done based on the same.

Teaching Learning Sessions

- Attainment of competencies through active learning strategies adopted by the Institute are objectively assessed during the large and small group sessions using ICT tools and Institutional LMS

Assessment

- The essence of Continuous Internal Assessment is predominantly objective
- Every Internal assessment exam evaluates the competency attainment by the students through at least 20 Multiple Choice Questions
- In addition to written assessment, the objectivity is also introduced in oral assessment through introduction of “Structured Viva” by few departments.
- **For assessment of Skills, “Objective Structured Practical Examination” and “Objective Structured Clinical Examination”** are periodically conducted by the departments to ensure competency attainment by the students.
- **The OSPE and OSCE stations are planned and executed with effective blueprinting, training of the faculty and adequate sensitization to the students**
- The ward leaving exams organized by the clinical departments are made predominantly objective through OSCE, Mini CEX and checklist-based evaluation.
- During COVID, as recommended by the regulatory body, “Objective structured Video examination” was also adopted by the clinical departments.

Mapping Module for measuring competency attainment

The institution adopts a unique mapping module for measuring the attainment of competencies at every internal assessment encompassing the subject-specific sub competencies attainment, thereby providing scope for gap analysis and improvement in teaching, learning and assessment strategies.

Intern Orientation Program with Skills training and Assessment

SMVMCH also organizes “Intern Orientation Program”, in which one day is exclusively dedicated for skills training of the Interns, at the end of which assessment of their skills and competency attainment is done with Pretest, posttest and checklist.

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:

Globally, there is a rapid increase in the number of individuals who require organ transplants, while the availability of organs remains relatively limited. About 25 different organs and tissues, including the cornea, bone marrow, heart, kidney, liver, pancreas, skin, and ligaments, have the potential for transplantation. In India, approximately 500,000 people lose their lives annually due to a shortage of organs which could be met if only a quarter of the approximately 200,000 cases of brain death resulting from road traffic accidents were to donate their organs for transplantation.

In response to the growing number of patients requiring organ transplants, India introduced the 'Transplantation of Human Organs Act' (THOA) in 1994. This legislation aimed to establish an ethical framework for the extraction, storage, and transplantation of human organs for medical purposes, as well as to combat the illicit commercial trade of organs. In 2011, an amendment to the act was ratified by the parliament, leading to the formulation of revised rules in 2014. These rules brought about significant changes and provided clearer definitions for certain terms used within the act.

Recognizing the positive influence that a favourable attitude and comprehensive knowledge among medical graduates could have on promoting organ donation within society, the National Medical Commission recently included formal education on the medico-legal and social aspects of organ transplantation in the medical undergraduate curriculum. In line with this, Sri Manakula Vinayagar Medical college and Hospital has taken ardent steps to educate the students on the national and state guidelines pertaining to medical, legal, ethical, and social aspects in organ transplantation procedures.

Various curricular and co-curricular activities have been organised by the institution for the students highlighting on the significance of organ donation and the socio-legal and moral issues associated with organ transplantation. The instructional sessions focused on:

1. Medical issues involved in organ transplantation:

- Introduction, history and time line of successful organ transplantation
- Types of transplants
- Major organs and tissues being transplanted
- Type of donors
- Principles of transplantation
- Procedure of various major transplants
- Transplant rejection
- Immuno-suppressive drugs
- Alternatives and future developments
- Conclusion

2. Legal issues involved in organ transplantation:

- History of illegal organ trafficking
- Consent in organ transplant
- Global Laws in relation to organ transplantation
- National policy
- State guidelines
- Transplantation of human organs and tissues rule, 2014
- Authorisation committees
- Transplantation registry
- Offences and penalties

3. Ethical issues involved in organ transplantation:

- Basic ethical principles of medicine
- Ethical objections in organ transplantation
- Ethics in organ allocation
- Ethical issues in cadaveric organ donation of various religions
- Foetal organ donations
- Executed prisoners in organ transplantation
- Use of stem cells and cloning in organ transplantation

4. Social issues involved in organ transplantation:

- Need for organ transplantation
- Benefits of organ transplantation
- Cost analysis of organ transplantation

WEBLINK:

1. National level policies on organ transplantation as adopted by the Institution:
<https://www.notto.gov.in/>

2. State level policies on organ transplantation as adopted by the Institution:

<https://transtan.tn.gov.in/aboutus.php>

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

SMVMCH realises that Immunization is one of the pillars of modern medicine, and thereby strives to use the tools at its disposal to prevent morbidity and mortality due to preventable diseases. The immunization clinic of the Institution is run by the Department of Paediatrics based on the WHO Guidelines for Childhood Immunization.

Functioning:

A separate room has been allocated in the Paediatric Outpatient Department for Immunization clinic which is conducted on Tuesdays and Thursdays. All the vaccines which are part of National Immunization schedule are offered free of cost to the patients. Optional vaccines are also available and are administered as per IAP (Indian Academy of Paediatrics) guidelines. All vaccines are either administered by a faculty member or by the Post graduate students. The children are observed for a minimum duration of 30 minutes for any adverse events in the Outpatient Department.

Ensuring safety and quality of vaccines is our high priority. Storage is done in an ILR (Ice lined Refrigerator) in relevant slots for proper temperature of each vaccine. The ILR has a continuous power backup in case of electricity outages. Periodic maintenance of the refrigerator is also performed as per the company specifications.

Injection safety is also ensured as per WHO guidelines. The vaccine is verified for its efficacy if it has Vaccine vial Monitor (VVM) and also the manufacturing details. Only disposable syringes and needles are used for administration. Emergency equipment and medications are always available in the room for treating any adverse events.

In order to promote immunization, the National Immunization schedule and optional vaccine schedule

have been prominently displayed in the Paediatric Outpatient Department under the services available in the hospital. Birth vaccines are given to all the babies delivered in the Institution, before their discharge. The Immunization card containing names of vaccines and the date on which it is to be given is provided.

Quality maintenance record:

Daily log of the temperature of Ice lined Refrigerator is maintained and readings are noted twice a day by a dedicated staff nurse. VVM is also verified and recorded.

Teaching:

For MBBS students, immunization as a part of Paediatric history taking is taught from the 4th Semester when they are posted for the first time in their clinical postings. Immunization is a part of case presentation in their clinical posting as well as theory classes during 6th and 8th semesters. Also in 8th semester, they have small group teaching (30-35 students) in the form of seminar to be presented by them regarding vaccines. Vaccines are also a part of case presentation and viva voce during their University exams as well as Internal and model exams, both theory and practical, conducted within the department. Students are also exposed to cold chain mechanism through visit to primary health centre and interns are posted in primary health centre for 15 days. For postgraduate students, theory classes are conducted regarding various aspects of Immunization. They are trained to administer the vaccines under the supervision of faculty members.

File Description	Document
Any additional information	View Document
Link for 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

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:

SMVMCH has implemented the CBME curriculum as per guidelines. The institution realises that

competency is the ability of a health professional which can be observed knowledge, skills, values and attitudes. The Medical Graduate Attributes are adopted from the NMC, referring to the attributes that describe what the students should have achieved at the time of graduation. The medical graduates are attributed to be Clinicians, learners, effective Communicators, Professionals and Leaders.

Program Specific Outcome (PSOs) and Program Educational Outcomes (PEOs)

The institution has defined the PSOs for all the programs focusing on knowledge, skills and techniques learnt at the end of each professional year. PEOs are defined to describe the career and professional accomplishments that the program is preparing graduates to achieve.

Faculty Development Programs

During the “Revised Basic Course Workshop in Medical Education” organized by the Institution under the banner of NMC and the faculty are also trained in framing objectives, competencies and choosing appropriate Teaching-Learning (TL) methods and assessment tools in alignment with the expected outcomes.

The TL methods that can be adopted and refined are discussed during Academic Council/ Curriculum Committee meetings/Departmental meetings.

Communication to the students

During the orientation program (for both UG and PG) the basic attributes and roles expected from an “Indian Medical Graduate” are elaborated. Discipline specific attributes are communicated while elaborating on the syllabus at the respective departments during Orientation.

Assessment of the Outcomes

The skills are certified and documented in the log books. The practical competencies are tested and mapped to the PSOs and their attainment is calculated as per the mapping process.

Knowledge is tested during formative and summative assessments. Also, each competency attainment is calculated and mapped to the PSOs and Indian Medical Graduate (IMG) attributes as per the mapping process.

The competency attainment is mapped with the PSOs and then to the IMG attributes. The gap analysis is done, immediate remedial measures are taken and action plan is made for the next academic year. The mapping module involves four major steps:

1. Alignment of the graduate attributes, PSOs and competencies: Refined PSOs statements are aligned with IMG attributes and PSOs with the competencies
2. Calculate Competency attainment: Initial competency attainment is calculated based on threshold fixed for each question, which in turns depends on the difficulty level of questions. Final competency attainment is calculated after the end of the academic year and radar chart showing the attained and non-attained competencies is built and evaluated.
3. Calculate PSO attainment: Initial PSO attainment is done based on the average scores obtained for the PSOs mapped with the respective competencies. Final PSO attainment is calculated after

the University results are declared. Both direct and indirect assessments are taken into account for calculating the final PSO attainment.

4. Calculate IMG attribute attainment: The IMG attribute attainment is calculated based on the PSOs.

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
2	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:

The Medical Education unit (MEU) of SMVMCH is well framed by a team of efficient and trained faculty who have undergone training in basic course, advance course and fellowships in medical Education. The Programs of the MEU cover a wide array of training activities involving faculty, postgraduates and also undergraduates. Apart from “Revised Basic Course Workshop in Medical Education” and “Curriculum Implementation Support Program” (programs recommended by the regulatory body) organized under the guidance of the Regional Centre, JIPMER, the Medical Education Unit also conduct training programs covering different aspects pertaining to emerging trends in Medical Education. “Revised Basic Course Workshop” is conducted almost annually to ensure adequate training of the faculty in the basics of Medical Education. Every effort is taken by the Medical Education Unit in the smooth implementation of the “Competency Based Medical Education” curriculum. Different subcommittees are formed under the Medical Education Unit to organize Faculty Development Programs pertaining to the different modules of CBME (Foundation Course, Alignment and Integration etc..). The subcommittees in addition to training the faculty also overviews the implementation of the same in coordination with curriculum and respective departments. FDPs are conducted minimum once in two months to train the faculty in batches. The MEU also takes special care in training the faculty in E-learning and effective usage of emerging ICT tools in the teaching, learning process and assessment. Workshops are organized exclusively for training the faculty in “E-Content and E-Course Development”. In addition, immense measures are taken by the MEU for training the faculty in the utilization of institutional “Learning Management System” for teaching, learning and assessment. Programs are also exclusively conducted to orient the faculty in the effective usage of student-centric active learning strategies. The Medical Education Unit in coordination with Simulation center also organizes workshops

for training the faculty on “Planning and Implementation of OSPE and OSCE”. For the effective functioning of the “Student Support System”, which provides mentoring for our students, the faculty are also trained in effective mentoring. The institute follows a unique “Mapping Module for measuring Competency Attainment” and faculty are trained in batches to ensure the effectiveness of the implemented curriculum. The MEU also stands distinct in organizing orientation program for newly joined faculty and postgraduates on CBME curriculum for its effective implementation. In addition, Faculty are also nominated and sponsored for pursuing “Advanced Course in Medical Education” organized by the Nodal Center. The MEU also organizes FDPs related to assessment, where the faculty are given hands-on training on “Framing good Multiple Choice Questions”. Apart from these, need based focused FDPs are also conducted by the MEU for faculty empowerment.

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

Other Upload Files

1	View Document
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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**

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
Links for e-copies of Certificate/s of Accreditations	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: 71.41

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	147

8.1.10.2 Number of first year Students admitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
218	216	205	208	200

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:

The Medical students of SMVMCH are exposed to various medico legal aspects encountered by them in day-to-day practice. Ethics which form the core for any professional activity is stressed in the formative years. Medicolegal issues cover a wide array of problems like medical negligence, consent, prescription errors are delt in their II MBBS. During this period, the students are taught about taking proper consent from the patient and avoiding medical negligence in their Forensic Medicine classes and practical. Students are instructed in their pharmacology classes about writing a proper prescription and avoiding prescription errors. The interns during their orientation program have sessions on taking consent, dying declaration and writing a death certificate. They have an hands on experience during the workshop. Further during their internship in Emergency medicine, they are involved in managing medico legal cases along with casualty medical officer. They are also trained. The Post graduates are also trained in writing Accident reports, death certificate and filling the medico legal documents. Apart from this, the students are oriented on ethical issues involved in patients, during orientation program conducted during first year, second year and during internship. The faculties also have periodic CME as Medico legal expects. The institution organizes regular guest lecture by eminent experts on Medico legal aspects through its Scientific Society. The Forensic Medicine department also imparts knowledge to students about various aspects of medical jurisprudence, which includes subjects such as medical indemnity insurance, civil litigation and compensation, the motor vehicle act, and insurance claims related to accidents including third-party insurance. Students also receive training in modern medico-legal practices and third-party administration, insurance mechanisms, and indemnity insurance relevant to both medical practitioners and patients. The institution has established a clear policy for professional indemnity insurance protection aimed at safeguarding the practitioners from financial claims initiated by dissatisfied customers. This policy also covers legal expenses during legal proceedings, focusing solely on civil liability claims and not criminal actions committed by the practitioner. Interns, postgraduates, and clinicians from all departments are briefed on the institution's policy concerning Professional Indemnity

Insurance protection. This policy encompasses physicians and surgeons, outlining the monetary benefits available to patients in the event of medical negligence.

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

Other Upload Files	
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1	View Document
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5. CONCLUSION

Additional Information :

In alignment with the mission and vision statements, the hospital strives for utmost quality care to the patients. As a first step, the hospital obtained NABH accreditation in the year 2022. To further strengthen the quality of services, the hospital has implemented several quality indicators, parameters and check lists and is fully equipped for striding towards excellence. The institution imparts holistic education to the students making them responsible doctors to the society. The institution is continuously expanding its infrastructure and resources and had recently obtained the letter of permission from the National Medical commission for an increase in intake from 150 to 250 seats in MBBS program from the academic year 2023-2024.

Concluding Remarks :

The role of a medical institution is to produce complete and responsible doctors who will alleviate the sufferings of a common man. The institution is committed to fulfill this role and take pride in creating a primary care physician as envisaged by the NMC. Further it inculcates the principles of evidence-based medicine in the Indian scenario. The committed faculty and supportive management along with young and enthusiastic students have paved way for the successful journey of this institution for more than a decade, marching ahead towards excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>40</td> <td>08</td> <td>05</td> <td>03</td> <td>03</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>08</td> <td>05</td> <td>03</td> <td>03</td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	40	08	05	03	03	2021-22	2020-21	2019-20	2018-19	2017-18	12	08	05	03	03
2021-22	2020-21	2019-20	2018-19	2017-18																	
40	08	05	03	03																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
12	08	05	03	03																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Answer before DVV Verification : 390</p> <p>Answer after DVV Verification: 119</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 390</p>																				
1.2.2	<p>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> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>747</td> <td>750</td> <td>725</td> <td>704</td> <td>683</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>218</td> <td>216</td> <td>205</td> <td>208</td> <td>200</td> </tr> </tbody> </table> <p>Remark : As per the HEI documents provided initially and during clarification</p>	2021-22	2020-21	2019-20	2018-19	2017-18	747	750	725	704	683	2021-22	2020-21	2019-20	2018-19	2017-18	218	216	205	208	200
2021-22	2020-21	2019-20	2018-19	2017-18																	
747	750	725	704	683																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
218	216	205	208	200																	
1.3.2	Number of value-added courses offered during the last five years that impart transferable and life																				

skills.

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

Answer before DVV Verification : 65

Answer after DVV Verification: 12

Remark : As per the HEI data and documents provided initially and during clarification. Numbers without repeat count is considered.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
936	905	889	868	822

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
729	715	833	807	839

Remark : As per the HEI data and documents provided initially and during clarification. Only students who completed the course considered.

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

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

Answer before DVV Verification : 933

Answer after DVV Verification: 933

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

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

Answer before DVV Verification:

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
51	55	42	49	47

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
55	55	54	54	52

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any three of the above

Remark : As per the HEI data and documents provided initially and during clarification.

2.4.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
79	69	70	73	71

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
52	42	43	46	44

Remark : As per the HEI data and documents provided initially and during clarification. Numbers

without repeat count is considered.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	30	33	33	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	01	06	05	00

Remark : As per the HEI documents provided initially and during clarification. Awards by isde academy india private limited are not eligible. membership and paper/poster presentation not eligible as 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.

3.1.1 Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
68	63	53	57	50

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
52	42	43	46	44

Remark : As per the HEI documents provided initially and during clarification

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

3.1.2.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas

Institutions year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
33	17	16	14	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
33	17	16	14	13

3.1.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
127	111	71	17	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
118	93	58	06	01

Remark : As per the HEI documents provided initially and during clarification. Activities such as Experiential project of making video is not clinical trial.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
84	64	55	38	46

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
84	64	55	38	46

3.4.1

Total number of extension and outreach activities carried out in collaboration with National and

International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
170	145	124	108	69

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
159	138	115	99	61

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
920	904	883	877	712

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
812	829	883	735	684

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
41	37	32	23	22

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41	37	32	23	22

3.5.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification : 93 Answer after DVV Verification: 33</p>																				
4.1.4	<p>Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years</p> <p>4.1.4.1. <i>Expenditure incurred, excluding salary, for infrastructure development and augmentation year-wise during the last five years (INR in lakhs)</i></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 786 1046 920"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>2253.99</td> <td>818.91</td> <td>1045.90</td> <td>547.87</td> <td>1343.33</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 999 1046 1133"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>1867.28</td> <td>385.7</td> <td>727.9</td> <td>308.1</td> <td>343.33</td> </tr> </table> <p>Remark : As per the HEI documents provided initially and alos in the response during clarification</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2253.99	818.91	1045.90	547.87	1343.33	2021-22	2020-21	2019-20	2018-19	2017-18	1867.28	385.7	727.9	308.1	343.33
2021-22	2020-21	2019-20	2018-19	2017-18																	
2253.99	818.91	1045.90	547.87	1343.33																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1867.28	385.7	727.9	308.1	343.33																	
4.3.3	<p>Does the Institution have an e-Library with membership / registration for the following:</p> <ol style="list-style-type: none"> 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any four of the above</p>																				
4.3.4	<p>Average annual expenditure for the purchase of books and journals including e-journals during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p>																				

2021-22	2020-21	2019-20	2018-19	2017-18
73.17	48.96	46.83	45.05	36.47

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
50.81	9.84	25.93	12.71	10.2

Remark : As per the HEI documents provided initially and during clarification

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL
2. other MOOCs platforms
3. SWAYAM
4. Institutional LMS
5. e-PG-Pathshala

Answer before DVV Verification : Any Four of the above

Answer After DVV Verification: Any Two of the above

Remark : As per the HEI documents provided initially and during clarification

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)

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

Answer before DVV Verification : 58

Answer after DVV Verification: 58

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

Answer before DVV Verification : 58

4.5.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
178.96	155.25	179.94	628.31	1002.78

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
178.63	112.3	135.9	238.4	113.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
600	594	256	300	129

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
300	297	128	150	129

Remark : As per the HEI documents provided initially and during clarification.

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.,)

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 ..

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
30	3	7	0	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
21	3	7	0	6

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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30	3	7	0	6
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
30	3	7	0	6

Remark : As per the HEI documents provided initially and during clarification

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
115	125	115	129	113

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
115	125	115	129	113

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
13	0	23	9	14

Answer After DVV Verification :

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9	13	15	12	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	02	02	02	02

Remark : As per the HEI documents provided initially and during clarification. As per the document GALAXY and MANTRA events every year considered. Graduation day freshers's day Syonara are not eligible.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: D. Any two of the above

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.,)

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any three of the above

Remark : As per the documents provided by the HEI during clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
21	13	7	9	7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	07	03	04	3

Remark : As per the data and documents provided with the metric during clarification. Activities such as Sports day, Voluntary Blood Donation Awareness Program and Seminar on Stress Management good Health for doctors, free BMD tests are general and not gender equity sensitization programmes.

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any four of the above

7.1.5 Water conservation facilities available in the Institution:

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

Answer before DVV Verification : All of the above

Answer After DVV Verification: Any Three of the above

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

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

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any two of the above
 Remark : As per the documents provided by the HEI during clarification.

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.)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
04	11	01	05	13

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
04	06	01	03	09

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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.

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

Answer before DVV Verification:

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

8.1.10.2. Number of first year Students admitted in last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	147

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
218	216	205	208	200

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>182</td><td>176</td><td>161</td><td>159</td><td>166</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>200</td><td>197</td><td>197</td><td>183</td><td>177</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	182	176	161	159	166	2021-22	2020-21	2019-20	2018-19	2017-18	200	197	197	183	177
2021-22	2020-21	2019-20	2018-19	2017-18																	
182	176	161	159	166																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
200	197	197	183	177																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>143</td><td>135</td><td>136</td><td>139</td><td>142</td></tr></tbody></table> <p>Answer After DVV Verification:</p> <table border="1"><thead><tr><th>2021-22</th><th>2020-21</th><th>2019-20</th><th>2018-19</th><th>2017-18</th></tr></thead><tbody><tr><td>143</td><td>135</td><td>136</td><td>139</td><td>142</td></tr></tbody></table>	2021-22	2020-21	2019-20	2018-19	2017-18	143	135	136	139	142	2021-22	2020-21	2019-20	2018-19	2017-18	143	135	136	139	142
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143	135	136	139	142																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
143	135	136	139	142																	

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
143	135	136	139	142

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
143	135	136	139	142

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4840.94	4425.19	4688.46	4070.86	3195.88

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
5764.3	6907.9	6531.3	4880.5	3991.4