SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

TAGORE MEDICAL COLLEGE AND HOSPITAL

TAGORE MEDICAL COLLEGE AND HOSPITAL RATHINAMANGALAM,
MELAKKOTTAIYUR POST CHENGALPET DISTRICT
600127
www.tagoremch.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

July 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Tagore Education Trust was established in 1997 by the Chairperson, Managing Trustee Dr. M. Mala, M.A., M. Phil., an Educationist and Philanthropist. The Trust is pledged to the noble task of offering state of the art higher education in the field of Medicine, Engineering and Humanities.

A major milestone of the trust was the inception of Tagore Medical College and Hospital in the 26.27 acres lush green campus, in the year 2010, aimed at transforming young students as dedicated and proficient medical professionals steadfast with the noble mission of serving the community.

The institution had taken swift strides towards achieving educational excellence by introducing post graduate programs in the year 2020 with 15 specialty and super specialty departments with the approval of the NMC and the Tamil Nadu DR.MGR Medical University. The educational quality of the institution is certified by ISO 9000:2015 for imparting education leading to MBBS, MS and MD degrees.

The institution takes pride in housing with 818 bedded. The clinical departments include Medicine, Surgery, OBG, Paediatrics, Orthopaedics, ENT, Anaesthesia, Ophthalmology, DVL and super-specialty departments include Cardiology, Nephrology, Urology, Neurosurgery, cardio thoracic surgery, Oncology, Surgical oncology, Plastic surgery and Urology. Each department has separate outpatient clinics (OPD) for male and female patients and demonstration rooms, well suited for adequate clinical teaching-learning resources and infrastructure. There are 5 ICUs inclusive of NICU, RICU and ICCU, 10 operation theatres, 24/7 services by the Accident and Emergency trauma care facilities, a government certified well established blood bank.

The state-of-art central library of the institution is fully automated with remote access facility. The central research lab is housed in 2250 sq. ft. with modernized equipment for accurate diagnostics and a NABL accredited virology lab for conducting basic research and advanced molecular and bioinformatics research.

The institution has proficient medical faculty committed to impart quality education to the medical students and dedicated clinical care services to the society. The Medical Education Unit of the institution ensures continuous faculty development by conducting programs focusing on the current demands of the medical education. The clinical skills lab is an excellent platform for simulation-learning and the rural/urban health centres of the institution provides a greater scope for the students to cultivate societal responsibility through community based medical services. The students' council of the institution paves path for the students to hone their team building, leadership and organisational skills through co-curricular and extra-curricular activities

Vision

To be a global leader among medical institutions by providing exemplary medical education, higher training, safe patients care, quality research and innovations through community collaboration.

Mission

To shape the students into physician leaders through the three cardinal pillars - Continuous skill development, Ethical practice and Compassion.

To provide an affordable and quality healthcare delivery by means of updated technology of international standards and innovate by providing collaborative research environment

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Central Location: The institution's semi-urban/rural location in a lavish green campus and swift connectivity to the urban makes it attractive to both students and faculty. It also contributes to a higher patient inflow from both urban and rural communities seeking specialized healthcare services.

State-of-the-Art Infrastructure: The institution boasts well-equipped patient-care facilities and a state-of-the-art infrastructure for teaching learning and research, supportive of academic and healthcare services.

Competent Faculty and Staff: The institution has well-qualified and experienced faculty and non-teaching staff in numbers exceeding statutory norms, ensuring the provision of quality care and enhancing institutional performance.

Commitment to community healthcare: The institution gives prominence to community health through extension and outreach activities, extending health screening and awareness programs.

Affordable patient care: Availability of exceptional patient care facilities at affordable costs, experienced specialists, advanced central lab and NABL accredited virology lab for accurate diagnostics. The hospital's exceptional critical care management services was evident during the second wave of COVID pandemic, which was greatly appreciated.

Innovative patient care systems: Health insurance schemes, village adoption scheme, One family card scheme, free medicines for pediatrics, Valaikkappu for expectant mothers, gifting gold ring for new-borns, makes health care accessible to the rural masses and underprivileged sections of the community.

Innovations in teaching learning: The institution utilizes opportunities for curricular innovations provided by the National Medical Commission effectively, through introduction of student-centric learning methods like game based learning, problem based learning, role-plays, skits, debates, small group sessions and self-directed learning.

Support Systems for Academic Activities: The institution has various support systems, such as a multispecialty hospital, fully automated library, remote access to learning resources, central research lab, medical educational unit, and a clinical skill lab, which augment the academic activities.

Vibrant student council: The student council is dynamic and acts as a bridge between the student community, faculty and the administrations in organizing academic, cultural, sports, and societal programs throughout the year.

Management Commitment: The management promotes decentralisation of governance, with strong

commitment to augment existing infrastructure, promoting student and staff welfare, fostering quality consciousness, and working towards accreditation to enhance outcomes.

Institutional Weakness

The institution follows the curriculum of the National Medical Commission and the guidelines of The Tamil Nadu Dr MGR Medical University. The university's current regulation does not allow students to participate in exchange programs with other universities.

Admission of students from other states is restricted, as admissions are primarily based on NEET scores and managed by the Directorate of Medical Education.

Research publications are to be enhanced and Faculty are to be emphasized to prioritize on research outcomes like generation of patents and copyrights along with patient care and teaching.

The career guidance cell is suggested to actively conduct placement activities at national and international levels, in addition to counselling and awareness creation.

Institutional Opportunity

CBME has led to effective teaching through various components, including theoretical and skill learning sessions, as well as an assessment pattern that evaluates all domains of learning.

The introduction of alternate systems of indigenous medicine (AYUSH) in the medical curriculum is seen as a commendable initiative to approach health from a holistic perspective and explore collaborative research opportunities.

Skill training sessions at the skill lab have improved students' clinical competencies, leading to enhanced performance during final exams and internships, and better preparation for NEXT I & II examinations.

Support is provided to improve the quantity and quality of research projects and publications, increase visibility in research platforms, and explore international collaborations.

Faculty and students are encouraged to adopt newer and innovative teaching-learning methods and utilize available academic support systems, including the Institutional Innovation Council.

There is a focus on improving IT infrastructure, increasing e-learning resources, engaging with alumni, and using their feedback to enhance the quality of education and employability of graduates.

The Internal Quality Assurance Cell ensures continuous improvement in services and outcomes.

Continuous efforts are made to enhance and maintain sports infrastructure and promote sports activities.

The institute is recently recognized as a center for Clinical trials by ICMR, opening opportunities for research and grants.

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The large campus provides opportunities to expand infrastructure as needed.

Good networking with governmental and non-governmental organizations facilitates collaborations.

The supportive management allows freedom and opportunities for innovation in healthcare, teaching, and research.

Overall, the institution is striving to improve medical education, research, and healthcare services, with a focus on holistic learning and continuous development.

Institutional Challenge

Lack of academic flexibility due to strict schedules prescribed by regulatory bodies making it difficult to implement curricular innovations.

Uncertainty about the consequences of NEET and NEXT exams, particularly their impact on internships and the rural placement scheme, which may affect networking opportunities with NGOs.

Strategies and goals to address the challenges:

Increase visibility on national and international platforms to foster collaborations and improve the institution's impact.

Plan and implement strategies with a specific timeframe to achieve institutional goals and enhance capabilities.

Promote a sense of commitment among all stakeholders for ongoing quality activities and teamwork to excel in academic training and healthcare provision.

Focus on infrastructure upgradation and capability enhancement of existing workforce to maintain the institution's visibility amidst the growing number of medical colleges.

Address the challenge of attracting and retaining competent faculty by offering opportunities for medical training, service, and research.

Enhance networking and formal interaction with parents despite the adult student population.

Improve community outreach programs, educate the community on healthy living, and promote mentorship and support for slow learners.

Provide access to the latest technology in simulation based learning, such as a Virtual Reality laboratory, for students.

Seek national and international for research and collaborate with other centers of excellence within and outside

the country to offer wider exposure to students and faculty.

Work towards making the campus energy-efficient by conserving electricity, water, and reducing waste generation.

1.3 CRITERIA WISE SUMMARY

Medical Part

The institution enrols students who have qualified in the NEET exams with the necessary cutoff percentage for admission into the MBBS (mean percentile score of 87% for MBBS 2021-22 batch), MD/MS courses. The institution has developed and effectively implemented policies and procedures for infection prevention and control, patient safety and quality care, universal precautions in the hospital setting. Both the undergraduate and postgraduate students are educated on these policies and procedures during their academic training and internship programs through theoretical, practical and hands on sessions. The active and functional Hospital Infection Control Committee of the hospital conducts regular training sessions for healthcare professionals and students. The primary responsibility of the HICC is to monitor and control hospital-acquired infections. The faculty at TMCH takes pride in holding additional degrees and fellowships from recognized universities, beyond the required eligibility. The institution has implemented competency based medical education, delineated the graduate attributes in alignment with the attributes stated by the National Medical Commission (NMC) and had taken measures for their execution and evaluation of attainment through the medical education unit and the academic and curriculum council. Organ donation programs and session on medico-legal aspects involved in organ donation are regularly conducted for the undergraduates by the departments of Forensic medicine and Anatomy. The students are also sensitized on the institution's organ donation policy. The immunization clinic for the paediatrics is dynamic and follows the protocol recommended by the World health organisation. Recognizing the higher risk of HBV infection associated with occupational exposure, the institution ensures that its healthcare workers and the students receive mandatory vaccination for Hepatitis B, including zero, first, and booster doses. The medical education unit was constituted in 2010. Faculty development programs on topics of recent interests and needs, are regularly conducted by the medical education unit for the empowerment of the faculty. The CISP I, II and the revised basic course workshop were successfully conducted under the direct guidance of the Medical education unit of the nodal centre. The institution protects its clinician against risk and legal liabilities through professional indemnity insurance.

Curricular Aspects

The institution has constituted Academic and curriculum council to plan and implement the CBME curriculum effectively in alignment with the regulations framed by NMC and the TN.DR. MGR Medical University. The academic and curriculum council meets once in two months to decide on the curricular delivery and strategies for curricular enrichment towards shaping up the medical graduates. With strict adherence to the institutional Academic calendar framed in alignment with the academic calendar of the affiliating university, the lesson plans and periodic Assessment schedules are prepared. The integrated CBME curriculum facilitates interdepartmental and interdisciplinary learning both at undergraduate and postgraduate levels. Furthermore, the goal is to elevate the standards of the medical graduates, preparing them physically, mentally, and professionally to compete and succeed in the global arena. To achieve this, various Add-on courses and value-added courses are introduced to the undergraduates and postgraduates that go beyond the curriculum, enriching students' knowledge and competencies. These courses cover various essential and emerging aspects like Yoga,

stress management, communication skills, Interpretation of ECG, BCLS, ACLS, Transfusion medicine, Computer aided drug design, Bioinformatics, etc. Skill based courses like mind mapping and career-oriented courses like Finishing school are also given as Value added courses. A course on Research methodology is mandated for all the postgraduates. To augment their experiential learning, the students are given opportunities for field visits, clinical postings and industrial experiences, and community postings throughout the academic year. The institution is determined in unbiased and uniform distribution of resources based on students' demands. To achieve this, periodic feedback is obtained from all the stakeholders through online, analysed and discussed in the academic and curriculum council meetings to take appropriate remedial measures and implement necessary changes promptly. All the measures mentioned above contribute to creating socially responsible, ethically conscious, and professionally committed medical graduates who can effectively address real-world challenges and contribute to sustainable development.

Teaching-learning and Evaluation

Tagore Medical College and Hospital, affiliated to The Tamil Nadu Dr.M.G.R Medical University, admits 150 students annually for the MBBS course. The admission process for both undergraduate and postgraduate programs is solely based on NEET scores. The institution maintains high enrolment rate with approximately 100% seats filled against the approved MBBS intake. The teacher-student ratio of 1:4 exceeds the required norms. A systematic assessment enables to identify slow performers and advanced learners within each batch. Special programs are organized for academic development, including extra classes, additional educational materials, assignments, tests, and mentoring sessions for slow performers. Advanced learners are motivated to participate in research activities like ICMR-Short Term Studentship programs, conference presentations and publications. The institution actively supports students' participation in extramural activities and encourage them to showcase their talents in events conducted by other institutions. Student-centric learning methods adopted to enhance learning skills, like integrated learning, seminars, case discussions, small group discussions, journal clubs, bedside clinics, role plays, debates, quiz, fish bowl technique, AETCOM, and interdepartmental discussions, contribute to a well-rounded educational experience. The college employs diverse and well-developed ICT tools to facilitate innovative educational resources and teaching-learning updates. A well-established mentorship program is in place at a ratio of 1:13, with regular mentor-mentee meetings and academic progress monitoring. Students undergo comprehensive training, ranging from basic skills to advanced training in clinical simulation labs and real-time settings, including exposure to advanced surgeries. Highly competent faculty with an average teaching experience of about 7 years, with more than 90% having significant experience in the development and delivery of e-content. The institution ensures that course outcomes and program outcomes are aligned with graduate attributes as per NMC norms. Clearly defined learning objectives and expected outcomes are disseminated to students, ensuring their active participation and learning. Summative assessments incorporate automation and ICT to a large extent, with a robust grievance redressal mechanism in place. The academic performance of students has been exceptional, with an incremental pass percentage of 90% in final year. Parent-teacher meetings are conducted regularly twice a year and appropriate action is taken based on the feedback from the parents.

Research, Innovations and Extension

Tagore Medical College and Hospital boasts state-of-the-art research facilities and infrastructure that cater to diverse disciplines. The campus houses incubation centre approved by MSME, Government of India, advanced laboratories, well-equipped research laboratories in various departments, and specialized libraries with extensive digital and print resources. This robust infrastructure empowers researchers to pursue their scholarly

endeavours effectively. The institution has implemented a comprehensive research funding framework to support and incentivize research activities. Through competitive grants and fellowships, researchers have access to financial support for conducting research, attending conferences, and publishing their work. This funding mechanism encourages a culture of research excellence and innovation. The research ecosystem at TMCH fosters a collaborative culture that encourages interdisciplinary research and cross-faculty collaboration. Regular research seminars, workshops, and conferences provide opportunities for knowledge exchange and idea-sharing, contributing to the advancement of research in various fields. The institution places a strong emphasis on research ethics and compliance. Robust ethical review processes ensure that research involving human participants or sensitive data adheres to the highest ethical standards. This commitment to research integrity enhances the credibility and impact of research outcomes. The institution offers a range of support services for researchers, including research proposal development assistance, grant management support in the form of an intramural funding to around 1.5.crores, and access to statistical analysis tools. The institution encourages and funds the dissemination of research findings through high-impact academic journals, conferences, and open-access repositories. The research ecosystem extends opportunities for student researchers to engage in meaningful research experiences. Undergraduate and graduate students have access to mentorship programs, research internships, and academic scholarships, nurturing the next generation of scholars. Right from the inception of the college, around 50 UG students have been granted with ICMR STS fellowships to conduct the research. Numerous extension initiatives are carried out by the college YRC student wing. A few initiatives worth mentioning are Blood Donation, HIV/AIDS Awareness, immunisation Programme Participation, adolescent health awareness, etc. Around 55 partnerships are initiated with corporate, educational and research institutions, in order to conduct joint research projects, train the students in extension activities and provide affordable health care.

Infrastructure and Learning Resources

Tagore Medical College and Hospital (TMCH) is one of the pinnacle medical institutes in Chennai, with advanced learning in medical education along with a conducive living environment to maximize academics. TMCH offers MBBS course with 150 seats and PG Post Graduate courses in 15 out of 20 specialties. The total inpatient capacity of the hospital is 818, including 25 critical care beds in various specialities. The outpatient attendance is around 1350 – 1400 per day in the hospital. The institution has 4 well-equipped lecture halls with a seating capacity of 150, with audio visual aids. The hospital has a visual presentation theatre on the second floor, an event hall on the fourth floor and an examination hall in the third floor of college with 200 seating capacity. The air-conditioned visual presentation theatre has internet and audio-visual facilities. The institution boasts a well-maintained turf cricket ground where district-level matches are conducted. There are two volleyball and throwball, courts each, one football, one tennikoit grounds, athletic track and field. The indoor sports encompasses chess, carrom and table tennis. The library currently hosts 70 national and 32 international journal subscriptions and a total of 1080 books. The library also has a well-equipped audio-visual room and 68 e-books and e-journals. Remote access to the e-journals is available within the campus. Faculty and students are provided immediate access to ProQuest. A total of 238 computers with 1000 mbps speed internet and LAN connection facilities are available throughout the college and hospital. Community-based learning is promoted through postings in Rural and urban health centres. The students are also provided with skills labs training in different departments for experiential learning. The Hospital management information system is an integrated system that provides comprehensive data in all management aspects, such as hospital operations, medical, administrative, pharmaceutical, laboratory service processing. Adequate computers are available in all departments. The maintenance department is responsible for maintenance and functioning of the academic and sports infrastructure and an exclusive biomedical department for monthly maintenance and repairs of all hospital-based equipment and gadgets. The IT department monitors and maintains campus surveillance

cameras, Biometry and other security.

Student Support and Progression

Tagore Medical College and Hospital gives utmost importance to nurturing and supporting its student community. Not only are all governmental scholarships accepted, the management also waives off admission, transport and hostel fees to around 40-50% of deserving students each year. With a goal towards preparing them for modern medical practices, the students are exposed to regular and well thought out capability enhancement programs like language skills, communication skills, finishing school classes to name only a few. To support the future endeavours of the graduates, the institution offers interactive career guidance as well as NEET coaching classes. The result is seen by the fact that a large number of the students have opted for clinical specialisation at premier institutes across the country. A strong stress is laid on extra-curricular activities like sports and a variety of cultural programs. The highlight of the year is the Annual Sports Event which is held at the lush cricket grounds and spacious indoor sports facility over a few weeks in August. The Student Council is actively engaged in designing and coordinating diverse programs aimed at enhancing their managerial and organizational abilities. The institution actively supports the celebration of various festivals and National days with great enthusiasm and active participation from the students. There is an active Green Club which is fully committed to spreading awareness of environmental conservation by regularly holding tree planting events. Annually, the Graduation Day of the Institution is held with dedicated involvement from the graduates, their parents, faculty, and management. During this event, exceptional academic achievers are recognized and honored for their outstanding performance. The international students cell facilitates internship exchange of foreign medical graduates. The Anti-ragging and Internal Complaints Committees ensure the safety and comfort of the students. Any instance of ragging anywhere in the campus can be immediately brought to the notice of the committee in person or through online. The Alumni Association is registered in 2022 and is involved in multiple college events and made it a point to give back to their alma mater in the form of material and monetary contributions.

Governance, Leadership and Management

TMCH upholds its Governance, Leadership, and Management which leads the institution towards its vision of becoming a pioneer in medical education. The management actively involves all the stakeholders in the decision-making process, fostering a culture of decentralization for academic and administrative responsibilities. Various committees, including the Governing council, college council, research & ethics, Medical education unit, academic and curriculum council, IQAC and the examination cell functions efficiently under the leadership of the dean and the guidance of the management. E-governance has been successfully implemented in several areas, such as hospital administration, academic planning and development, finance management, and student support services like library management. The institution prioritizes the welfare of both teaching and non-teaching staff, recognizing that a content and dedicated workforce leads to efficiency and success. Faculty members enjoy various welfare benefits, including earned, academic, and vacation leaves, transportation, housing facilities, and Professional Indemnity policy. Non-teaching permanent employees receive Employee State Insurance Corporation and Provident Fund, salary advances, maternity leave, and financial assistance during significant life events. To support the growth and development of teachers, financial aid is provided for attending conferences, seminars, faculty development programs in accordance with management policies. Moreover, the institution organizes professional development and quality-related programs annually to enhance the staff's skills and knowledge. The non-teaching staff are also provided with financial support for administrative and professional development programs. The performance appraisal

system is designed to be formative and introspective, involving self-assessment by staff and assessment by management, ensuring comprehensive improvement in individual performance. Tagore Educational Trust provides essential support to the institution, with the finance and accounts departments managing financial resources under the aegis guidance of the Chairperson. Robust mechanisms are in place to ensure optimal utilization and meticulous auditing of these resources. The Institution's Internal Quality Assurance Cell (IQAC) aims to enhance academic and administrative performance, promoting a quality culture and adopting best practices. Feedback from various stakeholders is collected and analyzed to continually improve the institution's quality standards.

Institutional Values and Best Practices

The institution upholds its core values and strives to instil them in all the stakeholders to foster growth and achievement. These values encompass academic excellence, affordable patient care, corporate collaboration, advanced research and environmental safety. The institution actively promotes gender equity by appointing women to administrative positions and involving them in decision-making processes. There is equal distribution of male and female among teachers, students and the non-teaching staff. Ensuring individual privacy and campus security is a priority, with facilities designed accordingly like restricted vehicle entry, CCTV surveillance in the college, hospital and hostel and round the clock security vigil. The institution is committed to energy conservation, utilizing LED bulbs, sensor-based energy-saving systems, and solar energy as alternative sources for light and water heating. Proper management of degradable and non-degradable waste is practiced on campus, following the principles of reuse, reduce, and recycle. Color-coded dustbins are strategically placed for segregating biodegradable and non-biodegradable waste. The campus boasts an efficient sewage treatment process that provides safe recycled water for secondary purposes like gardening. Emphasizing eco-friendly practices, the campus features green initiatives, such as landscaping with trees and gardens, limited automobile entry, a ban on plastic usage, and the use of pedestrian walking and battery-powered vehicles for transportation. The institution is committed to providing a disabled-friendly environment, ensuring equal opportunities, rights protection, and full participation in the academic setting. Inclusivity extends to staff, students, and faculty from diverse socio-cultural backgrounds. Code of conduct guidelines are established for students and staff, with any violations addressed by relevant committees. Promoting harmony and patriotism, the institution celebrates festivals and National days. Noteworthy practices include the inception of Cadaveric oath ceremony for the first year students which helps them to overcome their apprehension, conduct of ceremonial 'Valaikkapu" for expectant p=mothers and gifting gold ring to the newborn which ensures safe hospital deliveries. The One family card program of the institution is its distinctiveness which is beneficial for the entire family. This program ensures ease of access to healthcare at an affordable rate, depicting the social responsibility of the institution.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	TAGORE MEDICAL COLLEGE AND HOSPITAL
Address	TAGORE MEDICAL COLLEGE AND HOSPITAL RATHINAMANGALAM, MELAKKOTTAIYUR POST CHENGALPET DISTRICT
City	RATHINAMANGALAM CHENNAI
State	Tamil Nadu
Pin	600127
Website	www.tagoremch.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	J. MUTHUK UMARAN	044-30101111	9952692888	044-2225555 5	naac@tagoremch.com
IQAC / CIQA coordinator	D.H. GOPALAN	044-22299555	9941780015	044-2225555 5	viceprincipal@tagoremch.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 minroity institution	No

Establishment Details

Date of establishment of the college	14-05-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Tamil Nadu	The Tamilnadu Dr Mgr Medical University	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
MCI	View Document	20-10-2022	60	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	TAGORE MEDICAL COLLEGE AND HOSPITAL RATHINAMANGALAM, MELAKKOTTAIYUR POST CHENGALPET DISTRICT	Rural	26.27	82600.56

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,General Medicine	36	NEET PG	English	5	5
PG	MD,Pathology	36	NEET PG	English	5	5
PG	MD,Community Medicine	36	NEET PG	English	4	3
PG	MS,General Surgery	36	NEET PG	English	5	5
PG	MS,Obstetrics And Gynecology	36	NEET PG	English	3	3
PG	MS,Opthalmology	36	NEET PG	English	2	2
PG	MS,Orthopedics	36	NEET PG	English	3	3
PG	MS,Ent	36	NEET PG	English	1	1
PG	MD,Radio Diagnosis	36	NEET PG	English	2	2
PG	MD,Anesthesiology	36	NEET PG	English	2	2

PG	MD,Pediatrics	36	NEET PG	English	3	3
PG	MD,Microbiology	36	NEET PG	English	3	1
PG	MD,Pharmacology	36	NEET PG	English	3	1
PG	MD,Dermatology Venerology Leprosy	36	NEET PG	English	2	2
PG	MD,Respiratory Medicine	36	NEET PG	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	19				43				66			
Recruited	12	7	0	19	23	20	0	43	37	29	0	66
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				2			
Recruited	0	0	0	0	0	0	0	0	0	2	0	2
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				86				33			
Recruited	0	0	0	0	42	44	0	86	15	18	0	33
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				17			
Recruited	0	0	0	0	0	0	0	0	8	9	0	17
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				790
Recruited	288	502	0	790
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				165
Recruited	103	62	0	165
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	1	0	0	1	0	0	0	0	0	2
Ph.D.	2	0	0	1	3	0	1	2	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	22	15	0	22	5	0	40	27	0	131
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	1	0	17	16	0	36
UG	0	0	0	45	43	0	0	0	0	88

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

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

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

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0
Number of Emeritus Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	1	0	0	1
Number of Adjunct Professor engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	1

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	49	3	0	0	52
	Female	90	8	0	0	98
	Others	0	0	0	0	0
PG	Male	15	2	0	0	17
	Female	22	1	0	0	23
	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	11	10	9	11
	Female	15	16	9	12
	Others	0	0	0	0
ST	Male	0	0	0	1
	Female	1	1	1	0
	Others	0	0	0	0
OBC	Male	45	61	28	36
	Female	66	61	46	55
	Others	0	0	0	0
General	Male	15	11	22	18
	Female	28	15	35	17
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		181	175	150	150

General Facilities	
Campus Type: TAGORE MEDICAL COLLEGE AND HOSPITAL RATHINAMANGALAM, MELAKKOTTAIYUR POST CHENGALPET DISTRICT	
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)	**273**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**378**
* 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	**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 adheres to the curriculum set forth by the National Medical Commission (NMC) and the affiliating The Tamil Nadu Dr. MGR Medical University. A multidisciplinary/interdisciplinary approach is adopted by the institution in teaching learning, training, outreach and extension activities and research. The medical education unit of the institution has developed a system of vertical and

	horizontal integration in teaching as per the recommendations of the regulatory body. The curriculum is enriched with Add-on courses in medical advances and value-added courses like research methodology, computer aided drug design, bioinformatics, etc. Capability enhancement courses are integrated in the teaching-learning, with a focus on language and communication skills taught to students right from the beginning of their medical education. Additionally, the foundation course offers computer skills training, facilitated by faculty members from various disciplines. Yoga is an integral part of the curriculum, both as a regular practice and as a value-added course. The students are also educated about the significance of herbal remedies, with practical demonstrations conducted in the herbal garden. This exposure to yoga and herbal remedies equips Indian medical graduates with a holistic approach to patient care. Interdisciplinary collaboration is fostered in clinical and community activities, providing students with an opportunity to work together with a multi-disciplinary health care team during their internship. This experience enhances their teamwork skills. Moreover, students are exposed to courses like Role of doctors in society, Finishing school, which enables them to adopt a holistic approach in managing patients in their real time career. The community postings and the extension activities facilitate understanding of the cultural practices, customs, and behaviours of the community, which enables the students to provide more culturally sensitive and comprehensive healthcare. Postgraduate students of one department are posted in other related departments for interdepartmental cross learning. The institution organises health awareness programs through the rural and urban health training centres, trains the frontline workers like the nurses and supports them for better implementation of national health programs. It regularly extends its support to the district administration for investigation and control of 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 (The Tamil

	Nadu Dr MGR Medical University). However the institution has Student module software to document student related details.
3. Skill development:	The National Medical Commission (NMC) has delineated the essential skills that every Indian Medical Graduate (IMG) must acquire. These skills are categorized into three curriculum phases, covering Pre and Para-clinical subjects, Medicine and Allied subjects, and Surgery and Allied subjects. Each department in coordination with the Academic coordinator of each year (Year I, II, III, IV), identifies and lists the skills specified for each professional year under the guidance of the Academic and Curriculum council and the Medical education unit. Based on these listings, lesson plans are prepared, and the skills are taught in various settings such as departments, bedside, outpatient departments (OPD), and the institution's Skills lab. To ensure students' competency, all certifiable skills are also enlisted, and faculty members in each department strive to make students proficient in these skills. The students' acquired competencies are assessed and recorded in a logbook for certifiable skills. The same process is followed for postgraduates, where the specified skills under the PG curriculum are identified by the concerned departments and taught accordingly. In addition to the subject-specific skills outlined by the NMC, the institution conducts programs to develop analytical skills, language and communication skills, soft skills, personality and professional development, human values, ethics, and employability skills for the students. The institution has set up a clinical skill laboratory to provide skill-based training in the fields of OBG, general medicine, anaesthesiology surgery and paediatrics, catering to both undergraduate and postgraduate students. The lab includes dedicated spaces for mannequin storage, rooms for examining standardized or simulated patients, areas for demonstrating skills in small group settings, individual and group training stations, and a debriefing area. The clinical skills lab fosters to the clinical skill development in the early phases of the curriculum through simulation which enables the students to be adequately trained to handle the patients in real time clinical settings. Plans are underway to identify and incorporate additional skill

	development courses as needed.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institution had taken active measures to promote and integrate the local language, art, and culture, through introduction of compulsory activities in the curriculum, such as language classes in Tamil, literary activities and debates conducted in local languages. These changes not only foster cultural appreciation but also enhance the understanding of the students on the socio-cultural and linguistic diversities. During the foundation course, students are sensitized to this cultural diversity as they begin their medical education. They are made aware of the language-based cultural diversity specific to Tamil Nadu. To celebrate this diversity, the annual cultural fest of the institution includes activities in the local language, where students can express themselves through poetry, songs, and essays in the regional language, Tamil. The cultural fest showcases traditional art and folk dances of South India, along with other events. Throughout the year, the institution celebrate various festivals like Pongal, Christmas, Onam, and ayudha pooja, providing a platform for students to understand and appreciate regional and cultural diversities. These values play a significant role in patient care, as the institution prioritize cultural practices, customs, beliefs, and religious observances while treating patients and instil these important values in the students throughout their entire course of study. The medical education curriculum includes an essential component called "Attitude, Ethics, and Communication." This module is taught to students across all professional years, emphasizing the importance of respecting patients' autonomy and values, among other crucial aspects of patient care.
5. Focus on Outcome based education (OBE):	Based on the latest curriculum developed by the National Medical Commission (NMC), the current Medical Education Curriculum for both undergraduate and postgraduate students emphasizes competency-based medical education since 2019. The NMC has specified the graduate attributes, and the institution is committed to achieving them. The institution had identified and listed the program outcomes and course outcomes for each subject, based on the competencies and subject-specific outcomes outlined in the curriculum volumes (I, II, and III) for pre/para clinical, medicine & allied, and

	surgery and allied subjects, respectively. These outcomes are accessible on the institution's website for the benefit of students and faculty. To ensure effective learning, each department has prepared specific learning objectives (SLOs) for each competency or topic, along with corresponding lesson plans and assessments. The achievement of outcomes in terms of knowledge, attitude, skills, and communication is analyzed through formative assessments and internal evaluations. As part of the institution's commitment to competency-based medical education, most faculty members in the institute have received training through three Curriculum Innovation Support Program (CISP) workshops. The institution completely embraced the innovations proposed by the NMC, including Early Clinical Exposure, Foundation Course, Family Adoption Program, AETCOM modules, Self-directed Learning, and Skills Teaching. To strengthen community-based medical education and promote rural health skills, the institution has implemented a well-structured system that includes the health awareness camps, family adoption program through One family card scheme, and comprehensive antenatal and neonatal care. The one family card, is the distinctiveness of the institution, is garnering appreciation from various quarters. The initiative of conducting 'Valaikaapu' for the expectant mothers and gifting a gold ring for the new-borns by the institution has promoted hospital deliveries is gaining momentum as one of the best practices of the institution. Inception of cadaveric oath ceremony. Furthermore, the institution has introduced a scheme to encourage undergraduate research. This initiative motivates students to participate in research activities and provides support to foster their engagement in meaningful research endeavours.
6. Distance education/online education:	The Covid-19 pandemic has led educational institutions in the country to embrace digital platforms for conducting classes, conferences, and meetings. Online education has broken geographical barriers, allowing experts and students from distant regions to interact. As the economy, including educational institutions, gradually reopens, a hybrid mode of education combining online and offline resources has emerged as the new normal, as envisaged in the New Education Policy. The

institution has become well-prepared, particularly during the Covid-19 pandemic, to facilitate the teaching-learning process through various online modes such as ZOOM, Google Meet and WhatsApp. The entire college campus is equipped with Wi-Fi connectivity, and digitally interactive smart boards are installed in classrooms, ensuring a smooth transition to online education without any hindrance. Based on the experience gained during the closure period due to Covid-19, access to online resources for both educators and students is no longer a constraint. The institution has procured a learning management system -PALPAP to promote blended learning that combines online and in-person learning. All the students and faculty are given login access to their respective courses and the faculty members are encouraged to offer their course content to facilitate self-paced learning by the students. The institution is keen on attracting international students, and to achieve this, the institution envisages to create online courses that seamlessly integrate with the regular courses within the framework established by the Affiliating University, ensuring compliance with academic standards and guidelines.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institution has formed the Electoral literacy club
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?	Yes. The institution has appointed faculty and student coordinators, representations from administrative staff and non-teaching staff to facilitate and monitor the functions of the Electoral literacy club of TMCH. The activities of the club include conduct of electoral awareness programs for people of all strata of the society
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	The Electoral Literacy Club of TMCH has been proactive in creating awareness among the rural people of local community on the responsibilities of voting and the practice of ethical voting. The club had conducted Awareness programs to train first-time voters on how to vote with the Electronic Voting Machine.

privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
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.	As an initiative of the Electoral Literacy Club of TMCH, door-to-door awareness was conducted to people belonging to rural communities and first-time voters in and around the institution. Students made posters and short videos on voting rights, voting procedure for the reach of the rural community.
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.	The electoral literacy club ensures that all eligible students are enrolled as voters in the electoral roll through conduct of special sensitisation programs.

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
841	817	772	738	706

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
138	122	121	90	121

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
181	176	150	150	150

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
266	243	228	215	212

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
266	243	228	215	212

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
3724.73	3118.73	3112.68	1885.30	1538.78

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:

Tagore Medical College and Hospital, managed by the Tagore Educational Trust adopts the syllabus / curriculum recommended by The Tamil Nadu Dr. MGR Medical University to which it is affiliated. The present updated curriculum for undergraduates and postgraduates programmes are based on Competency based curriculum recommended by the National Medical Commission (NMC). The institute has an active Curriculum Committee, as a part of **Medical Education Unit (MEU),** headed by the Dean. The committee is involved in planning and translation of the curriculum into teaching – learning process, and its evaluation through well-defined mechanism.

Planning

The fundamental step in efficient curricular delivery is 'Planning' which includes framing the academic calendar based on which the lesson plans and the internal exam schedules are developed by the individual department heads for all the courses. The lesson plan is reviewed and approved by the curriculum committee and will cover the topic, learning outcomes, mode of delivery, ICT tools used and the faculty allotted for each course.

Delivery

Effective curricular delivery is based on the pedagogical methods and the ICT tools used to achieve the desired course outcomes. The faculties are asked to describe the teaching - learning method to be used for each topic like lectures, small group discussions, bedside clinics, and DOAP (Demonstrate by student, Observe, Assist, Perform) sessions and student centered participative and self-directed learning based on NMC's suggested learning methods and the ICT tools to be used. The learning materials are shared in advance to learners. The MEU creates avenues and platforms for the faculties to update themselves in effective delivery of various basic medical courses recommended by the MCI/NMC.

Evaluation

Evaluation of the curricular outcomes is based on the assessment methods recommended by the NMC. The course teacher is responsible for continuous internal assessment and the pattern of question selection and evaluation process is ceremoniously adhered to as per NMC/ The Tamil Nadu Dr. MGR Medical University guidelines. In addition, the course teachers conduct quiz competitions, class tests, seminars and poster competition for assessment. The internal assessments are conducted as per the academic calendar and evaluated by the individual department and the feedback is given to the students. IQAC / MEU monitor the vigilant conduct of the Internal and University examinations. Slow learners are

provided with remedial measures like revision classes, makeup assignments, focused supervised reading, re-tests, question paper discussion, and mentorship. Advanced learners are encouraged to participate in Seminars, project work, paper presentation in conferences. Faculty development programs on Revised Basic Course Workshop and Curriculum Implementation and Support programs are organized by MEU, to reaffirm the faculty to effectively deliver the competency based curriculum.

The Heads of the departments monitor the students' attendance and performance and the same are intimated to the parents at regular parent-teacher meetings, mentor-mentee programs and also through WhatsApp or email. The students' feedback and outcome assessment are taken into consideration by the IQAC and MEU for review of the curriculum delivery and modifications are made in the lesson plan and the academic calendar.

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

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

1.1.2

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

Response: 0.17

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
01	0	0	1	0

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 188

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

Response: 188

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

1.2.2

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

Response: 98.44

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
829	805	763	725	692

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institution warrants divulging of the above mentioned cross-cutting issues as an integral part of the curriculum. The clean, green, appealing campus with good landscaping testifies the eco-consciousness of the institution. Various outcome-oriented extension and outreach activities of the institute are aimed at public health and community development.

Gender Equality:

The institution's strong belief in gender equality and women empowerment is reflected in women dominance in leadership positions and the various programmes conducted regularly to inculcate gender equality among staff and students. Women staff are encouraged and rewarded during women's day celebrations to promote women empowerment. Lectures on gender sensitization and display of awareness

boards in the corridor are regular activities of the vivid g**ender harassment committee and Anti ragging cell** to ensure a harassment free safe workplace for the students and staff. The college strictly adheres to gender equality and non-discrimination in admissions and in encouraging students' participation in inter and intra-college activities.

Environmental Awareness:

Environment awareness is inculcated among students from day one in the campus by distributing tree/ plant sapling during inaugural day. Tree plantation events are organized for the **Faculties** and the students. Environment day is celebrated every year to impart awareness and responsibility among the students on environmental safety. **Swatch Bharat Mission** activities are regularly being organized. The department of community medicine conducts regular health education and awareness programs like Dengue awareness program. Infection control committee and the department of Microbiology trains the students on biomedical waste disposal. The institution is distinguished for its Plastic free environment, Rain water harvesting, Reduction of noise pollution, Sewage Treatment Plant facilities, Fire safety measure and Smoke free zone.

Human Values and Rights:

Human value and rights emphasizing on honesty, loyalty, reliability and commitment are taught as a part of AETCOM module for the undergraduates. Stress management strategies are also taught to students as a part of foundation course and psychiatric medicine. Counselling sessions are regularly conducted for the students to address the issues pertaining to academic and examination stress, inter-personal relationship, hostel life, separation from parents and to motivate the students to excel in professional field. The important national and international health days are observed to create awareness among the students to contribute for the welfare of the community.

Professional ethics:

Professionalism attributes to behavior and commitment to their values and goals. The medical graduates are trained to follow professional ethics throughout their life which is inculcated as part of their holistic development in Pre and para-clinical phases. Publications were also made by students on Attitude, Communication and leadership skills. The students in association with General medicine and Community medicine departments take part in screening camps, vaccination drives and camps to address emerging healthcare needs like the COVID pandemic. The students in second and third professional phases are taught to address the emerging demographic issues. During internship, interns are trained to educate the people on right to health and the responsibilities of individual and state pertaining to health. Under the aegis of the chairperson, the hospital provides treatment at very low subsidized cost and free treatments for unaffordable patients.

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: 11

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

Response: 11

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: 78.3

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
816	805	751	721	690

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: 86.26

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

Response: 785

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

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

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

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: 78.35

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
91	95	74	94	84

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
126	123	104	104	104

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: 99.66

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
181	175	150	150	150

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
182	177	150	150	150

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
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: 6.55

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
15	09	10	16	03

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: C. Any two 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: 3.16

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

Other Upload Files	
1	[View Document](#)

2.2.3

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

Response:

TMCH is committed to strengthen the distinctive talents of the students and help them reach their fullest potential through activities beyond classroom. The institution gives equal importance to the academic and extracurricular pursuits of the students and encourages them to exhibit their skills in both aspects. The institution identifies the talents of the students and inspires them to take part in a variety of extracurricular activities inside and off the campus.

TMCH has promising infrastructural facilities and a meticulous method of organizing various extramural activities like quiz, fine arts, cultural and sports events to enhance, recreate and refresh the creativity of the students. The infrastructure of TMCH hosts playgrounds for various outdoor sports activities, indoor sport facilities, auditorium for cultural fests and other extra-curricular activities. Students are also encouraged to deliver health awareness and education for the common public through art and skits in commemoration of the world health days.

The institution has initiated a students' council with the objective of governing, guiding, facilitating, nurturing and showcasing of the co-curricular and extra-curricular talents of the students. The dynamic students' council is keenly involved in various student centric activities which offer a platform for all the students to showcase their talents. The students' council also organizes cultural and sports annually under the guidance of the faculty.

The institution encourages the students' council to form sub-committees for the responsible conduct of beyond classroom events like quiz, skits, role plays, poster and collage competitions, face painting, arts etc. apart from sports and cultural. Debates are conducted on current topics for the students to enhance their self-confidence and communication skills. Students are also motivated to exhibit their talents and skills in intercollegiate, national and state level competitions. Students taking part in various co-curricular and extra-curricular activities organized by other institutions are granted on duty to their absence as an encouragement by the institution. Additional class and one to one discussions are also conducted for students who miss their classes due to participation in such off campus activities. Likewise, re-exams are also conducted for those students who miss their internal exams due to participation in such activities.

The institution offers a platform for the students to organize teachers day, Pongal, Onam, Christmas and other festivities on their own in the form of dancing, singing, art competitions and other activities. Through a regular yoga practice, TMCH helps its students to live happier, healthier, more balanced lives and reduce stress from modern life, ultimately boosting self-esteem. In order to foster a humanitarian mindset, the institution also encourages students to participate in national and world health day celebrations. All the students are registered members of the Youth Red Cross through which they are involved in community and societal activities as a part of outreach programs. TMCH recognize and appreciate the students' talents and honor them with awards and rewards during their graduation to encourage their participation in wide range of activities and also conducts white coat ceremony for students.

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 exemplary change in the medical education from teacher-centric to more patients and student-centric approach has intrigued TMCH to implement the student-centric teaching learning strategies in its undergraduate and postgraduate teaching programmes. As the institution firmly believes that doing so will significantly improve students' learning and attainment of the targeted learning results, the institution works to determine the students' learning capacity at each step and implement the following need based teaching approaches. The faculty are also encouraged to introduce innovative student-centric pedagogical methods for their courses and mention the same in their lesson plan to enable the students to be well-prepared.

Experiential learning:

The students gain experience by directly interacting with the patients from the first year onwards. To achieve the clinical skills, the institution provides the students with facilities like skill lab, museum, research laboratory, central laboratory, blood bank, out-patient departments, wards, emergency room, intensive care units and also community visits.

Integrated/interdisciplinary learning:

The teaching-learning process is further improved by horizontal and vertical integration. The students are made to link the topics across the different phases (pre-clinical, para-clinical and clinical subjects). Clinical society meeting, clinical pathology conference and infection control meeting are conducted every month. This provides a platform for discussion among various departments which will be useful for the postgraduates.

Participatory learning:

Students participate in various activities like journal club, seminar, symposium, general clinics, small group discussions, quiz, poster presentation, video presentation which give them real life experiences.

Problem solving methodologies:

Case presentations are done by students every day in OPD and IPD. Faculties, interns and post graduates participate in the mortality audit which is conducted every month last week. This helps the students to gain analytical skill and logical thinking.

Self- directed learning:

Specific hours are allotted for self-directed learning. The topic and the details of the resource materials are given to the students prior to discussion. Students are made to present the topic in the presence of the facilitator. This method of teaching learning motivates the students to understand the subjects in depth.

Patient-centric and Evidence-based learning:

The students utilize the clinical postings to get exposed to patients with diverse clinical conditions. During bedside clinics, the cases are discussed in detail which improves the professional skill of the students. Understanding evidence-based medicine play a vital role for the medical students for clinical application.

Learning in the Humanities:

AETCOM (attitude, ethics and communication) learning sessions impart humanities and life skills to the students. Medico-legal practices are taught to the students throughout the curriculum.

Project- based learning:

The students are assigned to prepare models and charts in groups, on a topic with the help of a facilitator. This provides in-depth knowledge about the topic. Students participate every year in ICMR-STS projects and other departmental research activities.

Role play:

Students perform role plays on various public awareness programmes like Tuberculosis, Hand washing, diabetes, nutrition, breast feeding, antibiotic use and others, both in the institution and in the community.

File Description	Document
Link for learning environment facilities with geotagging	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3.2

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

The Institution:

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

Response: C. Any two of the above

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

TMCH recognizes the emergence of information and communication technology (ICT) in teaching and

learning and the inevitability to switch from traditional pedagogy to technology-driven pedagogical practices in order to develop professionals who are tech-savvy and prepared for the workforce. To give its students a cutting-edge educational experience, the institution keeps a state-of-the-art ICT infrastructure and regularly updates the ICT tools. Lecture halls are furnished with Internet access, computers, smart boards, LCD projectors, and other contemporary audio-visual aids. To make it easier to use ICT tools, high-speed Wi-Fi (1Gbps) is accessible throughout the campus. The institution also trains the faculty on ICT-usage for effective teaching and learning and ensures that these facilities are efficiently used by the teaching faculty and students. While creating their lesson plans, teachers are mandated to specify the ICT techniques proposed to be used in their lessons to keep the students well-informed.

Interactive Panels or the Smart Boards (EPSON ELPWR01 Interactive Projectors) have been installed in all the Lecture Halls to facilitate ICT enabled teaching. It has Wi-Fi, Ethernet and Bluetooth connectivity in addition to the compatibility with all e-learning contents.

The institution has provided free Wi-Fi facility in the campus and the username and password have been shared with the teaching faculty and all the students to have access to online open educational resources available from different sources.

High Fidelity Patient Simulators and Interventional Simulator with preloaded software programs are used for skill based teaching and learning.

During lecture classes, videos from subject related authentic websites are projected to the students for better understanding of the topics. To help students comprehend the concepts more deeply, teachers frequently relay clinical photos of diseases, video demonstrations of clinical examination, eliciting symptoms, and methods of performing operations during class. Students can improve their practical patient management skills by using technology-driven tools like video assisted endotracheal intubation to teach complex techniques like airway management. Complicated concepts are explained with the use of three-dimensional models. Standard whiteboards with markers are also available in all classrooms as part of chalk and talk teaching by the Faculty.

In addition, online tests (for multiple choice questions) are conducted through 'Google forms' by the teaching faculty to evaluate the students after the class and to get feedback on the classes. During the COVID pandemic, Google Meet, Zoom platforms were used for regular teaching learning activities and these platforms are continued to be used for conducting webinar on recent advances and the post graduate academic discussions like journal clubs and case discussions. E-learning materials consisting of power point presentations and word documents of important topics are shared by the Faculty of all the departments in the Institution's website. Students utilize these materials for easy understanding of the specific topics. All the departments conduct webinars on various important topics, hands-on workshops, Continuing medical education programs and guest lectures on the new developments in the core subjects for effective teaching and learning by the faculty members and students every year.

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: 12.94

2.3.4.1 Total number of mentors in the preceding academic year

Response: 65

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:

TMCH affirms that the teaching and learning in medical education should extend beyond imparting knowledge to producing front-line practitioners. With this objective, the Institution tirelessly conducts a variety of programmes to strengthen the creative and analytical abilities of its students, thus facilitating them to graduate as professionals who are prepared to excel in their workforce.

Creative thinking is a mandate for a medical graduate to comprehend patients or persons who are intrinsically complicated. In order to help students comprehend the impact of emotion on health and vice versa, they are made to interact with patients and their care-givers during clinical postings. Students are encouraged to express their creativity through creation of models, charts, puzzles, quiz, flash cards on the topics learnt which also supports self-directed learning. Following teaching process also nurtures creativity among the students and stimulates them to do innovative things pertaining to academics.

Learning sessions through simulation are conducted for both under-graduates and post-graduates by using high fidelity mannequins for recreating real time clinical scenarios. Teaching session is followed by debriefing session involving guided reflective learning. Simulation based learning enables shift from traditional teacher centered learning to student centered learning. Simulated learning is useful for reflecting upon experience in clinical areas because it develops clinical reasoning and integrates theory with practice. Mistakes may be made and learning can occur without risk to patients, like practicing injection techniques in mannequins rather than directly injuring the patients.

Case based learning sessions are conducted regularly in addition to lectures. Topics which can be discussed through case scenarios are identified and included for CBL which helps in applying theoretical concepts to practical experience and enhances student's problem-solving skills.

Teaching methods which are used in individual departments that promotes analytical skills and creativity among students are concept mapping, focused group discussions. The webinars to the postgraduate students help to broaden their understanding of their subject of interest. Innovative teaching learning methods like Community based medical education, Panel discussion, Debate, Role plays on AETCOM, Tag along were introduced to the students in their clinical postings hours.

Fish Bowl Technique: In this type of learning, students are grouped, and discussions are held. Care is taken so that all students get equal opportunity and time to express their views and contribute towards the discussion.

Diagnostic Reasoning: Clinical cases were discussed with the students who were divided into group. Specific time is allotted for each case discussion and presentation. Feedback was collected at the end of the session and it was well appreciated which helped them in proactive learning.

Every year, the Indian Council of Medical Research offers a Short-Term Studentship program for undergraduate medical students. The main objective of this program is that the students gets an opportunity to get familiarized with research methodology by being associated for a short duration with their seniors on ongoing research program or by undertaking independent projects. This serves as incentive for them to take up research as a career in the future.

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: 16.81

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
45	53	35	36	28

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: 6.56

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

Response: 1744.88

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

2.4.4

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

Response: 84.06

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
254	239	141	214	138

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: 0.59

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
03	1	0	3	2

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:

TMCH considers that an academic calendar is essential instrument for organizing academic and administrative activities as well as promoting cooperation and communication among its stakeholders. The Medical Education unit of the institution facilitates the preparation of an academic calendar at the start of the academic year by planning the foundation course and CRRI orientation course schedules, the integration schedules, and the formative assessment schedules for each phase at the beginning of the year which is duly approved by its head.

The institution ensures strict adherence to the Institutional Academic Calendar, which is prepared in

coherence with the calendar that is sent by the university. Approval for this calendar is given by the dean and the head of the departments and will be displayed and uploaded in the college website. The calendar consists of schedules of the theory classes, clinical and community postings, tentative dates for Internal Assessments, sports, cultural and co-curricular activities, so as to avoid overlapping of events. Tentative schedule for parent teacher meeting is also included in the academic calendar and will be conducted without fail.

The internal exam schedules are displayed in advance in the departmental webpage of the institution's website for the visibility of the students and parents. Additionally, updates for any changes to the same are made subsequently. The schedule for the final exams of the academic year is announced by the affiliating university and also posted in the university's website, the institution's website, and the noticeboards for the students.

Theory Exams are conducted in Examination hall which is under CCTV surveillance and will be invigilated by faculties. To avoid any sort of bias, the invigilators assigned will be from other departments; invigilators are expected to be vigilant and take frequent rounds in the exam hall; mobile phones or any sort of books or study materials will be strictly prohibited; even students are not allowed to wear smart watch. While conducting internal assessments, to maintain transparency and assuring quality, the initiatives are taken at all levels like pre-examination, examination and post examination process. The portions, syllabus and the time table for these exams will be informed to the students at least two weeks prior to the date of exam. Following theory, practical exams are also conducted by each department along with viva voce, OSPE/OSCE, discussion charts. In addition to these, end posting tests, betterment tests, bedside clinical assessment are also conducted. Marks will be displayed in the notice board within a week after the completion of exams. Answer scripts are also distributed to the students and their parents' signature will be taken in the sheet. For Postgraduate residents, assessment is done by conducting regular practical tests, log book maintenance, and will be assessed by the head of the department. The department heads encourage their faculty members to develop innovative and creative methods of internal and institute-level evaluation, with the goal of implementing these methods as needed like conduct of online test with multiple-choice questions.

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:

TMCH has constituted an examination committee for the seamless conduct of the examinations and to addresses the various examinations related grievances in meticulous way with a mechanism to deal them

in transparent, time-bound and efficiently on a case-to-case basis. The examination committee ensures that the question papers for the internal examinations are set confidentially by a team of paper setters within the department based on the prefixed portions. The set question papers are reviewed and vetted by the Head of the Department and approved. During the entire process of question paper setting utmost care is taken to maintain the integrity of the examination.

During the exams, the students are clarified regarding any queries raised with respect to the pattern/ distribution of questions/ marks. Once exams are completed the students are asked for any difficulties in attempting the questions and a dedicated tutorial and question-answer discussion is conducted. During this discussion, the facilitator explains on the representation of answers and ways to improve the presentation skills. The students' feedback on the question paper is also taken. The answer sheet with highest mark has been displayed in the department library for the benefit of the students.

The students are given their answer sheets after the evaluation and any evaluation errors-such as missed or incorrect scorings or totaling errors are corrected. The awarding of grace marks for students who have failed in the borderline is also taken into consideration on an individual basis according to the students' other curricular accomplishments. Specific feedback is also given to each student for the queries raised by them. The grading of the answer script is also subjected to student feedback.

The final summative exams are conducted by the affiliating university and the Examination committee of the institution ensures the rigorous conduct of the university theory and practical examinations. Grievances related to the university examination are addressed as prescribed by the grievance redressal policies of the affiliating The Tamil Nadu Dr. M.G.R. Medical University.

The institution has a reliable, regular, and efficient mechanism in place for informing students' parents /guardians of their grades duly signed by the institution's head with comments of the department Heads. Parents and guardians are given regular access to faculty members and office personnel so they can ask questions, understand the evaluation process better, offer their inputs for the refinement of the process. The robustness and efficacy of the institution's teaching and learning process is attested to by the parents' regular expressions of confidence in faculty, the mentoring system and the college management during parent-teacher meetings. With the exception of severe circumstances, where the Head of the Institution/Examination committee may need to intervene, all internal examination-related disputes may be resolved by the concerned Heads of department.

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

2.5.3

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

Response:

The institution is recognized by the NMC/MCI and affiliated to the Tamil Nadu Dr. MGR Medical University and strictly adheres to the examination-related norms set forth and updated by the above regulatory bodies. The backbone of examination system is the Examination committee of the institution which foresees the smooth conduct of internal and university examinations and also implements need based reforms in internal examinations like introduction of 'Alternatives to animal experimentation' and computer-simulated experiments for regular conduct of pharmacology practical classes and exams, and clinical skills assessment using simulations in the clinical skill labs.

The final summative university exams are conducted in the central examination hall which has CCTV surveillance. The students are scanned with a handheld metal detection device prior to entering the exam hall to avoid malpractice. A chief invigilator is assigned for every university examination at the rank of the Professor in any broad specialty departments. Invigilators not below the rank of Assistant Professors are assigned from disciplines other than the subject of the examination on a particular day to avoid bias. The question papers for theory examinations are downloaded from the university website on the day of the examination half an hour before the scheduled examination timing and printed. The answer sheets of the students are sent to the affiliated university for evaluation. For university practical examinations, confidentiality in appointment of the internal and external examiners are maintained with the university appointing these examiners directly from lists of approved faculty from colleges both within and outside Tamil Nadu.

The theory internal examinations are conducted according to the time-table which is shared on the website of the Institute during the start of the academic year. The detailed syllabus is notified to the students by the department well in advance. It is conducted in the Central Examination Hall following the same protocols as for university examinations. Evaluation of the answer sheets is done by senior faculty of the respective department (Professors and Associate Professors) followed by second faculty and randomly checked by HODs. The results are displayed on the notice board of the respective department.

OSCE (Objective Structured Clinical Examination) and OSPE (Objective Structured Practical Examination), Spotters identification, are being conducted by all the departments as part of competency-based assessment of the students. In addition, workplace-based assessments are also being done for MBBS Interns and Post graduate students where students are assessed on site for their clinical skills attainment by their supervisors (Faculty in-charge) while posted in OPD, Casualty, Wards, Operation theatres etc. and evaluation by means of their logbooks. The clinical competencies of the students are evaluated using prepared questions and structured answers in the form of a checklist by pre- and para-clinical departments as well as the clinical departments. Seminars and Journal Clubs of post graduates are evaluated by appointing a senior faculty from the department as moderators and marks awarded.

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

Other Upload Files	
1	[View Document](#)
2	[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: B. Any 3 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:

TMCH is affiliated to the Tamil Nadu Dr. M. G. R. Medical University and follows the competency-based medical education (CBME) for undergraduate program as recommended by the National Medical Commission from the 2019–2020 Batch. The institution is dedicated to produce qualified medical graduates who have the necessary knowledge, abilities, and attitudes to fulfill their roles as clinicians, communicators, team leaders and members of healthcare teams, lifelong learners, and professionals. The institution's vision, mission, and values all demonstrate its dedication towards medical education. The program specific outcomes and the generic outcomes for the curriculum recommended by the National Medical Commission are clearly specified in the undergraduate syllabus and are also available in the official websites of the governing body and the affiliated university. The course outcomes are framed by the respective course in-charges, verified by the department heads and approved by the curriculum committee. The students are detailed about the programme outcomes and the course outcomes during the orientation programme. Also the basic attributes and the responsibilities of an Indian Medical Graduate are elaborated to the students during orientation and the same is also uploaded in the college website. Faculties are also trained in framing objectives, learning outcomes for their respective courses and choosing appropriate Teaching-Learning methods. Faculty are emphasized to start their lecture sessions with the mention of topic learning outcomes to acquaint themselves and the students with the learning outcomes. To develop good clinical skills, regular clinics, bedside teaching, case based discussions, case scenarios and grand rounds with senior faculties are conducted. To develop leadership qualities, students are encouraged to participate in various academic, cultural and sports competitions; in addition the college has introduced value added courses on life skills. Students are taken to field visits, community postings etc. where they can interact with patients and family members to enhance their communication skills and societal responsibility. Awareness programmes are also conducted wherein the students can interact and create health awareness among the public. Students are made to participate in Continuous Medical Education (CME) programs, to cultivate the habit of continuous updation of their knowledge and skills.

The curriculum is imparted to the students through various teaching-learning methodologies. Attendance and disciplinary attributes of the students are also periodically monitored and regulated. Medical ethics is taught in lectures, clinical postings, practical sessions for postgraduates, the learning outcomes are prepared by the Head of the Departments with one of the senior faculty members and intimated to the students during orientation programme.

To assess and improve the student learning process, continuous assessment is done throughout the year through internal assessments, seminars, viva-voce, OSPE, OSCE and the end-year university examination. The institution follows the scheme of evaluation for formative and summative assessments as recommended by the affiliating university and the same is also displayed in the website of the University and the Institution. These assessments also reflect on the attainment of learning outcomes based on which modifications are made in the teaching learning methodologies of each courses.

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

2.6.2

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

Response: 90.23

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
156	133	124	109	124

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
163	158	138	119	133

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:

TMCH is committed towards producing career-ready medical professionals empowered with graduate attributes. The National Medical Commission's recommended characteristics for Indian medical graduates are reflected in the goal statements of the pre-clinical, para-clinical, and clinical departments. Each department aspires to be the greatest by providing top-notch medical education using cutting-edge pedagogical techniques. The teaching learning and assessment processes of the Institution are aligned with the learning outcomes stated by the affiliating university.

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

Adequacy of Infrastructure for teaching-learning:

1. A **818 bedded hospital** with abundant material for attainment of clinical competencies
2. Well-equipped laboratories for acquiring analytical skills
3. A central Research lab with advanced equipments for attainment of research skills
4. Digital library with remote access and updated information for self-directed learning

Undergraduates:

Lesson plans are prepared by the course incharge for their respective courses indicating the learning outcomes, ideal teaching-learning and assessments methods to attain the learning outcomes of each unit. Attainment of subject specific outcomes is evaluated by conducting formative and summative assessments regularly as per the university guidelines by the respective departments. Those who need further assistance to achieve subject specific outcomes are supported by conducting additional classes, providing academic counselling etc. Practical record books are prepared taking into account the practical skills that are required to accomplish the learning objectives. Performance of the students during practical classes are assessed and validated by the faculty. Interns are assessed during their internship by the in-charge faculty of respective departments and log book containing information about an intern's activity and assessment is maintained by each intern.

Assessment methods that are compatible with given teaching-learning methods are employed for the evaluation of learning outcomes and attributes. MCQs, essay, short answers, long answers, viva voce, OSCE, OSPE are designed to achieve desired outcomes. The students are also assessed during seminar/ practical sessions and tutorials. Innovative teaching-learning assessments also have been practiced by some departments. Regular feedback is obtained from the students on teaching-learning and assessment methods.

Post-graduate residents:

Attainment of course specific outcomes by the post-graduate residents is assessed continuously by the respective departments. Assessments are conducted monthly/ quarterly/ yearly theory and practical/ clinical tests and model examination before the University examination, seminars and journal clubs. Cognitive, psychomotor and affective aspects of learning of post-graduate residents are assessed.

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

PG log book:

Post-graduate students maintain log book about their academic and work-related activities. Logbooks are prepared considering learning objectives and course outcomes specified by the MCI & affiliated university. Completion of proposed activities mentioned in the log book is one of the requisites for writing university examination.

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

2.6.4

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

analysis

Response:

Parent-teacher meetings are essential part of education as they are the connecting link between the parents and teachers to discuss a student's progress in the college and find solutions to academic or behavioral concerns of the students. PTMs serve as a platform to exchange the parent's concern of their wards and the teacher's feedback which can immensely influence the students' academic journey.

TMCH values and understands the significance of parents' involvement in their ward's academic progress and had taken consistent measures to conduct PTMs and to include the same as a regular part of its academic activities. On the Induction day, the parents are sensitized by the institution about the graduate attributes to be expected from the students. A brief overview of the curriculum, assessment methods, minimum marks and attendance requirements for appearance in the university examination are informed to the parents during the induction program. Every month, the internal assessment marks and the attendance of the students are informed to the parents by SMS. Absence of the student is informed to the parent by SMS.

Parent-teachers meetings are conducted twice in every academic year. Parents are informed about the meeting two weeks prior. Parents who are unable to attend on the fixed date can obtain permission from the academic coordinator to meet on other days. On the day of the meeting, all subject teachers of the concerned class are seated together with the relevant subject's grade sheet, attendance statements and any private comments. The parents are also given seating arrangements and some modest refreshments. Students are summoned from the lecture as the parent approaches, all the academic details and behavioral issues if any, are discussed. Additionally, solutions are provided for behavioral and academic issues. Students who have academic issues are typically sent to remedial classes. Students with behavioral issues receive counselling in presence of their parents and followed by as and when needed. The parents also meet the mentor and Heads of the Departments, and discuss the academic and personal issues of their wards. Emphasis will be given to the parents of the students with slow performance as reflected in their low IA marks and attendance percentage.

Apart from regular PTMs, Parents are also permitted to meet to discuss about their wards on need basis. The mentor documents the meeting in the mentor card. The Heads of the Departments submit a report on parent-teachers meeting to the Dean and the academic coordinator. During PTM, feedback from the parents on teaching learning and assessment are collected and discussed with the Dean, Heads of the Departments and the academic coordinator in the Curriculum Committee meeting and the remedial measures are taken at the earliest. The action plan initiated is informed through circular. Apart from feedback on academic activities, concerns raised by the parents on hostel facilities, canteen and mess facilities are also addressed appropriately by taking it to the notice of the concerned personnel for necessary action. Changes were made in the food preparation at the canteen based on parents' feedback.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.79

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: 1.29

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
15	0	0	0	0

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: 0.15

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
2	0	0	0	0

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: 14

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
0	4	1	1	8

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:

TMCH understands that the global economy is greatly inclined towards the healthcare innovations and entrepreneurial ventures, and also witnesses the global swing towards self-employment through start-ups. Efficiently promoting research through a functional Institution Research Committee (IRC), TMCH has also created a "Sophisticated Innovative Incubation Center for Healthcare Research" SIICHR, a center for Medical technology based innovation and incubation as per the recommendations of Indian council of medical research (ICMR), Government of India to promote healthcare innovation, entrepreneurship and technology transfer start up creation by medical professionals . The goal of this initiative is to endorse an apt environment for all the potential innovators / start-up innovative ideas and to encourage any other healthcare centered prototype projects from medical/dental doctors, medical professionals, scientists and research scholars and non-medical researchers.

The incubation center at TMCH is set up along with central research laboratory (CRL) to facilitate utilization of instrumentation and molecular work/docking facilities. Monitoring of the functions of the Proposals addressing key issues affecting the healthcare industry/ novel therapeutic technologies or self-incubate budding healthcare start-ups are the top priority.

The primary objective of TMCH incubation center is to collaborate with other academic institutions, hospitals, industries, biotech companies and engineering colleges having biomedical engineering and other healthcare based problem solving initiative or a novel idea in developing medical care and medical device innovations.

Secondary objective is to develop at ease working infrastructure for incubatees to gain the experience of gratifying incubation space and get guidance from experts or industry-leaders as mentors. Organising workshops on IPR, innovation, entrepreneurship and other related topics are also the functions of the SIICHR.

Mission statement of SIICHR is to bridge the academia and industry and thereby enhance entrepreneurial spirit. SOP of the SIICHR comprises information regarding incubator's eligibility, incubation admission procedure, presentation to the evaluation committee, period of incubation/ exit, periodic assessment, conflict of interest and agreements. Start-up proposals would be submitted to Dean-TMCH after which the proposal would be forwarded to committee for review and approval. The applications would be evaluated by a duly constituted Screening-cum-Selection Committee for this purpose. Proposals involving ethical issues would be reviewed by the Institutional Ethics committee to ensure that the ethical aspects of the projects are addressed. The grant of ICMR-STS project fellowships for the undergraduate students substantiates the effective functioning of the IRC and the SIICHR. Submission of two projects under the MSME innovative scheme is yet another initiative of SIICHR in 2022. Creation of copyrights and filing of patents are the agendas of the center in the near future.

TMCH had established a memorandum of understanding with Crescent Innovation and Incubation Center (CIIC), Crescent College, Chennai, India. As a part of research activity, students and faculty of TMCH officially visited the CIIC campus to plan and initiate collaborative start-ups. Thus SIICHR acts as a platform to assist knowledge driven enterprises, young innovators and entrepreneurs to establish and prosper under organized scientific guidance including staff, students, alumni, faculty, and R&D partners to commercialize the product based on sophisticated technology.

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: 24

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
11	02	5	4	2

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: C. Any 2 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: 1

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: 33

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

Response: 33

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

3.3.3

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

Response: 0.54

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

3.3.4

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

Response: 0

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: 278

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
57	29	22	113	57

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: 84.28

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
741	715	603	610	600

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:

The commitment of Tagore Medical College and hospital towards promotion of societal health is apparent from the awards and recognitions received from various professional bodies and organisations for their numerous outreach and extension initiatives to fulfil the community's healthcare requirements. In 2018, the Sri Sai Varam Educational and Charitable Trust, Chennai appreciated TMCH for hosting Free Medical Camps for their devotees at Vandalur area. The hospital was recognized by Super gas, Chennai and Sri Sathyasai seva organisations, Chennai for the general medical camps in 2019-2020 which was beneficial for more than 200 members of the public. The main focus areas of these camps were general medicine, gynaecology, and paediatrics. The organisations congratulated the institution for their outstanding service to the public and requested to provide additional support by organizing medical camps in several villages for the benefit of the general public.

Balmer Laweries & Co. Ltd., Chennai expressed their gratitude to TMCH for hosting a health camp for their workers, drivers, and contract employees in 2021. In 2022, recognitions were received from The Tamilnadu Physical Education and Sports University, Chennai for hosting a general health camp for employees and students; from Christwood School, Chennai for the support and help in providing all essential medical resources at the fifth annual sports festival. Likewise, the district education governor of the Prince Venkateshwara Padmavathy Engineering College, Chennai appreciated the institution for providing medical assistance and an ambulance for their cultural festival in December 2022. Recognitions were also received in 2022 from organisations like Casagrande, Yamaha and Scapa Tapes India for conducting health screening camps for the benefit of their employees.

Solara Active Pharma Sciences, Chennai and Polyhose, Chennai thanked TMCH for organising a general health exam camp for their workforce in July 2022, in a well-organized and professional manner. The blood donation drive organised by TMCH for the workers, drivers, and employees of ROJ Leather Exports Pvt Ltd., Chennai, in September 2022 at Sikkarayapuram was received and recognised by the Organisation.

TMCH received recognition by Dharmalingam Nagammal Education Trust, Chennai and Akhil Bhartiya Viswakarma Mahasabha, Chennai for routinely hosting medical camps for the community's benefit. Arun Excello expressed recognition for routinely hosting health screening medical camps at their integrated township in Oragadam, for the benefit of the Township's personnel.

PSB Industrial Training Institute, Chennai offered recognition to the entire medical staff of Tagore Rural Health Centre for educating its students and creating an awareness about AIDS in December 2022 through illustrative and instructive methods. The Jagannath Vidyala senior secondary school complimented TMCH for the effective way it held workshops on dehydration, rabies, first aid, and organ donation for the benefit of its students' mental and emotional well-being. The school expressed gratitude for helping their students to manage stress and form healthy behaviours.

KUBS safes and locks, Chennai, Agilitive Appliances IIP, Chennai and Indica Pvt Ltd., Chennai rendered their appreciations to the entire medical team of TMCH for hosting a general health exam camp for their employees in December 2022, in their companies.

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:

Tagore Medical College and Hospital ardently contributes to the socio-economic development, which is evident from its commitment in inculcating social responsibility in its students and staff. This is implemented by the institution since 2010 through the conduct of outreach and extension programmes with the objective of educating students about neighbourhood community empowerment and development. Main focus of such activities is to engage the students in community services and thereby promote overall growth of the students. The institution had taken initiative to register the students in Youth Red Cross (YRC) to facilitate them to participate in community development programmes, along with a group of dedicated faculty. Students have been involved in several health awareness initiatives as part of the YRC programme, which have been well-recognized by the neighbourhood community. While retaining the benefits of its conventional outreach initiatives, TMCH is becoming more involved in programmes that address the emerging healthcare and social demands by holding community seminars,

workshops, training sessions, and awareness campaigns in and around its neighbourhood.

As part of such outreach, the YRC team has conducted Swachh Bharat Summer Internship at Thaiyur village which consist of 4000 households with a main focus on solid waste management. Competitions themed at safe disposal of solid waste were conducted for students of the Govt. higher secondary school, Thaiyur.

TMCH believes in the responsibility of the health care providers in promoting health and hygiene awareness among the community and had organised following activities involving the students and staff in collaboration with YRC.

ACTIVITY	PLACE
Health education on harmful effects of plastics & water conservation	Ayyasamy school, Chrompet.
Health education on harmful effects of plastics & water conservation	Sathankuppam, Kelambakam.
Awareness campaigns on water conversation & Rain water Harvesting	Kamala nagar, Chrompet
Awareness campaigns on harmful effects of plastics.	Good life community college and institute of allied health science, Kelambakam.
Awareness campaigns on water conversation & Rain water Harvesting	Gangai amman street, Kelambakam.
Cleaning of water bodies	Nethajinagar, Chrompet.
Awareness campaigns on harmful effects of plastics	Government Girls Higher Secondary School, Kelambakkam.
Cleaning of water bodies	Sendhuriyamman Kovil Street, Thaiyyur Kelambakam.
Awareness campaigns on harmful effects of plastics	SR builders construction site, Chrompet.
Health education on harmful effects of plastics & water conservation	RHTC , Kelambakam
Health education on harmful effects of plastics & water conservation	UHTC, Chrompet
Awareness campaigns on harmful effects of plastics	Skills Development centre, Hasthinapuram

An MOU was signed with Just connect Factory, Chennai to provide health screening and treatment for the workers and their family. Fostering to the vision, mission, and core values of TMCH, the outreach activities of the institution creates avenues for the students to work among individuals of diverse socioeconomic groups outside of the college campus in rural communities which would help them to recognise the fundamental causes of social and environmental issues, to value others, and to develop self-confidence. These activities also create opportunities for students to evolve as responsible citizens with moral and ethical obligations and thereby become good leaders of tomorrow.

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: 2.6

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
02	01	01	02	07

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: 2

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: 2

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:

Tagore Medical College and Hospital contemplates to achieve eminence in teaching-learning through establishment of state-of-art infrastructure facilities for the execution of curricular, co-curricular and extra-curricular activities effectively. Housed in a lush green campus of 26.25 acres encompassing the built in area and the greenery in a ratio of 30:70, the infrastructure of the institution is spread over three blocks and the teaching-learning facilities fulfil the requirements of the statutory bodies. There are four well ventilated, air-conditioned ICT-enabled, classrooms equipped with 150 seating capacity, LCD projectors and smart boards. The Wi-Fi enabled campus facilitates technology driven teaching-learning methods like, video-demonstrations, online quiz activities and game based learning. The institute also has two well-furnished examination halls, each with a seating capacity of 150 students for examinations. Each department of college has adequate number of well-equipped, ICT-enabled demonstration halls, seminar halls and a departmental library as stipulated. Totally there are 37 demonstration rooms and seminar halls, 20 departmental libraries and one central library.

Each department of college also has adequate number of well-designed laboratories viz. practical, specialised and research laboratories. In addition, the institute also has 5 well developed museums, a skill lab and a dissection hall of the anatomy department to facilitate self-directed and participatory learning. The central research laboratory of the institution houses sophisticated instruments to facilitate and promote research acumen of the faculty and students.

The 818 bedded, NABH accredited teaching hospital of the institution consists of 13 operation theatres (10 major, super specialties, and 03 minor OT), six specific intensive care units, 36 wards, NABL accredited virology lab and a full fledged central lab, blood bank and the casualty. Each clinical department has out-patient and in-patient services with attached clinics. The bed occupancy rate is adequate as per the MCI/NMC norms and serve as a rich source for the teaching and learning of clinical skills. Institution also provides the super specialty facilities such as Oncology, Neurosurgery, Cardiology, Neurology, Nephrology, Surgical oncology, Plastic surgery and Cardiothoracic surgery which creates opportunities for the students to enhance their knowledge in specialised clinical fields. The family visits, school visits, visits to different organizations, postings in UHC and RHC of the institution are the resources for students for community based learning. The field visits, medical camps, health education and awareness programs conducted regularly by the community medicine department provide scope for experiential learning in students. Institution has video teleconferencing facility in a conference hall well equipped with LCD television displays, cameras, microphones, and VGA connections to enable interactive learning through distant resources.

AYUSH-related learning facilities are also established in the hospital through an actively running AYUSH outpatient department. The herbal garden maintained in the campus, is helpful for creating knowledge and awareness on the use of medicinal plants.

The institution periodically reviews, modifies and updates the existing infrastructure based on the demands and the challenges for the efficient conduct of teaching-learning and research. This is evidently demonstrated by the institution's efforts in as accessing online teaching-learning platforms for regular academic operations during the COVID crisis.

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:

TMCH considers sports and cultural activities as essential components of the physical and mental wellbeing of the students. Along with providing an excellent infrastructure for sports and cultural activities, the institution plays a proactive and supportive role in pursuing the overall progress of the students by conducting extra-curricular events regularly and encouraging students' participation in such events outside the campus. The outdoor sports facilities of the institution account for an area of 8 acres, which include one cricket ground (15599 sq. m), two cricket practice nets (249 sq. m), football 5's-1 field (1499 sq. m), two volleyball courts (749 sq. m), two throw ball courts (935 sq. m), one tennikoit court (170 sq. m), one kho-kho court (600 sq. m), two kabadi courts (600 sq. m), an athletic track and field of 200 meters (17995 sq. m), an area of 998 sq. m with adequate facilities for indoor games like chess, carrom and table tennis. The institution takes constant efforts towards the maintenance of the indoor and outdoor sports facilities and ensures their thorough utilisation by the students and the staff. Every year, a certain budget is set forth for activities focusing on arts, sports, and literature by the institution, and state level intercollegiate staff T-20 cricket and inter-professional cricket tournaments are organised for college students in its lush green state-of-art cricket ground, the highlight being the regular conduct of Tamil Nadu Premier league (TNPL) practice sessions and Tamil Nadu Cricket Association league matches (first to fifth divisions). The institution is an associate sponsor for the Nellai Royal Kings, TNPL team. Likewise, state level inter-school chess, volleyball, kho-kho, basketball and throw ball tournaments are organised every year. The students have actively participated in state level events hosted by other medical colleges from 2013 till date and have bagged a lot of trophies and medals.

There are air-conditioned gymnasiums in the undergraduate boys and girls hostels which are well

equipped with latest machines to aid in active training and fitness maintenance of the students. The day scholars are also permitted to utilise the gymnasiums after college hours. The institution has a dedicated area where regular yoga trainings are conducted for students and faculties to enhance their physical and mental strength. International yoga day is celebrated every year by organising yoga sessions for all the students and interested staff.

There are two auditoriums in the campus, one in the medical college and the other in the Hospital premises. The institution firmly believes that the sports and cultural activities give students opportunities to explore and develop their potential and enable to express themselves in positive and useful ways. The students' council organises cultural and sports which serves as platforms to showcase their skills, to cultivate leadership and team building qualities and to foster a spirit of competitiveness. Sports and cultural are also commonly held in conjunction with annual social gatherings and festivities such as Republic Day and Independence Day, Teachers day, Womens' day, Christmas and Pongal. Catering to the recreational needs of the staff and students, the institution also conducts competitions exhibit their latent talents in poetry, photography, arts and crafts and reward them with prizes.

File Description	Document
Link for geotagged photographs	[View Document](#)
Link for list of available sports and cultural facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

TMCH is housed in a widespread campus supplemented with all amenities for the comfort of the students, faculties, patients and others. The institution provides adequate hostel facilities for both undergraduate and postgraduate medical students and quarters for the staff. There are three boys and girls hostels each in the campus aggregating to 62601 sq.ft., one for undergraduate, postgraduate and CRMI accommodation each. Undergraduate hostels have 160 double rooms and 102 triple shared rooms while postgraduate and CRMI hostels have 77 and 60 single accommodation rooms respectively. Hostels are well ventilated, Wi-Fi enabled, secured with CCTV monitoring, and have generator backup in case of power outages. Washing machine and water heater facilities are available in all the hostels. The undergraduate boys and girls hostels have gymnasium facilities. Staff quarters are available for senior residents, teaching and non-teaching staff. Emergency medical facilities are available in ER-casualty of the teaching hospital. Clean and well- maintained rest rooms for men and women are located in the college and the hospital.The campus is disabled friendly with ramps, disabled friendly toilets, safety railings and Braille enabled elevator access.

There are canteens and food court for student and staff. A part of the canteen operates round the clock. The ATM facility of Punjab National Bank is situated inside the campus for students/ faculties/patients to

reach out easily. The campus has well-paved roads of 14130 sq.m with adequate signages at all intersections and parking facilities for two and four wheelers. Separate parking areas are allotted for the students, faculty, patients and hospital staffs.

The total landscape and garden area of the campus is 3,88,332 square feet. The greenery of the campusis the influence of around 2500 wide collection of native species of trees, shrubs, and plants planted here. Every year the green cover is increasing in area with 947 trees being added to the total in the year 2021 and to strengthen the greenery, a green club was constituted in 2022, which is committed to create an eco-conscious campus and the surroundings. The selfie point of the campus is the nostalgic spot for the students to create memories. Apart from these, there is a temple, stationary store and transport facilities for the staff and students.

There is a big RO plant at the top of hospital to take care of hygienic water requirements of the hospital. In addition there are multiple small RO units in dialysis, hostels and other areas to cater to the water needs. The institution is committed to conservation of energy and hence LED technology is used in the campus for lighting indoors and outdoors. Solar powered street lighting is installed in most of the places. A solar water heater panel of one thousandlitres capacity is functioning in the hospital building. There is a reverse osmosis (RO) plant with a capacity of 2000 litres per hour in the hospital and two more RO plants with 500 litres per hour capacity each installed in the undergraduate boys and girls hostels. The sewage treatment plant (STP) of 175 KLD capacities is installed in the campus and the treated STP water is used for garden irrigation purposes and the sludge is used as manure for the green cover.

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: 39.6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1807.2	1748.87	1608.50	474.88	254.70

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:

A well-equipped teaching hospital that provides best in-class care is a unique environment for clinical teaching and experiential learning. Being mindful of this, TMCH has established 818 bedded, multispecialty hospital, situated on the Vandalur-Kelambakkam road in Chengalpattu district of Tamil Nadu. The built-in space of the hospital is 42,000 square feet enclosing all the clinical and para-clinical departments. Each department has separate outpatient clinics (OPD) for male and female patients and demonstration rooms for clinical teaching-learning.

The hospital accommodates **818 beds** for in-patients which is a rich resource for bedside teaching-learning. Separate major operation theatres and minor operation theatres are available in the first floor of the main hospital building. There are ten operation theatres (numbered from 1 to 10), inclusive of one in the casualty, well equipped with ventilators and other equipments as stipulated by the apical body.

Separate OPDs and wards are available for each clinical and super-specialty department. The OP timings are 8.30 am to 3.30 pm. Evening OP clinics from 5:00 to 8:00 pm are available in departments of OBG, DVL, TBCD. The clinical departments include Medicine, Surgery, OBG, Pediatrics, Orthopaedics, ENT, Anaesthesia, Ophthalmology, DVL and super-specialty departments include Cardiology, Nephrology, Urology, Neurosurgery, cardio thoracic surgery, Oncology, Surgical oncology, Plastic surgery and Urology. Students posted in these departments have opportunity to learn wide-range of medical conditions, patient care services, and practicing physicians as teachers. The following intensive care unit (ICU) facilities each with six beds are also available: MICU, ICCU, SICU, NICU, RICU. These ICU settings are key clinical training sites for medical students in intensive care of patients.

The 24x7 casualty has separate cubicle for critical patients and separate medical team to address the emergency situations. Ambulances are available for rapid shifting of patients from nearby villages and

from the site of the Road Traffic Accident. The ICU in the casualty has provision for resuscitation services including oxygen supply, ventilators, defibrillator and fully equipped disaster trolleys (emergency trolleys), emergency X-ray, investigative facilities, Adequate sanitary arrangements (toilet and bathrooms) & drinking water facilities for patients, their attendants and the staff of the department have been provided in the hospital.

The Hospital is furnished with a NABL accredited virology lab and a central lab functioning 24X7 with the availability of technicians for processing of specimens and duty doctors for authorization of the laboratory reports. Recently the RTPCR facility has been added in view of viral detection of pandemic COVID -19. **Hospital has attained entry level NABH accreditation.**

Apart from these, Central Sterile Services Department to supply sterilized surgical instruments for both elective and emergency surgical cases, wards and emergency services; Pharmacy facility near casualty with stock of drugs for the treatment of patients; Blood bank facility in the hospital block stocked with blood bags of all blood groups are available 24x7. The animal house of the campus facilitates conduct of pre-clinical research and the mortuary in the campus is a resource for gaining knowledge on medico-legal and social requirements of autopsies.

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

4.2.2

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

Response: 420196.4

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
460003	266036	359892	427764	433536

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
33153	19421	27806	36099	37272

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

4.2.3

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

Response: 774.8

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
784	791	772	738	706

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
57	26	0	0	0

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: B. Any three 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 institution has taken vigorous efforts in automating the library for enhancing its usage by the faculty and the students to the fullest of its potential. Automation of the library is done using an 'Integrated Library Management System' (ILMS) software named "Autolib", a popular, fully integrated, versatile, user- friendly, cost- effective and state of the art multi- user software. Autolib has all the features to automate all activities of any type of modern libraries. Autolib is WEB enabled for Intranet and Internet environments, incorporating latest JAVA/ IT/ WEB technologies, tools, and techniques. Large number of report/ statistics can be generated from the software. The software employs a minimal interface designed to streamline workflow.

The **Autolib 8.1 version** software was acquired by the institutional library in 2019 to encompass full automation of all aspects of library management.

The functions and uses of AUTOLIB are as follows:

- Catalogue/Accession: All books, reference books, gift books, manuals, project reports, CD ROMs, video cassettes, journals, serials, etc. are completely catalogued and have their stock information provided by this system.
- Membership: Save member information together with a photo. Organize member groups and profiles.
- Circulation: Book renewals, holds, recalls, transfer of books to department library and the ability

to view borrowing history are all possible in the state of art. This data can be generated from the ILMS software and is obtained from system transaction logs utilising scheduled reporting mechanisms created by the internal software team.

- Periodicals: Handling periodicals is one of the most complicated things in library operation. Autolib has extensive periodical handling mechanism, easy entry of received journals and delivery tracking. Quick and Advanced search helps in easy retrieval of boos/journals. Search by Title, Author, Subject, Keyword, and Editor are provided in the basic search which provides multiple titles pertaining to the searched document which helps to quick go through of the available resources and early retrieval of the documents.
- Faculty and students can access the subscribing subject-specialty databases both on and off campus using Sack info with a special ID and password that the library staff creates for each faculty member and student.
- The ILMS provides reliable document circulation summary report production. OPAC provides following features: search on the Library items, look at journals subscribed and volumes, Availability and issue of books/journals, check new arrival list.
- Stock verification: Stock entry by each accession number, barcode label etc.
- Reports: To get reports on Accession system, Circulation, Periodicals, Members, etc. and reports on counter services like department statistics data, transfer report, fine receipt, random report and library collections.
- System administrative module- it provides user id and encrypted password protection, budget management, global updating.
- Digital library with Wi-Fi technology, CCTV and equipped with 60 computers, Printer, scanner, Photocopier and **>1 GBPS** leased line internet connectivity to access e-resources is also provided. It also allows to catalogue multimedia digital resources as text, image, audio file, video clipping etc.

The institution had procured ProQuest online database (e-journals) in 2017 to enable remote access to around 2500 online journals.

File Description	Document
Link for geotagged photographs of library facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.3.2

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

Response:

The central library of the institution is fully air conditioned and spread over an **area of 2631 sq. m**. 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 an Audio-Visual room with 50 seats.

The library has a well-lighted and ventilated reading room for undergraduate students with a seating facility for 170 students. Also, there are reading halls for students and staff with a seating capacity of 170 and 50 respectively that allow for the usage of own study material. The journal section has 35 seats capacity. There is a separate reading section for post graduate students with 50 seats. 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 an internet enabled computer room with 50 computers. 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, MEDLINE database and the Tamil Nadu Dr. MGR medical university database. The various e-resources available are e- Journals, e-books, Magazines, Newspapers, Reports, Research Dissertations, Skill building reviews.

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 fore more than 100 national and international journals. The e-resources can be assessed from anywhere and at anytime by the students and faculties where they are provided with own user id and password for references on request by the user.

Library committee is responsible for collection of new arrival of books, journals and to maintain the regulationof 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. **The overall resources of the library include books comprising of 4673 titles, 13301 volumes and 1210 reference books; 129 journals of which 76 are national and 53 are international; non-book materials or e-resources (medline) comprising of 1869 scholarly journals, 146 trade journals, 69 e-books, 39 magazines, 23 reports, a collection of rare books and copies of Thesis and University Question papers Special reports or any other knowledge resources.**

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

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

** 4. SWAYAM**

5. Discipline-specific Databases

Response: C. Any three of the above

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

4.3.4

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

Response: 33.57

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
71.30	58.25	18.27	20.05	0

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:

Library is 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 of the institution is user friendly, safe and comfortable environment for knowledge enrichment and learning advancement. It also provides the resources for being abreast of ongoing research projects, latest journals and newer edition of books.

The central library is located in the first floor of college with a suitable infrastructure for learning and facilities for repo graphing. The working hour is from 8 am to 8 pm, Monday to Saturday. An average of 60-70 students and staffs access library in person per day and accessibility is through manual register entry by taking in and out signatures.**There are 13301 books and 1210 reference books available in the central library.** National and international journals are arranged discipline wise in separate racks. This helps in quick and easy accession for references. Security facility such as CCTV cameras and fire extinguishers are installed in the library. The library has subscribed for 2 English and 4 Tamil newspapers. The information related to institute, health related subjects are posted in library notice board. Archives room contains all the old journal volumes which is available for reference anytime. Audio-visual room has minimum of 50 seats and is used for video conferencing and webinar sessions.

The library is fully automated with Autolib software system. The library has subscribed for **ProQuest** which is a database that provides remote access to journals, magazines, newspaper, dissertation, etc. Remote access to e resources can be availed by students and faculties in college campus with Wi-Fi facility. The use of online resources through remote access facility provided to the users can be obtained through request from the service provider.

The library committee comprises of the Head of the institute, one professor, library secretary, 3 faculties, the librarian and students representative. The library committee is responsible for maintenance of the library resources and organizing orientation sessions for faculties and students to enrich their knowledge on the collection of books, journals, e-resource facilities and services. During the session, the librarian discusses on the sources, accessibility to library, how to remote access, protocol in borrowing books and maintenance of library rules and regulation. Sessions are also focused on enhancing the usage of library resources by the students and the faculty.

The sensitization programme on library usage is conducted every year mainly for the newly joined students and teachers. The institute has also conducted hands on training programmes to students and faculties to create awareness on access of the library every year.

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Three 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: 28

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

Response: 28

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

Other Upload Files	
1	[View Document](#)

4.4.2

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

Response:

In today's technology driven world, Wi-Fi enabled computers and IT facilities are the integral part of infrastructure requirements of an educational institution. Tagore medical College and hospital strives to create and continuously upgrade its IT infrastructure to enable a technologically sound campus for its students and staff to attain excellence in academic and administrative activities. The IT infrastructure, data security and data learning resources are maintained by a dedicated team of IT professionals. The Institution has consistently upgraded its IT infrastructure for academic, research and clinical support based on the annual reviews and requirements.

The salient features of the IT facilities and upgrades done by the institution during the last 5 years are noteworthy. Tagore medical College and hospital is well-equipped with computers, LCD projectors, OHPs and smart boards with LAN and WIFI facilities. All the class rooms, lecture halls and seminar rooms are provided with LCD projectors interfaced with computers and LAN/WIFI facilities to undertake computer-Aided Teaching/Learning sessions. Lecture halls are provided with smart boards. Wi-Fi is available in the entire campus for both students and faculties thus creating facilities for them to have easy access to open educational resources. Each department has adequate number of computers with LAN and Wi-Fi facility. All the department heads are provided with personal computers. All computers and audio-visual equipments are supported by UPS and Kaspersky anti-virus which is updated periodically through cloud portal. The library has a computer room housing 50 computers with high speed internet connectivity for faculty and students usage.

The internet leased line of 1 GBPS, internet connectivity is shared across the campus. The institute provides round the clock Internet facility with high-speed Optical Fiber and WiFi facilities with a total of 96 Wi fi facilities. Hospital management information system is used for the hospital work related to patients care like registration, admission, intervention and discharge through e-governance. The system secures and protects hospital patient data, personal data of employees and students. Patients' records are maintained in the HIMS which includes a range of data like medication, laboratory test results, radiology images, patient's socio-demographic details and billing information. Laboratory records can be reviewed, administration works can be documented. All Operation theatres are connected to the audio-visual rooms.

The College has also implemented face recognition biometric systems for all teaching and non- teaching staff attendance across the campus. The IT department regularly maintain the backup of available data which improves the information security of the institution. The G-Suite procured by the institution for conduct of teaching-learning through online during COVID pandemic had paved a path for online education. An updated google meet version is available for conducting online meetings. All IT assets and application services are brought under the purview of AMC / CMC, on an annual basis. Version upgrades, application patches, replacement of parts and accessories is an integral of AMC.

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: 13.97

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
458.69	350.87	446.025	234.34	300.68

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

TMCH believes that maintenance of the infrastructure is as significant as establishing and focuses on sustained maintenance of the campus properties and facilities that are salient for the smooth conduct of academic and administrative activities. The maintenance committee of the institution ensures proper maintenance of infrastructure facilities in the campus by carrying out regular preventive maintenance and annual maintenance. They regularly review the conditions of infrastructure, equipments and other facilities, develop and execute strategic plans for repairs and replacement of equipments.

The maintenance committee is headed by the General Manager – Operations, and constitutes facility manager, campus manager, liaison officer, physical director, librarian, biomedical engineer, horticulturist and members from electrical, information technology, civil, plumbing & sewage treatment plant departments. The committee holds meetings quarterly and discusses the preventive measures and AMCs to be carried out, and reflects the same to the management for approval and budget allocation. The committee supervises the adhoc maintenance activities done and logs them in their respective registers regularly for audit and scrutiny.

The physical facilities are well maintained by the institution's maintenance section, comprising of civil and electrical engineers. The services of plumbers, electricians, and computer analysts are available round the clock in the campus. The electrical engineer looks after the maintenance of uninterrupted power supply, generator sets, general lighting, power distribution system and solar panels. Maintenance of water plumbing plants, sewage and drainage is undertaken by support staff. The campus manager monitors the maintenance and cleanliness of the entire campus through surveillance Cameras. Housekeeping services are outsourced on annual contract basis and made available during day time in all days. All fire safety measures as per the statutory and institutional requirements are in place. Periodic fire drills are conducted to ensure compliance of all safety measures.

All medical equipments in laboratories are taken care by biomedical department through AMC. Periodic requirements of repairs and maintenance are submitted by the HODs to the Head of Institution. All the laboratory equipments are serviced, calibrated and ensured to comply with NABL standards.

The library staff takes care of handling of library documents and cleaning is done regularly and carefully by the housekeeping. Proper pest management services and restoration of damaged books and documents are done periodically.

Garden and landscapes are maintained by Horticulturist and the gardeners. Periodic maintenance of RO plants, water storage overhead tanks, rainwater harvesting, indoor and outdoor sports facilities are carried out.

The IT department takes care of technical issues related to computers and software through regular updation. Standard operating procedures and IT policy are in place for maintenance of IT infrastructure. The institution has policy for e waste management.

The housekeeping department takes care of cleaning of classrooms on daily basis. The cleanliness is supervised by Campus Manager of the institution. Damages in the class room are reported by the concerned department to the Campus Manager, then to the Facility Manager for appropriate measures of rectification. Minor repairs are registered in a ledger maintained in the office and are attended on priority basis.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 54.2

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
450	410	397	387	448

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: C. Any three 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: 74.7

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
595	639	601	537	522

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:

Tagore medical college and hospital complies with the admission regulations framed by the Government of Tamil Nadu and in compliance to Section 14 of the National Medical Commission Act, 2019 and as per the orders of the Hon'ble Supreme Court of India. All the students admitted to the Medical College who have done a majority of their schooling outside India are considered as international students or Non-resident Indians. The institution had established an international student cell in 2021, headed by the Dean of the institution and a team of dedicated faculty.

The objective of the International Student Cell is to facilitate the smooth transition, enhance their academic experience, and promote cultural integration within the college community.

The cell is involved in conducting an orientation program specifically designed for international students which includes a session on college policies, academic expectations, cultural orientation, and available support services. The objectives of the committee are to:

- Assign academic advisors or mentors for guidance in course selection, study techniques, and academic planning.

- Offer Tamil language support programs, including proficiency and enhancement courses.

- Provide tutoring services and study groups for academic success.

- Organize cultural events and activities to foster interaction and understanding between international and domestic students.

- Establish student organizations or clubs for cultural exchange.

- Provide comprehensive assistance with healthcare, banking, transportation, and legal matters.

- Offer counselling services for emotional and psychological support, addressing homesickness, adjustment issues, and stress management.

- Maintain regular communication channels to address concerns and collect feedback from international students.

- Conduct informal feedback sessions to identify areas for improvement.

Another focus of the cell is to enhance the visibility of the institution and thus attract academic and research collaborations from across the globe. The cell also aims to percolate global Perspectives in the institution's teaching, research and outreach programs. It also strives to Establish alliances with reputed international institutions to facilitate student and faculty exchanges, promotion of research collaborations, thus creating avenues for the students to be graduates with a thorough comprehension of the impact of globalization.

Activities of the cell:

The International Students Cell aims to facilitate student exchange programs, providing opportunities for global healthcare exposure, such as conference presentations, research collaborations, and overseas clinical observerships. The cell disseminates information about these opportunities and assists interested students and faculty in applying for them.

Furthermore, the cell endeavors to establish Memorandums of Understanding (MoUs) with international institutions, attracting students for academic exchange programs and elective clinical training at TMCH. In compliance with government and regulatory authorities, the cell plans to introduce observership programs for international medical students seeking exposure to the Indian healthcare system.

Additionally, the cell plans to organize seminars and webinars featuring faculty from renowned international institutions, focusing on recent advancements in various medical fields.

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: 80

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
09	17	47	66	0

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
09	17	47	66	0

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: 82.8

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
113	116	101	72	89

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

5.2.3

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

Response: 5.07

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

Response: 07

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

5.3 Student Participation and Activities

5.3.1

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

Response: 42

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	1	5	7	12

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:

Tagore Medical College and Hospital is affirmative in nurturing the students to evolve as graduates with exceptional team building and leadership qualities. Envisioning this, the institution has taken active measures in establishing Students' council. The council provides a forum for students to discuss their concerns, plan and execute student centered activities, facilitate student related projects, to promote active relationship among students, faculty and the management and thereby serve as a representative body of the entire student community.

Objective of Students council:

- To provide opportunities for the students to share their views through representation in various committees and evolve as professionals with communication and organisational skills.
- To create avenues for the students to develop team building and leadership qualities through active participation in curricular, co-curricular and extra-curricular activities in and off campus.
- To encourage students to establish ownership of their academic planning and execution.

Guidelines for the nomination of the representations of student council

The institution has defined guidelines for the nomination of following members constituting the students council

- President &Vice President
- Treasurer & Joint treasurer
- General & Joint General secretaries
- Academic & Joint Academic coordinators
- Secretaries & Joint secretaries for sports, cultural, green club, Editorial & Tamil Mandram (Literary club)

- Hostel secretary
- Executive members

Student council meetings are held at regular intervals and the activities of the council are monitored and guided by the staff advisors. Students with attendance of 80% and above & pass in the internal assessments of all the subjects are eligible to be nominated for the posts. In addition, the student should be

- a hostelite for the post of hostel secretary.

- a sports achiever for the posts of sport secretaries
- a fine art performer/achiever for the posts of cultural/literary secretaries

Activities of Students Council:

The diverse activities by the students' council through representations in various committees are summarized as follows:

Teaching-learning & research:

As academic coordinators, the students contribute in obtaining students' feedback on curriculum, teaching-learning, infrastructure facilities, placements, and learning resources, conduct of seminars and also give their ideas and inputs on research related requirements.

Extracurricular:

The cultural, sports, green and literary club secretaries play pivotal role in designing and conduct of various extracurricular activities and celebrations on commemorative days. The Independence day celebrations was organised by 2019 batch under the guidance of the student council in a grand manner with events including dance, band and traditional silambattam. On Teachers day, Student Council invited Dr. Mukesh Bhatia, Senior Medical faculty and National awardee for best teacher, to guide the students in handling stress and excelling in the exams. World environment day rally was organised by Green Club on June 5, 2022 to create awareness on the greener and plastic free campus.

Administrative roles:

The hostel secretaries take part in selecting menu for hostel mess, grievance redressal, anti-ragging and disciplinary activities. The council facilitated active participation of students in the Young Leadership summit held at Chennai on 24th June 2022. Students representing as editorial secretaries provide inputs during purchase of books to central library.

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: 4.4

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
6	3	4	3	6

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

Other Upload Files	
1	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Tagore Medical College and Hospital envisages its alumni as the brand ambassadors of its quality and excellence. Recognizing alumni as the essential contributors of the institution's growth and advancement through their steadfast support and word-of mouth advertisements among their professional and social networks, the institution has strengthened its alumni networking as a registered alumni association under section 10 of the Tamil Nadu Societies Registration Act, 1975 (registration number: SI. No. SRG/Chengalpattu/53/2022. The association conducts annual general body meetings once a year in the month of January from 2016 and executive committee meetings periodically to discuss on conduct of alumni meet, recognition of alumni achievers, election of members, expenditure audit etc.

Objectives

- To unite the alumni of the institution in a common forum and to maintain the linkage of alumni with their alma-mater

- To promote cultural and social networking among the alumni, present students and staff of the college so as to develop a sense of tradition and heritage in the college family, which in turn will lead to the further growth and prosperity of the Institution and its progeny
- To involve alumni in the development of entrepreneurship and practical know-how skills among the graduating students and in securing suitable placements.
- To function as a purely non-profit organization in the pursuit of the objectives pertaining to educational and cultural activities, as decided by the General body from time to time.

Composition and functioning:

The Executive Committee comprises of office bearers, namely the President, Vice president, Secretary, Treasurer and the executive members. The committee is responsible for overseeing all aspects of the governance of the alumni association. The committee manages the day-to-day operations of the association in accordance with the Memorandum of Association and the bylaws and holds ownership of all the moveable or immovable assets of the association, including bank accounts, paperwork, and other items.

Membership of the association:

- Life Members: all graduating students (undergraduate and postgraduate) of the college are life members of the Association.
- Honorary Members: All the members of the teaching staff of the College except alumni of the Institute shall be eligible to become honorary members of the Association.

Financial aspects:

The funds of the Association collected as alumni membership fee and other donations are vested in the bank and the account is operated jointly by the President or Secretary along with the Treasurer. The committee arranges for annual audit of association accounts and the Secretary is empowered to accept donations, endowments etc. on behalf of the Association.

Activities of TMCH alumni

- Continuously raise funds for executing the objectives of the Association.
- Contributed in the development and upgradation of the museum, research lab by sponsoring instruments.
- Donate books for library and cloths for needy hospital patients.
- Organises and conducts medical camps in the rural areas.
- Organises quarterly lectures/webinars by the prominent alumni who had done exemplary work in a variety of disciplines of service. Every year, special mentoring programs are organised for the final-year students on career guidance and placement at various national and international organizations.

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](#)
Link for Additional Information	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)

5.4.2

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

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

Response: A. All 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:

Tagore Medical College and Hospital has a clearly stated vision and mission to deliver value based and advanced medical education that has a substantial positive impact on society. The institution aims to achieve this through a democratic and participatory mode of governance with all stakeholders participating actively in its academic and administrative activities.

Vision:

Tagore Medical College and Hospital aims to be a global leader among medical institutions by providing exemplary medical education, higher training, safe patients care, quality research and innovations through community collaboration.

Mission:

The mission of the institution is to shape the students into physician leaders through the three cardinal pillars - Continuous skill development, Ethical practice and Compassion. The institution shall provide an affordable and quality healthcare delivery by means of updated technology of international standards and innovate by providing collaborative research environment.

Nature of Academic and administrative governance:

Tagore Educational Trust was founded in the year 1997, with the aim of providing quality higher education in the field of Medicine, Dental, Engineering, Nursing, Physiotherapy, Pharmacy, Arts and Sciences and Allied Health Sciences. The Trust started Tagore Medical College in the year 2010 with the first batch of 150 MBBS students. The institution has taken rapid strides in evolving as a Postgraduate Medical Institution in the year 2020 and continuously striving towards becoming a Super-Speciality Institution. The institution strictly adheres to the regulations laid by the NMC and the affiliating Tamil Nadu Dr. MGR medical university for the conduct of the academic activities. The governing body of the institution comprises of the administrators, faculty representatives and other stakeholders. The governing body authorizes the Dean as the head of the institution, who then decentralises the authority to the various levels of functionaries of the college; the Vice-Principal and the Heads of the departments for the academic activities, the administrative officer for the administrative activities. A key role in developing and carrying out institutional policies is played by department heads, respective committees, and the section in-charges. The institutional committees are aimed at maintaining high quality in teaching, training, healthcare delivery and research. Faculty are members and in-charges of various committees like Academic Council, IQAC, Examination Cell, Library committee, Institutional research committee, Ethics committee, and the Medical Education Unit to ensure the quality and consistency of academic standards. The Medical Superintendent and the RMO ensure quality patient care in the hospital.

Perspective plan:

The institution has efficiently laid out strategic and action plan for five years giving due importance to advancement in academic, research, patient care, infrastructure, societal and student support activities. By creating a strategic alignment towards excellence, the Institution strikes a balance between regulatory compliance and maintaining a sharp focus on increasing the Institution's performance and long-term viability.

Stakeholders' participation in decision-making bodies:

Students representation in academic committees and in students council, parents contribution during parent-teachers meet, feedback from the students, parents, academic peers, alumni and the employers on academic and administrative affairs are significant contributors to the institution's decision-making and sustained development towards excellence.

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:

Tagore Medical College and Hospital upholds and follows decentralization in all the institutional practices which is reflected in its organogram. The institution encourages participation of all the academic and administrative committees for planning and execution of the institutional activities.

The Tagore Education Trust, which is headed by the Chairperson, has overall administrative supervision over the Tagore Medical College and Hospital. The governance of the Tagore medical college has been decentralized through the creation of numerous organizing committees and engaging the Dean, as the head of the institution who sets the objectives of these committees and periodically reviews the institution's performance through regular review meetings. The participatory management of the institution under the leadership of the Chairperson and the Dean includes the Medical Superintendent, Department Heads (Academics), Administrative officer, Finance Head, Operations Head, and Business Development Officer who actively take part in infrastructure development, policy making, institutional budgeting, academic and research promotion and other extension activities. The Dean chairs the Internal

Quality Assurance Cell (IQAC) and the Medical Education Unit (MEU), which oversee the teaching learning and assessment in accordance with the syllabus established by Tamil Nadu Dr.M.G.R. Medical University.

The administrative and academic duties (teaching and research) of the various departments are handled by the department heads and faculty members. Both the College Council and the College Curriculum Committee hold meetings once a month regularly and as and when required. The sessions are participatory, and member recommendations are taken into account and carried out to the best of the institute.

Along with RMO, Chief Nursing Officer, and the Medical Superintendent oversees the day-to-day operations of the hospital and addresses the concerns of patients and the health care providers. By holding regular meetings with hospital committees, the Medical Superintendent decentralizes the functioning of the hospital. Daily patient care services are rendered effectively and efficiently by the clinical departments' Unit system.

The institution has functional committees, which actively take part in the smooth functioning of the institutional activities. The quality of teaching-learning, research, and patient care activities are warranted by the IQAC. Research collaborations and projects of students and faculties are catered to by the CRL. All research proposal assessment and approval are the responsibility of the IEC and IRC. The anti-ragging committee works to stop ragging incidences. The committee for student complaints and grievances looks into and resolves student complaints and grievances. All facilities and infrastructure upkeep at the institution are handled by the campus maintenance committee.

The management of the institution's inflow and outflow of cash falls under the purview of the finance head, who is also in charge of payroll for hospital and college staff. The Finance Head also oversees and reports to the Chairperson on operations relating to the departments of purchases, stores, and insurance.

Human Resources, Admissions, Examinations, Hostel, Transport, and Electronic Data Processing all have clearly defined administrative departments with specific roles. The heads of each department hold frequent meetings, and depending on the results, required actions are done to improve the institution.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

TMCH believes that a process of strategic development is crucial because it establishes objectives for long-term success and builds a road map for monitoring an institution's progress and accomplishing its objectives. The institution has a well-defined organisational structure and a solid strategic plan developed to sustain its distinctiveness, accomplish the vision and mission and stride towards excellence.

The strategic plan is laid every five years by the Dean in consultation with various statutory bodies/committees of the institution, giving equal significance to teaching-learning, research outcomes, inception of new programs, infrastructure expansion, quality patient care, outreach and extension activities, graduate outcomes and students and employees welfare. Short term plans are also made as per the need of the hour, like implementation of online education effectively during pandemic crisis.

The strategic plan is approved by the Chairperson and the committees are held responsible for the effective deployment of the strategic plan. All the committees are chaired by the Dean and composed of experienced faculties and administrative staff from various departments as members. Monthly meetings of all the committees are conducted to evaluate the proceedings. Resolutions taken in the committee meetings are recorded as MOM and reported to Chairperson by Dean. Effective Implementation of the resolutions taken is also monitored by the concerned committees.

Policies and Institutional committees: The institution has well-defined Policies and committees to deploy with a systems perspective and to enable timely decision-making and optimal utilization of institutional resources for both institution's improvement and quality health care delivery.

Research and development: The Research Committee promotes research by students and faculty members. The central research lab was established to support acquisition of extra mural research grants, creation of patents and enhance research publications by faculty and students.

Teaching Learning Methods: The MEU's prime responsibility is to plan and supervise various activities to increase the quality of Medical education. The MEU and academic council monitors the preparation of academic calendar, lesson plans, exam schedules and its implementation by the faculty to ensure a systematic, effective and efficient teaching mechanism. The faculty members are trained in innovative teaching techniques and basic computer skills by the MEU. In order to improve students' skills, competency-based curricula, outcome-based, experimental learning, and student-centered learning are used in the classroom. The students receive training in a cutting-edge simulation lab, allowing them to gain clinical skills efficiently.

The Institution has a robust and responsive support system for students through Mentoring, Grievance redressal committee. Under the guidance of IQAC, each department is promoting quality enhancement activities in academics through organizing workshops, conferences and seminars on different key areas.

The institution conducts several health awareness and blood donation camps and also conducts Community-oriented programs in the field practice area, especially on important health days involving students, Interns and faculties every year. The institution had established specialty departments and started ten post graduate programs, aims to establish super specialty departments in a phased manner with respective post graduate programs, orient the students towards extra-mural research addressing the

emerging health care 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: B. Any four of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	[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:

An institution's excellence is reflected in its employees' welfare which is essential for harbouring the harmonious and healthy working environment for all the stakeholders to excel in their contributions towards achieving organizational goals. TMCH is conscious of its employees' welfare and obligates its human resource department towards maintenance of its employee welfare and empowerment of both teaching and non-teaching staff through monitoring of the working conditions and by conducting various employee engagement activities at regular intervals. Institutional employee welfare measures are also laid as policy documents and displayed in the Institutional website of reference of the employees.

Welfare schemes for teaching and non-teaching staff are:

1) Staff Accommodation: Institution provides residential Quarters and Hostel within the clean, lush green environment of campus for the benefit of the employees at an affordable cost along with a sports centre, gym, cricket ground, tennis court, volleyball court etc.

2) Access to Medical Facilities: Employees and their families can avail medical facilities at the hospitals at a reasonable cost with 20-30% discount on consultation, diagnostics and treatment.

3) Transport Facility: The Institution owns and runs Executive Coach Type buses for pick up/drop of employees. Free Two-wheeler/car parking is available for employees' use.

4) Day care: The Institution runs a day care center inside the Campus. All teaching and Non-Teaching Staff can avail the facility.

5) Entertainment facilities: Institution celebrates important festivals, health days, sports and cultural events by involving students, Interns, faculties and non-teaching staff.

6) Employee of the month: Based on the monthly performance ratings and recommendations from the management, an employee will be recognized for their performance and are given titles such as "Performer of the month" or "employee of the month".

7) Insurance: Institution is providing Health insurance for all employees and in addition, clinicians are provided with Comprehensive Indemnity insurance to cover litigations arising out of medical management of the patients.

8) Research and publication: institution provides complete monetary support for one publication for every faculty yearly.

9) Continuing Medical Education: Registration fee for attendance in case of paper or poster presentation in any national or international conferences will be borne by the institute.

10) Maternity leave: Two months of leave with pay and 2 months of leave without pay are granted as maternity benefits for employees after 180 days of employment.

For the non-teaching and hospital staff:

11) Employee Provident Fund: Institution contributes to Provident Fund for employees whose wages are within the purview of PF Act.

12) Gratuity: As per 'Payment of Gratuity Act' the Institution is providing Gratuity for all eligible employees.

13) PPF: Institution is providing PPF for all the non-teaching and hospital staff.

14) Staff Advance/ No interest loan: Institution is providing advance from the salary or no interest loan for all eligible staff when in requirement according to one's monthly income and it will be deducted on a Monthly basis.

15) Canteen: The non-teaching staff, attenders and the hospital staff are given food at subsidised rate in the canteen.

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: 14.81

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
67	46	19	18	28

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: 8.2

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
11	06	06	10	08

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)
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: 34.18

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
128	86	51	80	59

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

6.3.5

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

Response:

Performance appraisal is a tool for monitoring employees' performance, which helps to identify the employees' strengths, and weaknesses and highlight the areas that needs training to improve the efficiency and performance of staff. The institution comprehends the implications of performance appraisal and has a structured, objective, transparent and time-bound performance appraisal system, devised by the head of the human resources department, conducted by the head of respective departments with the power for final approval of rating resting on the Dean.

Objective

To have a systematic approach to appraise the performance of all employees and quantify the level of performance, which will be helpful for the purpose of employee-related decisions on both monetary and non-monitory implications.

Scope

This appraisal system will be applicable to all the employees of the hospital.

For the evaluation of teaching and non-teaching employees, the institution uses a performance-based appraisal method. The performance appraisal forms are devised separately for the teaching and the non-teaching staff and other employees. The performance appraisal is also laid as an institutional policy, both the policy document and the forms are made available in the institutional website. On April 1st of each year, an appraisal is performed. The final decision-making authority is the chairperson.

For teaching staff, the appraisal is based on their annual performance as measured by their participation in academic, extracurricular, research and administrative activities. The dean evaluates the performance

of the employees and the department heads, while the chairperson evaluates the dean's performance. When considering a teaching faculty for promotion or an annual raise, his/her performance is taken into account. The appraisee is given opportunity to self-appraise, following which the head of the concerned department discusses with the appraisee about his/her performance in relation to each of the characteristics listed in the appraisal form. To ensure transparency, both the appraiser and the appraisee sign the appraisal document and concur with the ratings and the final rating will be sent to Dean for approval. The following characteristics, such as academic and research contributions, attitude toward work, new initiatives, workmanship, compliance with institutional policies, behaviour, discipline, reliability, relationship with HOD/with peers/with students, patients (for clinicians), and attendance, feedback of the students on teaching and assessment are considered. The department heads assess each parameter; the dean then reviews their findings before submitting a report to the chairperson. Concerned HOD/respective rating authority human resources development custodian of the policy, with the facts and figures, also makes sure that an objective evaluation is made.

For non-teaching staff, the heads of the departments or the appropriate administrative head evaluate their performance. All non-teaching faculty members are consistently encouraged to participate in skill-building and training programmes. Non-teaching Staff who are awaiting promotions are required to submit proof of their participation in such programmes on a yearly basis. Annual increments/incentives are automatically updated by the HR/Accounts department based on his or her appraisal score. Individual faculty members are made aware of both the positive and negative evaluations in order for them to improve moving forward.

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:

Tagore medical college and hospital affirms that fund generation is as important as utilizing them judiciously to achieve its vision and mission and has ascertained its cardinal principle as to identify, tap and create new resources and optimize and conserve the available resources for the benefit of the students, employees and patients. The institution has a well-designed and transparent resource

mobilization policy formed by the experts from finance management committee under the supervision of Management. The chairperson approves the allocation of all significant funds at the suggestion of the dean. Every year, the dean plans the budget estimates carefully in consultation with the Finance Committee. At all levels of the administration, recurring costs for establishment fees, water delivery, energy, fuel costs, telecommunications, and other expenses are continuously monitored. To account for the institute's planned future expansion and development, prudent budget estimations have been created. The resource mobilization includes financial resources, materialistic resources and human resources. The institution allocates necessary resources to concerned departments to achieve the specified requirements and in case of unlikely net deficits the institution has its options for fund generation.

Objectives.

1. To provide effective budget allocation.
2. To provide financial support for various programs.
3. To analyze the resources available for programs based on priority, quality research, infrastructural upgradation and maintenance.
4. To ensure optimal utilization of the resources.
5. To conduct Internal and external auditing.

Financial resources:

Students' tuition fees, Hostel fees, revenue from the hospital, lab and pharmacy, and rent collected from commercial establishments inside the college are the main financial resources.

Budget preparation:

Before commencement of the academic year, all the departments in the college and Hospital propose their financial requirement plans to the dean to achieve the specified objectives for that year.

Allocation:

The budget is scrutinized and approved by the chairperson and sent to the finance department. The Finance head through the accounts department allots the funds based on the requirement.

Materialistic resource:

It includes planned activities such as pharmacy and lab equipment purchases, furniture, requirements for awareness programs, medical camps and other health service development programs.

Human resource:

Recruitment and management of required faculty strength for teaching, research and clinical departments and labs are done by the HR department and administration department. Manpower requirements and utilization for various activities including free medical camps and awareness programs are managed by HR.

Utilisation/expenses:

Optimal utilization of all the resources and the expenditures incurred are monitored by the Accounts and Purchase departments (Stores).

Auditing:

The institution has a strong financial advisory board for the management of accounts and all the accounts sanctioned are audited internally and externally. The finance head of the institution, monitors daily transactions, ensure that expenditure is made strictly in accordance with the budgetary allocations and maintains a record of the account statements. The internal auditing is done every six months and the external auditing is done once a year. The annual financial statements and audit reports also ensure optimal resource utilization.

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

Other Upload Files	
1	[View Document](#)

6.4.2

Institution conducts internal and external financial audits regularly

Response:

In order to ensure sustainable growth of Tagore Medical College and Hospital, the Tagore Education Trust Management adheres to the fundamental principles of efficient management, governance and accountability of financial resources. The institution endorses auditing as an important tool in achieving its goals and maximizing its value and hence had set up a system for yearly internal and external audits of the financial transactions annually.

Before the commencement of the academic year, the proposal for the budget allocation for the academic activities is prepared by the Dean in accordance with the recommendations of the Heads of the departments in consultation with the Accounts Department. The annual budget of revenue expenditure and capital expenditure are prepared and monitored by the Finance Committee and approved by the chairperson.

Internal Auditing.

The goal of an internal audit is to protect an organization's assets by examining its financial records and ensuring that all transactions are authorised by management. The internal financial audit of college, hospital and administrative divisions is carried out once in six months by an internal auditing team randomly selected by the chairperson from among the auditing experts employed by the trust organisation. The internal auditing team conducts detailed examination of the expenses made under various headings by verifying all the bills and vouchers. Any disparity discovered is brought to the Chairperson's attention. The same procedure is been adopted for the last five years.

The internal auditors,

1. Assess whether the instructions, laws, rules and regulations of the institution are being complied with.
2. Examines and verifies all the activities related to accounts transactions and account balances.
3. Investigates and identify any type of fraudulent activities and report the same to the management.
4. Ensures the efficient operation of all the departments in the college and hospital.
5. Prepares final detailed auditing statements covering all the departments and submits them to the management.

Statutory Auditing (**External).**

The finance committee scrutinizes the potential auditing firms and the management appoints a reputed auditing firm containing Charted Accountants as the external auditors of the Institution accounts.

The external auditors independently perform the following activities,

1. For planning the external auditing process, the auditor surveys the compliance of all the departments with the internal audit.
2. Conducts fieldwork on the accuracy of accounts and the institution's financial condition.
3. Compilation of fieldwork outputs and preparation of a detailed final audit report.
4. Provide declaration letters along with compiled auditing reports.
5. The external auditor performs additional work to satisfy the needs of the management, such as increased internal control testing or aspects of the internal audit work.

At the end of every financial year, the annual financial statements, audit reports and declaration letters are produced by external auditors and submitted to the management. With the report provided by the audit team, necessary corrective measures were taken to avoid any mishaps. The management utilizes them for planning the growth of the institution and to increase the value and credibility of the institution among its stakeholders.

File Description	Document
Any additional information	[View Document](#)
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)
Link for any other relevant information	[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: 271

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
57	54	50	60	50

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

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

The Internal Quality Assurance Cell (IQAC) was constituted in 2021 as a vibrant cell in accordance with the most recent NAAC guidelines to accomplish the Vision and Mission of the Institution. The cell was formed with highly qualified, ambitious, and committed team that works to foster the culture of quality and excellence among students, faculty, and staff, thereby making quality the defining characteristic of the institution. The cell has designated an IQAC Director/Coordinator to oversee the implementation of

its policies. Ever since its inception, the IQAC has been a crucial key player in the realisation and updating of institution's strategic plans, mission, and goals by establishing quality and monitoring performance indicators. The IQAC ensures sustenance of quality by identifying areas that need improvement through the timely feedback from key stakeholders, including alumni, parents, employees, employers, and implementing remedial measures.

Composition: Senior professors, mostly HODs from different departments, make up the majority of the members of the cell, along with the deputy director of the medical college, three senior administrative officers, one nomination each from the local society, students, and employers, and two coordinators. The chairman and co-coordinator of IQAC run and oversee the group's regular meetings.

Vision:

To impart quality systems in academics and administration through internalization of quality culture in the institution and strive for quality sustenance and overall institutional excellence.

Mission:

- To develop and implement robust quality initiatives to achieve academic and administrative excellence.
- To recommend measures based on periodic surveys, stakeholders' feedbacks and inputs of the various academic and administrative committees of the institution in order to promote beneficial practices.
- To monitor and periodically assess the standards of various academic and administrative activities and to provide directions to enhance quality standards and achieve quality assurance and sustenance.

Functions:

1. Establish guidelines for various academic and administrative activities of the institution.

2. Ensures the creation of a learner-centric environment conducive to quality education.

3. Create benchmarks to attain the academic and non-academic goals

4. Promote interactive teacher-student sessions and active participation from the students for improving clinical skills

4. Conduct seminars, workshops, CME and guest lectures focusing on quality and upgrades in teaching learning and research.

5. Assist faculty in adopting newer techniques and ICT tools to enhance participatory teaching and learning processes;

6. Obtain feedback from all stakeholders on quality-related institutional processes and implement remedial measures

7. Implement an organized approach of the activities by means of proper documentation and

communication.

8. Conduct Academic and administrative audits regularly, and ensure the follow up of the results.

9. Creation and submission of the Annual Quality Assurance Report (AQAR) in accordance with NAAC's requirements and specifications.

IQAC provides periodic update for the student's skills and knowledge which is advantageous for faculties as well. Additionally, they consider the improvements needed in the hospital environment and upgrade the setup according to the changing requirements. IQAC strives to improve the overall quality of medical education, patient care and hospital administration, ensuring the coordination and smooth functioning of various aspects 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 minutes of the IQAC meetings	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)

6.5.2

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

Response: 78.5

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
192	194	182	174	169

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: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
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: 13

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
3	2	2	4	2

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:

Tagore Medical College and Hospital abides with gender equity through provision of equal rights and opportunities for women and men students in curricular and co-curricular activities. The institution upholds its standards in gender equity by executing various measures for the removal of discrimination and provision of equal access to resources and services in the campus.

The institution's action plan for Gender equity and sensitization includes:

- Fostering women for leadership positions and senior rankings in the Institution

- Enhancement of women representation in advisory council, academic and administrative committees and their participation in policies and decision making
- Provision of equal employment opportunities and treatment for men and women
- Obliteration of violence against women in all forms
- Promotion of women and maternal health

Safety and security:

The institution provides utmost care in terms of safety and security in the college, hospital by providing separate hostel facilities for both genders and Quarters for both men and women faculties with round the clock security services. Both male and female security personnel are available in the campus for the benefit of students, staff and patients. Girls' hostels have only female wardens and the wardens reside within the hostel premises. Men are not allowed inside the girls' hostel without due permission. Continuous CCTV surveillance at prominent locations and security checkpoints are present at all campus entries and exits to ensure safe campus. Separate common halls with rest rooms for men and women are provided in each blocks.

The institution had constituted the Internal Complaints Committee (ICC), Anti-ragging committee, Grievance redressal committee and Students' discipline committee for the welfare of students and staff, the functions of which are displayed in the institution's website and disseminated to the students during orientation.The ICC regularly interacts and addresses the gender related issues of the girl students and women employees. Complaints/grievance boxes are in place in the campus. 24X7 helpline numbers are available **to** receive grievances/complaints or suggestions from the students and women employees at any time. Emergency contact numbers are also displayed in prominent places of the campus. The committee takes stringent action for complaints pertaining to sexual misconduct and harassment. Strict confidentiality is maintained in all cases. The institution organises gender sensitisation talks by eminent persons from police department and constitutional members to sensitize the students on ragging, eve teasing and sexual harassment related issues. The discipline committee ensures maintenance of stringent discipline throughout the campus. Counselling services are provided by the faculty mentors for students on academic and personal issues and those with psychological issues are addressed by professional counsellor.

The institution promotes gender equity in curricular and co-curricular activities by giving equal roles for girl students in academic, sports and cultural committees, as class coordinators, encouraging girl students to take part in conferences, seminars, presentations, debates, quizzes, sports and cultural events outside campus under the supervision of the women faculty. International women's day is celebrated regularly in the institution to acknowledge the accomplishments of the women and motivate young women towards success in their profession.

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

7.1.3

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

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

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

7.1.4

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

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

Tagore Medical College and Hospital highly values the principles of REUSE, REDUCE, and RECYCLE, making environmental sustainability a top priority. With a commitment to responsible waste management, the campus facilitates the proper handling of both degradable and non-degradable wastes generated within its premises.

(i). Solid waste management:

Solid waste generated in the institution comprises of both organic and inorganic waste materials produced by institutional activities. The institution has implemented a robust practice of waste segregation using separate and well-labelled color-coded dustbins placed throughout the campus to encourage the collection of biodegradable and non-biodegradable wastes in an organized manner. Paper and metal waste are disposed of by selling it to waste paper and metal scrap dealers. Biodegradable (dried leaves, waste food etc.) and glass waste will be handed over to the corporation on daily basis. In an effort to promote a greener campus, the use of plastic bags is strictly avoided within the premises, encouraging students and faculty to adopt eco-friendly alternatives.

ii) Liquid waste management

The institution has a well-constructed drainage system connected to closed collection tanks that receive liquid waste and waste water. The waste water, sewage and all forms of liquid waste is subjected to Effluent Treatment Plant and Sewage Treatment plant, which efficiently treat sewage using various well-designed treatment units like sedimentation, aeration, primary and secondary clarification tanks, activated carbon and sand filtrations. The treated water, which meets safety standards, is then recycled for secondary purposes, such as watering the campus greenery and promoting percolation.

iii) Biomedical waste management:

The Institution adopts stringent policy and established MoU with G.J. Multiclave (India) Pvt. Ltd., Chennai for collection, transportation, treatment and disposal of biomedical waste. Colour coded bins/ containers specific to each waste category are used for segregating and collecting the biomedical waste from each department. To ensure proper management of biomedical waste in the Institution, the staff, students and other stakeholders are regularly trained in biomedical waste management.

iv) E-waste management

The IT department adheres to a clearly defined policy for proper disposal of e-wastes. Whenever electronic assets are deemed unfit for use, they are identified as obsolete and removed from the asset registers. To minimize waste and promote sustainability, the IT cell takes proactive measures by initiating salvage processes to recover any functional components from the discarded electronic assets to enable the potential future use of the usable elements, reducing unnecessary electronic waste. For the remaining e-waste that cannot be salvaged, the institution ensures responsible disposal by engaging authorized agency A.K. enterprises, e-Waste Recylers, Chennai.

Additional Measures:

The institution has well-laid concrete drainage systems with cement cover blocks facilitate the smooth flow of rainwater and stormwater into the water bodies adjacent to the campus. Protected water supply from dedicated bore wells ensures access to potable water, and to address the water quality further, reverse osmosis systems of varying capacities have been installed, ensuring clean and safe drinking water for all. Moreover, the campus includes facilities for landscaping and levelling, preventing water stagnation and potential mosquito breeding.

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: All of the above

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

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

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: D. Any two of the above

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

7.1.8

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

Response:

Tagore Medical College and Hospital strives ardently to create an inclusive environment with cultural and communal equality in the campus and has taken various efforts and initiatives for the sustenance of the same. This is evident from the cultural, regional, linguistic, communal, socio-economic and other diversities of the students' strength of the institution without any discrimination.

Cultural and regional inclusiveness in the institution:

The institution firmly believes that cultural inclusiveness is fundamental to establish unity among people of different languages, culture, religion and value systems. The institution's clemency towards cultural diversity is reflected in its inclination towards celebrating festivals like Pongal, Deepavali, Ramzan and Christmas by the students and the staff with great zeal and harmony. Harmony towards regional diversity and strengthening of cross-cultural bonding are established by the institution through enthusiastic celebration of regional festivals like Saraswathi Pooja, Aayutha Pooja, Onam by the students and the staff.

Promotion of Linguistic diversity:

The institution promotes linguistic development among students by organising language and communication courses for students who have difficulty in communicating English. Likewise students with difficulty in communicating in the Institution's regional language (Tamil) are also given language training to ease their communication at the patient care settings.   Students and staff who are passionate of their regional language are encouraged to take part in literary events like debate, elocution, poetry recitation etc. on topics of traditional and current interest.

Promotion of Communal and socio-economic inclusivity:

The Institution is at frontline in promoting communal and socio-economic inclusivity by organising social activities for the local people like special medical camps and health awareness drives. Students of the institution are made members of Youth Red Cross with the objective of creating awareness and acceptance among them on their civic responsibilities as medical graduates in promoting personal and societal health, execute their duties towards the community with humanitarian concern, without any discrimination.

The institute aims to establish a strong sense of grounding in human values among the students through community outreach which is made certainly feasible due to the sub-urban location of the institution. Community postings are regular activities for the interns at the institution's rural center. Health screening and awareness camps are conducted regularly in the surrounding localities to commemorate the national and international health days. Students are made to visit nearby old age homes to enhance their voluntary participation in community-oriented and rural development programs. This in turn encourages interaction with the local population like, reaching out to them as part of the Doctors day and International Women's day to build healthy interaction for the benefit of the local community. Such outreach programs also creates opportunities for the faculty to understand and develop bonding with the students formed as small groups and build a strong inter-personal relationship. This positive liaison between the faculty and students has helped the institution to develop an environment of inclusion irrespective of ethnicities, socioeconomic backgrounds, or educational preparedness.

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

7.1.9

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

1. The Code of conduct is displayed on the website

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

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

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

Response: A. All of the above

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

7.1.10

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

Response:

Tagore Medical College and Hospital is mindful of its role in engraining nationalism and social responsibility among the medical graduates. With this commitment, the institution ardently celebrates national and international commemorative days, events and festivals, encouraging the faculty, staff and the students to participate with unity and harmony. Republic Day and Independence Day are celebrated by the institution to instil patriotism among the students and the staff through events like hoisting of the National Flag, singing of the National Anthem and traditional parade by the security personnel. The institution commemorates the anniversaries of the great Indian personalities like Mahatma Gandhi, Dr. Babasaheb Ambedkar, Lokmanya Tilak, Sarvapalli Radhakrishnan, Bharat Ratna Dr. APJ Abdul Kalam aiming at inculcating the virtues of these leaders in the young minds of students who play a paramount role building a strong nation.

Each department of the institution is consigned with the responsibility of observing certain health related national/international commemorative days which is also reflected in the academic calendar for planning of the activities focusing on educating the students of their pivotal role in promoting health awareness

among the society. The World Health Day is observed on 07th April every year to inculcate the importance of global health among students and the staff through the conduct of camps, rallies, competitions, health awareness sessions etc. World breast feeding week and National nutrition week are observed yearly during the first week of August and September respectively in which the students are trained to create awareness and emphasise on the importance of breast feeding, complementary feeding, infant feeding practices and address the issue of Malnutrition among children. Awareness programs and health talks are organised on World Tuberculosis Day and World AIDS Day on the modes of transmission, preventive measures and treatments available for these stigmatized diseases. The institution also observes World Population Day, Anti-Leprosy Day, World Cancer Day, World Hepatitis Day, World Diabetes Day, International Day against Drug Abuse, Anti-tobacco Day, etc. by involving students and faculty to create awareness among the rural and urban population and facilitate those in need to avail the preventive, curative, rehabilitative and referral services available in the institution. Awareness programs on blood/organ donation are also organised by the institution on those specific commemorative days.

The faculty and the students' council of the institution organises events to celebrate the popular festivals of India like Ganesh chaturthi, Pongal, Christmas and regional festivals like Dussehra, Onam and Ayudha Pooja to promote integrity in the campus among the students of diverse culture and tradition.Participation of the patients attending the hospital in such celebrations adds to their happiness and builds a feeling of well-being during their stay in the hospital.

International Women's day is celebrated in the institution on 8th March every year to honour women achievers and to encourage budding women professionals to excel in their respective fields and yoga training programs are conducted on the International yoga day for all the students and the interested employees emphasising on the significance of their physical and mental health.

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:

TRANSFORMATIVE POWER OF CADAVERIC OATH

The cadaveric oath taking ceremony represents a distinctive manner in which medical students express their profound respect and gratitude towards the donors and their families.

OBJECTIVES OF THE PRACTICE

To create a sense of awareness among fresh medical students to respect the cadaver as their first teacher.

To help the students develop empathy towards the cadaver and in the long run with the patients while serving the humanity by way of medical practice

THE CONTEXT:

Shock, anxiety, apprehension, nausea, or dizziness are negative emotional or physical reactions experienced by several medical students who experienced death fear during their first encounter. To help students overcome these emotional experiences, memorial ceremonies of gratitude to cadaver donors are organised to promote humanistic values such as empathy altruism and heighten students' feelings of gratitude, responsibility.

THE PRACTICE:

Cadaveric Oath is a pledge which the students recite on the opening day of Anatomy learning, to pay tributes to the soul, to respect the dignity and integrity of the human remains that they are about to work on. With an in-depth understanding of its significance, the institution has initiated the Cadaveric Oath ceremony since 2021.

The first-year medical students are initially sensitized on respectful handling of cadaver through interactive-sessions and ethical approach towards cadaver on the first day of anatomy dissection, following which they are made to render cadaveric oath. Subsequent to oath taking, a questionnaire to assess their perceptions of cadaveric oath ceremony is administered on students and their responses are obtained in a 5-point Likert scale.

- Cadaveric dissection is indispensable for anatomy learning.

- Student - cadaver relationship serves as simulation for future doctor- patient relationship
- Cadaveric oath ceremony on the first day of anatomy dissection enables to overcome their fears and apprehension.
- This ceremony imbibes values like respect, gratitude, empathy, compassion and care towards their first mortal teacher.
- Cadaveric oath paves path to honour the noble gesture of donors for donating their body for medical education and research which cannot be compared to any of the modern-day virtual dissection tool for anatomy learning.

EVIDENCE OF SUCCESS:

The responses obtained from the students revealed that cadaveric oath ceremony has helped them to overcome their apprehension, develop empathy towards their silent mentors and execute their duties in a professional manner without personal feelings or emotions. The noble gesture of donors, donating their body for medical education and research cannot be compared to any of the modern-day virtual dissection

tools for anatomy learning. Cadaveric oath ceremonies have the potential to inculcate humanistic values among medical students which significantly contribute in creating empathetic doctors of tomorrow through simulation of better doctor-patient relationship.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The medical students have a variety of unfavourable emotional or physical responses, including shock, worry, uncertainty, nausea, and dizziness, especially those students who initially encountered a fear of dying have an interesting emotional reaction. Major resource required is the cadaver, the obtainability of which is a challenge.

BEST PRACTICE -2

SOLEMNIZING ANTENATAL/NEWBORN HEALTH ADVOCACY

The practice of "Valaikappu" ceremony for expectant mothers and gifting new-borns with gold rings is a cherished tradition across cultures, symbolizing luck, love, and protection. Beyond its symbolic meaning, this tradition serves as a reminder to emphasize the importance of antenatal, intra-partum and new-born healthcare.

OBJECTIVES OF THE PRACTICE:

To honour the new-born's heritage and raise awareness about the significance of antenatal and new-born healthcare.

THE CONTEXT:

Celebrating pregnant women through 'Valaikappu' (Baby shower) and gifting of gold rings to new-borns serves as a tangible reminder for the family to prioritize and reiterate the importance of maternal and new-born healthcare. The institution has instituted this practice to promote maternal and new-born health and inculcate responsibility in the medical graduates towards antenatal/neonatal health advocacy by emphasizing the value of healthcare during this crucial period.

THE PRACTICE:

The institution had conducted 'Valaikappu' ceremonies for more than 102 expectant mothers and had gifted gold rings to more than 500 new-borns from 2017' to till date with the aim of raising awareness among pregnant women residing in rural communities and nearby areas. The goal was to attract them to the hospital and encourage them to seek continued healthcare services for their well-being and of their unborn child. To achieve the objectives, efforts are taken by the institution to upgrade healthcare networks by providing adequate resources, personnel, counselling, support services, and referrals to specialized care.

This practice focuses on three key aspects:

- Strengthening the primary healthcare network to provide accessible and affordable antenatal and neonatal care.
- Increasing access to financial support by addressing financial barriers through cash assistance, insurance schemes, or subsidies.
- Supporting pregnant women and new mothers through various programs that provide access to health services in the form of free transportation, health education, providing nutritional supplements during every antenatal visit, safe institutional delivery, best in class intrapartum and neonatal care.

EVIDENCE OF SUCCESS:

The success of this practice is measured through better antenatal/neonatal care for hundreds of mothers and new-borns. The most important parameters indicating a nation's healthcare being maternal and infant mortality rate, the institution takes great pride in incorporating maternal healthcare measures which is evident through increase in institutional deliveries, enhanced antenatal and neonatal care particularly in nearby and remote rural communities.

This practice of involving students in a warm ceremony of "Valaikappu" inculcates immense responsibility in the tender minds of young post graduates and interns. The prolific sign is the enhanced involvement, commitment and meticulous participation of the postgraduates and interns in the antenatal and intrapartum care.

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

The primary hurdle was ensuring the consistent participation of women in rural communities in receiving antenatal and postnatal healthcare at the hospital. The lack of awareness and understanding among these women and their families about the importance of such healthcare posed a significant challenge. Resources required include the development of community-based programs such as outreach antenatal and post-natal clinics, home visits, and enrolling pregnant mothers in health programs. The procurement, storage, and safe distribution of gold rings should be considered.

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

7.3 Institutional Distinctiveness

7.3.1

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

500 words

Response:

ONE FAMILY CARD –APPROACH FOR HOLISTIC RURAL HEALTH

Tagore Medical College & Hospital is resolute to accomplish its social responsibility by extending its divine gift of healing to maintain the health of the society. However, the rural community still face barriers for access to healthcare services which is very much indispensable for maintenance of good health. Even with adequate supply of healthcare services existing in the community, various factors may impede healthcare access. With an apprehension to overcome such barriers, the institution has introduced the **One Family Card** project from 2021 to provide medical services for the rural people in and around the community at a discounted rate with a single Card for the entire family.

Aim of the Project:

This noble concept has been developed by the institution to provide holistic healthcare to each and every member of a health-conscious family at a low affordable cost.

Context:

- Adoption of the people from the selected villages in and around the institution by the Hospital and provision of 24x7 services to them
- Treatment of the common diseases at reduced or discounted charges
- All the Family members can utilize the services with one Card.
- Maintenance of the medical history records of the members of the family card for easy follow up
- Provision of Special care as privileged members.

Eligibility: Any family willing to join the scheme in the selected Villages

No inclusion of family income criteria for registering in the project

All family members without any limits

Procedure:

1. Involvement of the President, (Village Panchayat Head), Ward Councilors, Village Volunteers, Self Help Group Members is sought to have good understanding of the Program
2. Initially five Villages will be selected and one Family Card will be issued to each Family following a survey and explaining of the benefits of the scheme.
3. Following the ascertainment of the success results of the project, it will be expanded to other Villages as the initiative of the institution's social responsibility.

200 families from the surrounding villages have been enrolled so far

Benefits of the Project:

1. *To the community:*

1. Special counter for entry to save time and quick response.
2. Free consultation for chronic diseases like arthritis, depression, anxiety, obesity, hypertension, hyperlipidemia, diabetes, gynecological problems and renal disorders.
3. 10 % discount on radiology services like X-Ray, C.T, MRI, USG and Mammogram
4. 10 % discount on cardiology services like ECHO, and Tread Mill
5. 10% discount on all lab services (not applicable for outside lab tests).
6. 10% discount on drugs purchased in O.P. Pharmacy
7. 5% discount on I.P pharmacy (not applicable for implants and consumables)
8. 10 % discount on surgery costs.

To the institution:

- Commitment towards community health promotion
- Enhanced visibility of the institution among common public
- Inculcation of social responsibility among the medical students
- Better understanding of community-focused health advocacy by the students which facilitate them to develop skills necessary to provide meaningful solutions for a particular population in more effective and efficient manner.

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

Patient safety is paramount and indistinguishable from quality health care which involves safe, effective, timely, efficient, and equitable and patient-centredhealth care services to attain desirable health outcomes. Health care systems can be strengthened by establishing quality of care and patient safety through prevention and reduction of risks, errors and harm that occur to patients during provision of health care.

Tagore Medical College and Hospital is mindfulin emphasising on patient safety and quality in the health care practices offered at the institution. Apart from striving towards excellence in quality patient care, the institution also has taken stridentsteps to infuse the same in the students. With a thorough understanding of the major situations that cause significant concern on Patient safety likemedication errors, health care-associated infections, unsafe surgical care procedures and transfusion/injections practices, diagnostic errors, radiation errors, sepsisetc., the institution has developed and effectively implemented policies and

procedures for infection prevention and control, patient safety and quality care, universal precautions in the hospital setting.Both the undergraduate and postgraduate students are educated on these policies and procedures duringtheir academic training and internship programs through theoretical, practical and hands on sessions. Also students are taught about the importance of quality of care right from the inceptionof their program.Students practice hand wash and hand hygiene as a part of hospital infection control protocol following the demonstration of the appropriate techniques.

In the pre and para clinical phases the students are exposed to quality of care and patient safety procedures including infection prevention and control practices, doctor-patients relationship, universal precautions, first aid bleeding, burns, electrical injuries, bandaging, basic life support, principles of waste management etc. through didactic lectures, seminars and practical demonstrations. In addition, students in para-clinical phase are also educated on microbiology of hospital infections, disinfection procedures, safe collection of biological samples, hand hygiene, occupational exposures, and management of blood and body fluid spills, universal precautions, Central Sterile Supply services throughtheoretical and practical sessions.

During clinical postings, the internsare trained intensivelyin Universal precautions, hospital acquired infections surveillance, blood collection techniques and rational use of blood and blood components, urinary catheterization, first aid for minor ailments, minor suturing and wound dressing, activation of codes in emergencies and medico legal aspects of patient care. Interns posted in Accident and Emergency Trauma care are regularly trained in triaging and safe injection practices. Urban National Mission (UNM) & National Health Mission (NHM), food hygiene and health care are discussed during Community Orientation Programs (COP).

Fire safety classes and mock drills are regularly conducted for all the students in the campus.Basic Life Support training is given all students during the orientation program and Advanced Cardiac Life Support training is taught for final year students and during internship. During COVID pandemic period, special attention was given to Donning and Doffing before entering wards and ICU. The institution also offers communication skills course in foundation/orientation programme for the students to inculcate a strong patient-doctor relationship through effective communication.

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

8.1.3

Average percentage of fulltime teachers who have acquired additional postgraduate Degrees/Diplomas/Fellowships beyond the eligibility requirements from recognized centers/universities in India or abroad. (Eg: AB, FRCS, MRCP, FAMS, FAIMER & IFME Fellowships, Ph D in Medical Education etc.)

Response: 1.64

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
08	05	05	02	03

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:

Competency-based medical education (CBME) was implemented by National Medical Commission (NMC) in 2019 with an objective of providing an effective outcome-based medical education program using an organizing framework of competencies. CBME necessitates design and implementation of various teaching learning methods, assessment and evaluation of the attainment of competencies.

Tagore Medical College and Hospital had executed CBME for the undergraduate program from 2019 aiming at producing competent Indian Medical Graduates with required knowledge, skills, attitudes and values, so that they may function appropriately and effectively as physicians of first contact in the community. The institution is mindful that CBME curriculum demands a robust and multifaceted teaching-learning and assessment system to facilitate developmental progression of competencies and had taken measures to incorporate exclusive pedagogical and assessment approaches to fulfil the core of the curriculum.

The clinical competencies stated in the CBME curriculum are imparted to the students from the entry to

exit level by the respective departments as a part of their regular academic schedule in a structured pace during their pre, para and clinical phases. Internal assessments and end-year university examinations are the common measures of attainment of specific clinical competencies at the end of each phase of study. The written theory examinations and the viva-voce are the regular modes of assessment for the "know" and the "know how" competencies which form the knowledge domain. The practical examination comprising of case discussions, laboratory experiments, simulations, OSCE and OSPE are the methods of assessment for the "show" and the "show how" competencies which form the skill domain of the curriculum.

Methods to measure attainment of clinical competencies:

Each department has defined the learning outcomes for their respective courses in alignment with the competencies defined by the NMC for that course and the attainment of the same is assessed by methods stated for each competency. For example, at the completion of anatomy course, the competency "describing the anatomical basis of a specified clinical condition" which falls under knowledge domain is assessed by written exam and viva-voce. Likewise, upon completion of the physiology course, a skill based competency "demonstration of the measurement of blood pressure" is assessed through OSCE/OSPE methods. Structured checklists are prepared and used to assess the attainment of many clinical competencies during OSCE/OSPE sessions. Some Imperative certifiable clinical skills like Basic life support, urinary catheterization are taught in the skills lab and are assessed with structured checklists at the end of each final year clinical postings.

The institution adopts an organized mechanism to assess the performance and monitor the progress of each student throughout the entire program of study. The institution follows a common evaluation methods recommended by the affiliated university in the final summative end-year examination to determine the attainment of the defined competencies. The formative internal assessment is done through internal theory and practical examinations, assignments, case presentations and seminars. This structured approach for the assessment facilitates the evaluation of attainment of the course outcomes and the competencies by the students.

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:

Worldwide there is a rapid growth in the number of individuals requiring organ transplantation h with a modest increase in the number of organs that are still attainable. Around 500,000 Indians die every year because of a dearth of organs and India's transplant requirements would be achieved if the organs of only one fourth of the estimated two lakhs brain deaths due to road traffic accidents are donated for transplantation. As well, around 25 different organs and tissues, including the cornea, bone marrow, heart, kidney, liver, pancreas, skin, and ligaments, can be transplanted.

Faced with increasing numbers of patients in need of organ transplantation, 'Transplantation of Human Organs Act' (THOA) was enacted in India in 1994 to establish an ethical system for the removal, storage, and transplantation of human organs for medical treatment and to prevent the illegal commercial trade of human organs. In 2011, an amendment to the act was passed by the parliament, and subsequently the rules were notified in 2014 with significant modifications and a clearer description of some terms used in the act.

Envisaging the impact of the positive attitude and thorough knowledge of the medical graduates on the promotion of organ donation among the society, the National Medical Commission had recently incorporated the formal education on medico legal and social aspects of Organ transplantation in the medical undergraduate curriculum. In accordance to this, along with adhering to the national/state approved medical, legal, ethical and social guidelines in organ transplantation procedures, the Tagore Medical College and Hospital has taken fervent measures towards educating the medical students on the same aspects.

The institution had organized various curricular and co-curricular activities for the students emphasizing on the significance of organ donation and the socio-legal and moral issues associated with organ transplantation. Lectures on the evolution of transplantation, seminars elucidating on the current protocols and legal considerations in performing the transplantation, were conducted for the students. The department of Community Medicine organized awareness programs and guest lectures commemorating the National organ donation day for the students on the following theme 'Organ Donation in India-emerging trends' in 2019. Training programs were conducted through various participatory activities, presentations using audio–visual aids, question and answer sessions on the concepts of organ donation by the faculties. Volunteer training programs were also given to the students by MOHAN Foundation, Chennai.

The department of Anatomy conducts cadaveric oath taking ceremony every year to make the first year students realize the importance of body donation and organ donation. Poster presentation and essay competition are also conducted. Departments of Nephrology and Ophthalmology conducted an awareness rally in 2022 on the eve of organ donation day. Every year department of Ophthalmology organizes programs during the eye donation fortnight involving the students and the interns to create awareness on eye donation in the society. Lectures on bone marrow transplantation, brain death, and renal, corneal, liver transplantations are delivered as a part of the curriculum by the concerned clinical departments.

File Description	Document
Any additional information	[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](#)
Link for National/State level policies on organ transplantation as adopted by the Institution	[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:

The department of Paediatrics of the Tagore medical college and hospital has an immunization clinic which efficiently follows vaccination and schedules recommended by UPI & IAP. Routine immunization clinic timing is between 8.30 am to 3.30 pm on working days. Vaccines including BCG, MMR, OPV HEP-B, PENTAVAC, ROTAVIRUS, IPV, DPT, Hib., are obtained from the satellite Primary Health Center and delivered to the patients free of cost. BCG and fractional IPV vaccines are given intradermally, OPV and ROTAVIRUS vaccines given orally, DPT, Hep-B, DT, PENTAVAC are given intramuscularly and MMR given subcutaneously. Special Vaccines are available in hospital pharmacy like Pneumococcal vaccine, Influenza vaccine, TCV, Varicella, Hep-A, which are administered depending upon the request of the patient after explaining the need of special vaccination and schedule to the patients. After each vaccine administration, the parents or attenders accompanying the children are counselled about the vaccine related adverse effects and reviewed when needed.

The immunization clinic is well-equipped with facilities for vaccine storage, cold chain maintenance; refrigerator, vaccine carrier bag along with temperature monitoring and the functioning of equipments are regularly checked. According to WHO norms, the records and registers of vaccinations done are maintained. Monthly updates are made on the stock registers for total quantities of vaccines needed, administered, and used, the stock available; the immunisation registers and vaccine related adverse events are verified by the department head. The clinic's nurse keeps daily records updated and continuously monitors the temperature of the refrigerator/cold storage.

In view of competency based medical education, the clinical and practical approaches recommended by the NMC are followed and the medical students are trained both theoretically and practically in immunization as per the National immunization schedule. For the theoretical purposes, didactic lectures are taken on the basics of immunization, seminars presentations on immunization schedules, and awareness and frequently asked questions about immunization. Public programmes on maternal, infant and children health care, are conducted regularly focusing on the significance of vaccination during the Breast feeding Week and New born Week Celebrations in which students in the clinical postings are given an opportunity to learn through participation.

During Clinical postings in the Department of Paediatrics, the students are allowed to observe the administration of vaccination initially before being allowed to handle patients independently. Both students and CRRIs are given hands on training on immunization under the super vision of an Assistant professor. They are also given training to manage emergency situation and vaccine associated complications.

A vaccination update CME was conducted on by the department of Peadiatrics 18/12/2019 and guest speakers were Dr. N.C. Gowrishankar and Dr. Elayarani Elavarasan from Dr.Mehta's hospital, Chennai. All the medical students participated in the CME. This was also followed by an interactive session where vaccine related updates were reinforced as a panel discussion. The department of Paediatrics regularly organizes pluse polio immunization camps as per government directions and a camp programme conducted on 19/01/2020 in which the faculty, CRRIs and students were involved and the programme had a large number of beneficiaries.

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

8.1.7

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

Response:

Tagore medical college and hospital is ascertained in transforming its students into medical graduates with defined attributes that empowers them to competently function as physicians of first contact in the community and progressively evolve as global leaders in their relevant specialised fields. Graduate attributes are the knowledge, skills, attitude, values and beliefs that the students are driven to take responsibility for developing throughout their course of study at the institution. In alignment with the attributes stated by the National Medical Commission (NMC) as Clinician, Leader, Communicator, Lifelong learner and Professional, the institution has delineated the following graduate attributes, had taken measures for their execution and evaluation of attainment through the medical education unit and the curriculum committee.

Attribute 1: Continuous Knowledge and Skill development

The institution warrants the role of the graduating students as "clinicians" with in-depth knowledge, clinical skills, and a desire to continuously work towards professional development as lifelong learners. Attainment of defined knowledge and skills are evaluated through written tests, practical sessions and viva-voce during internal and end year university examinations. Slow learners are supported through one to one teaching beyond classroom study hours, improvement examinations and personalized mentoring.

Attribute 2: Ethics, Compassion & Communication

The institution ensures that the graduates gain knowledge of ethical principles and practices including their legal obligation to practice medicine according to the codes and laws of the country in which they work. The students are trained to be keenly aware of and be sensitive to the cultural beliefs and practices of the patients even if these fundamentally differ from a doctor's own beliefs and cultural norms. The students are also skilled to emerge as effective communicators and professionals with empathy and compassion towards the patients and their relatives. As prescribed by the NMC, these attributes are imparted for the students through the AETCOM learning modules from first to fourth professional years and the attainment of these attributes are evaluated through written exams and structured assessments using defined skill sets.

Attribute 3: Physical health and mental wellbeing.

The institution affirms that as primary healthcare providers, it is crucial for the medical graduates to have robust physical and mental health. This is attained through motivating students to organise and participate in intra and inter-collegiate sports and cultural events, yoga and wellness sessions annually.

Attribute 4: Team building and leadership

Students are given opportunities to represent in various curricular and extra-curricular committees and the students' council provides a platform to enhance their team building and leadership skills through organising sports, cultural and extension and outreach activities

Attribute 5: Digital literacy

Today's digital world necessitates the medical graduates to be up-to-date on recent digital advances in medical science and skilful on the usage of digital medical equipments and digital data transfer. The institution facilitates the students to attain digital literacy through training students in various recent advances in medical fields and the interns in digital medical records storage and data retrieval, the attainment of which is evaluated through the assessment of the internship logbooks.

File Description	Document
Any additional information	[View Document](#)
Links for Medical graduate attributes as described in the website of the College	[View Document](#)
Link for Additional Information	[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 Prgrammes in emerging trends in Medical Educational Technology.

Response:

With information technology and artificial intelligence gaining momentum in medical education, it is essential to enhance the digital skills of faculty in medical education and health institutions. The increased use of simulation, virtual and augmented reality in medical education had resulted in the emergence of innovative learning resources for students who are evolving to become more technologically-savvy, demanding for the faculty capable of embracing these changes. Faculty development programs (FDP) focusing on the emerging trends in Medical Education Technology are the need of the hour for enhancing the capability of the faculty to meet such demands. Medical education units can be instrumental in fostering the current demands of the faculty through organising trend based faculty development programs in medical education.

As mandated by the Medical Council of India, the Medical education unit (MEU) at Tagore Medical College and Hospital was instituted in the year 2011 with the guidance of the MEU of Sri Ramachandra Institute of Higher Education & Research, Chennai, which is the nodal centre for the institution.

Organisation chart of MEU- TMCH:

MEU is constituted by a Chairperson, Co-ordinator, Secretary & members who have completed their revised basic course workshop on AETCOM organised by the nodal centre.

Activities of MEU:

The MEU has actively contributed towards improving and reforming the medical education in the institution. Each year the MEU organises orientation programmes for students, like foundation course for the first year students and CRRI orientation programs. The faculties are trained in effective vertical and horizontal integration of courses through incorporation of teaching learning methodologies like Problem

based learning, Microteaching, Self-directed learning, Flipped classroom, OSPE, OSCE, DOPS etc. Most of the CMEs, conferences and workshops conducted in the college are done in collaboration with Medical education unit.

The main activity of the MEU is conducting FDPs in the form of basic course workshops and revised Basic course workshops on AETCOM modules for the faculty, aimed at sensitizing them about advances in teaching and assessment methodologies & to update their knowledge on recent pedagogical trends and research methodology tools. So far the MEU has conducted six FDPs and trained around 115 pre, para and clinical faculties on "Basic course and Revised basic course in Medical Education technologies" under the guidance of a MCI observer, from MEU of the modal center

Medical Council of India revised the Undergraduate medical education curriculum in 2019 to Competency Based Medical Education (CBME). For effective implementation of the new curriculum, the MEU had organised two Curriculum Implementation Support Programs (CISP I &II) to sensitize the faculties on the effective delivery of CBME curriculum.

The COVID pandemic had necessitated the implementation of online education and skills training through simulations. The MEU had conducted focused workshops for the faculty on online usage of teaching learning platforms like Google-meet, G suite, Google classroom etc. Faculty were also trained by the MEU to deliver lectures online and to create e-contents. Focused FDPs on simulation based and problem based learning were also organised by the MEU.

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

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](#)
Links for e-copies of Certificate/s of Accreditations	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.10

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

Response: 93.6

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	149	150	150	150

8.1.10.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
181	175	150	150	150

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 institution is cognizant in educating the medical graduates on medico-legal issues as they form an integral part of medical practice. The undergraduate students are taught medico-legal issues as stated in the curriculum as a part of forensic medicine and toxicology by the department of Forensic medicine through didactic lectures, interactive seminars, small group discussions and practical sessions. Students gain an insight of legal requirements for medico-legal post-mortem examination through observation of autopsies during their stay in the department. Students are sent to nearby government medical colleges for the same purpose. The department organizes seminars, role plays and mock court demonstrations for students during their tenure in the department to enhance their knowledge on medico-legal aspects of medical practice. The department also discusses medico-legal cases handled by them with the students to facilitate the understanding of concepts. Students are emphasized on the importance of medico- legal aspects through journals, seminars and workshops. The importance of documentation and maintenance of medical records are also discussed.

The department of forensic medicine educates the students on medical Indemnity insurance, civil litigations and compensations, motor vehicle act and accident related insurance claim including third party insurance as a part of medical jurisprudence which also vertically integrated in AETCOM sessions. The students are trained in contemporary medico-legal practices and third party administration, insurance mechanisms, indemnity insurance protection relevant to clinicians as well as patients. The contemporary medico-legal practices include:

- **Right of the patients**
- **Right to choose a doctor**
- **Right to information**
- **Medical negligence: Act of commission, Act of omission**

- **Responsibilities of a medical practitioner**
- **Medico-legal issues**
- **Legal aspects in medical record**

During COVID-19 lockdown, teachers used e-learning platforms to deliver lectures and discuss simulated cases on medico- legal aspects. Students were encouraged to prepare and present seminars on medico-legal aspects. The institution has created e-learning modules for medico- legal cases and medical ethics during the COVID-19 era where offline, in-person discussions were not possible. This facilitated the students towards self-paced learning which had a significant impact in the in-depth understanding of the concepts.

The interns posted in the Accident and Emergency department are trained towards handling the medico-legal cases under the supervision of the medical officer. The hospital has prior memorandum with the third-party payers, provide appropriate treatment to the policy holders and claims charges from insurers through third party payers. Students are sensitized about the third party payers and insurance mechanisms through seminars by the faculties and the insurance providers. The institution has a defined professional indemnity insurance protection policy for   to protect them from the financial claims made by discontented customers and to cover all their legal expenses during a lawsuit, provided covering only the Civil Liability claims and not the criminal acts committed by the practitioner. The interns, post graduates and clinicians of all departments are sensitized on the institutional policy on Professional Indemnity Insurance protection for the physicians and surgeons and the monetary benefits enabled for the patients in case 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](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)

5. CONCLUSION

Additional Information :

Tagore Medical College and Hospital is committed to serving the underprivileged and afflicted within the local community, as well as extending its assistance to anyone seeking support. This aligns with its vision to provide holistic health services and an exceptional education system that upholds the core principles of ethics, educational excellence, patient care, and research.

The institution's social responsibility is evident from its philanthropic ventures to the local community. Some include:

- Contribution of Rs. 21 lakhs for maintenance of Periyaeri and Sitheri lakes in Rathinamangalam village
- Contribution of Rs. 20 lakhs to District Collectors fund for infrastructure development of Kandigai and Rathinamangalam villages
- Donation of a tractor at the cost of Rs. 8.75 lakhs to Vengadamangalam Panchayat
- Donation of Rs. 91000 towards deposits and charges of electricity connection for the houses of the Irular tribal community residing at Pazhaveli village.
- Plantation and maintenance of greeneries and lighting at Vandalur bridge for one year at the cost of Rs. 10 lakhs
- Creation of central meridian in front of the hospital in the Vandalur to Kelembakkam Highway at the cost of Rs. 17 lakhs.
- Provision of free transport for the school children
- The eco-conscious efforts of the institution is reflected in its ISO 50001:2018 certification for Power and Energy optimization and resource management and ISO 14001:2015 certification for waste management, water conservation, green environment and campus sustainability.

Concluding Remarks :

Tagore Medical College and Hospital strives incessantly to achieve its vision of becoming a first-rate leader in medical education, clinical training, patient care, research and innovations by staying true to its values. Simultaneously, the institution is dedicated to its mission of molding students into empathetic and adept physician leaders and offering accessible, top-notch healthcare services to the society. Moving forward, institution's future focus lies in advanced research, enhancing postgraduate education and hospital services by establishing super specialties. By incorporating these additional facilities, Tagore Medical College and Hospital is poised to elevate its status to a deemed university and become one of the nation's finest.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only) 1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
01	0	0	01	0 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
01	0	0	1	0	
1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years 1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Answer before DVV Verification : 188 Answer after DVV Verification: 188 1.2.1.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 188
1.2.2	Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years 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 Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
829	805	763	725	692 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
829	805	763	725	692	
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 : 31 Answer after DVV Verification: 11 Remark : Value updated as per data template avoiding duplicate courses
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 : 785 Answer after DVV Verification: 785
2.1.2	Average percentage of seats filled in for the various programmes as against the approved intake 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: Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
181	175	150	150	150 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
181	175	150	150	150 | 2.1.2.2. Number of approved seats for the same programme in that year Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---	
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 Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any two of the above

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: C. Any two of the above
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	 |---|---|---|---|---|
45	53	35	36	28 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18 | |---|---|---|---|---|
45	53	35	36	28	
2.4.3	Average teaching experience of fulltime teachers in number of years (preceding academic year) 2.4.3.1. Total teaching experience of fulltime teachers in number of years (cumulative experience) Answer before DVV Verification : 1747.06 years Answer after DVV Verification: 1744.88 years Remark : Value updated excluding faculty with less than one year experience .
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
08	12	08	11	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
03	1	0	3	2

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any 3 of the above
Remark : Value updated as per details/supporting documents provided by HEI.

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
70	66	59	64	60

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	0	0	0

Remark : The Guideship letters needs to be from the concerned University . Value have been updated considering the Guides who have guided Research Scholars.

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
10	29	13	12	06

Answer After DVV Verification :

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

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
13	17	14	17	11

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	4	1	1	8

Remark : Value updated excluding intra mural funding and considering relevant projects

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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
61	02	12	08	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	02	5	4	2

3.3.1	The Institution ensures implementation of its stated Code of Ethics for research.
	The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:
	1. There is an Institutional ethics committee which oversees the implementation of all research projects 2. All the projects including student project work are subjected to the Institutional ethics committee clearance 3. The Institution has plagiarism check software based on the Institutional policy 4. Norms and guidelines for research ethics and publication guidelines are followed
	Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above Remark : The date of software purchase is during last/later months of period of assessment .Value updated as per attachments
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
104	38	23	129	69

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
57	29	22	113	57

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
	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 Answer before DVV Verification : 64 Answer after DVV Verification: 2
	Remark : Value updated as per intent of the metric for type of MoUs and activities /duration.
4.1.4	Average percentage of expenditure incurred, excluding salary, for infrastructure development and

augmentation during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1807.26	1748.87	1640.88	476.12	255.17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1807.2	1748.87	1608.50	474.88	254.70

Remark : Values updated excluding library books expenditure

| 4.2.4 | Availability of infrastructure for community based learning

Institution has:

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above
Remark : S.No. 1,2 and 3 have been considered bass on details and supporting documents provided by HEI. |

| 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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any three of the above |

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
131.42	82.19	57.50	42.74	63.48

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
71.30	58.25	18.27	20.05	0

Remark : value updated based on highlighted entries in attachments .for 2017-18 has not provided the supporting documents..

| 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 Three of the above |

| 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
1917.47	1369.86	1471.80	1409.18	1283.61

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
458.69	350.87	446.025	234.34	300.68

Remark : Values updated considering heads falling under maintenance of physical facilities and academic support facilities |

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
	Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any three of the above Remark : 4 of 7 have been considered based on details/documents provided by HEI and requirement of the metric
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
595	639	601	537	522

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
595	639	601	537	522

| 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
09	17	47	66	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
09	17	47	66	0

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

| 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
113	116	101	72	89

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
113	116	101	72	89

| 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
28	05	25	14	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	1	5	7	12

| 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
15	07	09	08	11

Answer After DVV Verification :

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

| 6.2.2 | Implementation of e-governance in areas of operation |

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

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
67	46	19	18	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
67	46	19	18	28

| 6.3.3 | Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,) |

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	06	06	10	08

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
11	06	06	10	08

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.. 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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
128	86	51	80	59

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
128	86	51	80	59

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
06	04	04	06	06

Answer After DVV Verification :

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

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 : C. Any three of the above
Answer After DVV Verification: C. 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: D. Any two of the above Remark : Value updated as per attachment
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 addmitted in last five years Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18	

150	149	150	150	150

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
181	175	150	150	150

2.Extended Profile Deviations

ID	Extended Questions
1.1	Number of full time teachers year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>266</td><td>243</td><td>228</td><td>215</td><td>212</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>266</td><td>243</td><td>228</td><td>215</td><td>212</td></tr></table>
1.2	Number of sanctioned posts year-wise during the last five years Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>266</td><td>243</td><td>228</td><td>215</td><td>212</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>266</td><td>243</td><td>228</td><td>215</td><td>212</td></tr></table>
2.1	Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs) Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3724.73</td><td>3118.73</td><td>3112.68</td><td>1885.30</td><td>1538.78</td></tr></table> Answer After DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>3724.73</td><td>3118.73</td><td>3112.68</td><td>1885.30</td><td>1538.78</td></tr></table>