iODE2OTkzMWI4ODJjZjQ3NDRlMzAwYjJiNGVjMTFjNWVlMjkwNzEyNTdiZTFiYjFkZTJmZDVkOSIsInRhZyI6IiJ9)

INSTITUTIONAL ASSESSMENT AND ACCREDITATION
(Effective from July 2017)

Accreditation - (Cycle -3)

PEER TEAM REPORT ON

INSTITUTIONAL ACCREDITATION OF
CHETTINAD ACADEMY OF RESEARCH AND EDUCATION
U-0451
Tamil Nadu
KELAMBAKKAM
603103

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL
An Autonomous Institution of the University Grants Commission
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA

Section I:GENERAL INFORMATION	
1.Name & Address of the institution:	CHETTINAD ACADEMY OF RESEARCH AND EDUCATION KELAMBAKKAM Tamil Nadu 603103
2.Year of Establishment	2008
3.Current Academic Activities at the Institution(Numbers):	
• Faculties/Schools:	6
• Departments/Centres:	39
• Programmes/Course offered:	78
• Permanent Faculty Members:	355
• Permanent Support Staff:	1233
• Students:	3307
4.Three major features in the institutional Context (As perceived by the Peer Team):	1. Rural medical university with vibrant eco green campus 2. Chettinad Free Community Hospital 3. Dedicated and responsive management trust
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	Visit Date From : 06-06-2022 Visit Date To : 08-06-2022
6.Composition of Peer Team which undertook the on site visit:	
Chairman:	Shirish Patil
Member Co - ordinator:	Adikesava Sastry Regulagedda

Member:	Sudharani Banappagoudar
Member:	Rangaiah B
Member:	Vedamurthy A B
Member:	Sudhir Dagaonkar
NAAC Co - ordinator:	Dr. B.s. Ponmudiraj

Section II:CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrices of the key Indicator under the
*respective criterion***(This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)**

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrices(QlM) in Criterion1)	
1.1	**Curriculum Design and Development**
1.1.1 QlM	Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies*.*
1.1.3 QlM	Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years
1.2	**Academic Flexibility**
1.3	**Curriculum Enrichment**

1.3.1 QlM	Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the curricula
1.3.4 QlM	Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment
1.4	**Feedback System**

Qualitative analysis of Criterion 1

Chettinad Academy of Research and Education (CARE) was conferred the status of Deemed to be University u/s 3 of the UGC Act 1956 in the year 2008. The Chettinad Academy of Research and Education is a multi faculty university which offers 60 academic programs under the faculties of Medicine, Nursing, Allied Health Sciences (AHS), Pharmacy, Physiotherapy, Architecture, Commerce and Law. Programs and courses have relevance to the needs of local/national/regional/global health care and are as per the norms of regulatory bodies. The University follows syllabi of NMC, INC, TNNMC, AICTE, COA, BCI, PCI and UGC. The curriculum is updated within the scope of permissible limits of regulatory body norms. CBCS curriculum is implemented for Allied Health Science programs and CBME curriculum is adopted for Medical College programs. University has Curriculum Committee and Board of Studies (BOS) in each subject/ Medicine allied / Surgery allied, paramedical courses, Law, Architecture and AHS. Changes in the implementation of curricula are proposed by various BOS based on feedback analysis of stakeholders, which are later approved/ratified by Academic Council/BOM. IQAC regularly conducts workshops for innovative curriculum design/development. The University has 124 value added courses in Nanomedicine and Nanoformulation of drugs, Bioprocessing for Biomolecules Production, Health Education Skills through Community Diagnosis, Counselling and Psychotherapy, Bioprocessing for Biomolecules Production, Molecular diagnostics of infectious disease, Computer Programming and image Processing, sports, yoga etc.

Programme outcomes (POs) and course outcomes (COs) include local, regional, and national health care needs. Course outcomes are mapped with programme outcomes as per guidelines of regulatory bodies and ensure effective implementation of the same through an established assessment procedure. Curriculum with POs, PSOs & COs is available on website and disseminated to all stakeholders. In the same manner various competencies listed in the competence-based curriculum need to be mapped to the Pos and Cos to develop robust formative assessments. Students could learn and develop their knowledge, skills from rich repository of clinical material, skill laboratories guided by experienced teaching faculty. There is emphasis on developing intellectual faculties like reasoning, critical thinking, and communication skills during clinical teaching. Students undergo field and industrial visits and links with community enhances their social responsibilities and develops people friendly attitude among them. Fellowship programs focus on specialized skills and competencies required for entrepreneurship and employability. The University has MoUs with 50 plus Institutions and Industries. Biomedical Science programs like M.Sc., B.Sc., provide trained technologist manpower in areas of medical laboratory, Radiology and Operation Theatre requirements. Further MOUs with different Universities in India and Abroad, provide opportunities for students to exchange views, learn from adjunct faculty and improve their competency and employability. The same is documented and web link is available.

All programs focus on holistic medical education and skill development hence ensures employability and entrepreneurship. Interdisciplinary collaborative activity in house can be enhanced with increased scope of programs in university and existing MoUs with institutions and industries need to be more functional. University organizes various programs to address professional ethics, gender sensitivity, environment sustainability, human values, and professional ethics. Women related specific health disorders like maternal health and ageing are part of medical curriculum. The university has women empowerment cell which organizes programs and strengthens issues pertaining to Psycho-social/Economical/Legal empowerments of Women and Prevention of sexual harassment and the issues related to gender inequity. There is an effort to strengthen the AETCOM competencies among the faculty and students. In this direction, regular sensitization programmes can be enhanced. Attempts may also be made to attain representation in the regulatory bodies

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrices(QlM) in Criterion2)	
2.1	**Student Enrollment and Profile**
2.2	**Catering to Student Diversity**
2.3	**Teaching- Learning Process**
2.3.1 QlM	Student-centric methods, are used for enhancing learning experiences by: • Experiential learning • Integrated/Inter-disciplinary learning • Participatory learning • Problem-solving methodologies • Self-directed learning • Patient-centric and Evidence-based learning • The Humanities • Project-based learning • Role play
2.3.3 QlM	Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources
2.4	**Teacher Profile and Quality**
2.5	**Evaluation Process and Reforms**
2.5.4 QlM	Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.
2.6	**Student Performance and Learning Outcomes**
2.6.1 QlM	The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents
2.7	**Student Satisfaction Survey**

Qualitative analysis of Criterion 2

The University has implemented various student-centric learning methods such as integrated/inter-disciplinary learning, participatory learning, problem solving techniques, self- directed learning, patient-centric, evidence based learning, etc to strengthen student learning capabilities. Participatory learning is encouraged in the form of clinical postings and combined community activities. In addition to classroom and clinical facilities, the students are learning in the community settings viz Rural Health Centres, Urban Health Centre, in villages under field visits and Industrial visits. Case-based discussions enhance critical thinking and decision making amongst learners.

Project based learning is encouraged by short-term projects funded by various funding agencies. The teaching learning experience has been further strengthened by the availability and utilisation of patient simulators. Mind mapping- an active learning method is practiced to some extent. Hence, interplay of above-mentioned student centric methods apart from didactic lectures and ICT enabled learning, lead to holistic blending of intended learning. Experiential learning of the students, however, needs further academic enrichments by use of standardized patients and Skill augmentation labs. Lecture halls and seminar rooms are ICT enabled with 24x7 LAN and Wi-Fi broad band (Airtel-1GPBS) connectivity for the staff and students. The library provides advanced learning materials through e-library. Students are exposed to T-L activities on virtual platforms. Feedback is collected for online assignments periodically and reviewed. Simulation lab is used for high-end skills like birth technique, resuscitation technique, ultrasound-guided invasive techniques, and lap procedures. The Media centre for e-content development needs to be enhanced and used for creating further qualitative e-contents. Automation in examination system is implemented. (i.e., students' applications, payment of examination fees and hall ticket generation, digital evaluation, and declaration of results online). Formative and summative assessment strategies are well defined. Internal assessment system is used for continuous evaluation of skills, learning ability, soft skills, and competencies of the students with specified weightage and minimum marks required to appear at the end-semester examinations. Summative examinations are conducted by the University as per norms of NMC and other Regulatory bodies. Competencies such as Clinical/practical skills are assessed by various

methods. The University has adopted single, double multiple evaluation process with a built-in mechanism for revaluation/re-calculation. Coding and decoding of the theory answer scripts with barcoding is done to ensure and maintain confidentiality. Examination Certificates are with security features like Logo, students' photograph, date of birth, watermarks and QR codes which are verifiable online. University is regularly updating the question bank according to UGC regulations.

The formative examination activities which are practiced in various colleges of University, however, need to be strengthened with innovative methods such has EPAs which should be well defined for the stage of learning and mapped to the outcome The University has clearly defined Programme outcomes (PO) and Course Outcomes. (CO) and are displayed on University Web page. The attainment levels are displayed on website.

Induction and orientation programmes are integral features of all newly enrolled students. University has well formed graduate attributes for the students like Dynamic Professionalism, Exemplary Leadership, Effective Communication Skills, Scholarly Attitude, Element of Critical thinking, Enthusiasm for Research, Social Commitment and Global Competencies.

The Medical Graduates attributes are as per norms of statutory bodies to become a locally competent, globally responsible clinician, leader, and a member of the inter- disciplinary health care team, through the lifelong learning process that is humane, ethical, and committed to excellence. In order to understand whether Cos ultimately aim at attaining the Graduate Attribute (GA) and POs in a holistic manner, curriculum mapping, however, is needed to be done periodically.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrices(QIM) in Criterion3)	
3.1	**Promotion of Research and Facilities**
3.1.1 QIM	The institution has a well defined Research promotion policy and the same is uploaded on the institutional website
3.2	**Resource Mobilization for Research**
3.3	**Innovation Ecosystem**

3.3.1 QlM	Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell
3.3.2 QlM	Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years
3.4	*Research Publications and Awards*
3.5	*Consultancy*
3.5.1 QlM	Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy
3.6	*Extension Activities*
3.6.3 QlM	Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years
3.6.4 QlM	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
3.7	*Collaboration*

Qualitative analysis of Criterion 3

The University has a defined research policy, ably supported by CDSCO approved Institutional Ethics Committee, Institutional Human Ethics Committee (IHEC), Department of Health Research (DHR) and Office of the Human Rights Protection (OHRP)-USA, Institutional Animal Ethics Committee (IAEC), registered with CPCSEA and the Institutional Bio Safety Committee (IBSC), recognized by the Dept. of Biotechnology. The Institution has been accorded SIRO status by DSIR and 12B status by

UGC. The committees monitor and implement quality research and inculcate research culture among the students and faculty. The committees also monitor clinical trials being conducted in the university. In addition to Central research Laboratory facility, CPCSEA registered animal house and exclusive clinical trials unit to conduct in-vitro, pre-clinical and clinical studies, university has state- of -art, Simulation research laboratory, Centre for Advanced Medical Research and artificial intelligence enabled computational research.

The research promotion activities in the university are monitored by Director (Research). The research training programs for faculties, students and research fellows are conducted regularly. A Research Advisory Committee (RAC) comprising eminent scientists and clinicians exits. About 1.57 crore is spent as annual research budget in last 5 years and 15% teachers have fellowships/ financial support for collaborative research.

University has established State of art instrumentation facility for its biomedical research incorporating genomics, nanotechnology laboratories, tissue culture facility, bioinformatics & computational biology labs, *in-vitro* fertilization lab, high throughput computing facility for drug discovery, *in vivo* small animal imaging and CPCSEA-approved animal facility. University is accorded SIRO status by DSIR and has linkages with 29 academic institutions and industries for enhancing teaching, training and research. University has hosted good number of conferences with eminent speakers invited from across the country and abroad.. University has extramural funding from Government agencies like DST, DBT, CSIR ICMR, LTMT, UGC, etc. The University is also successful in securing the Indo-Italy project through DST initiative. In the pursuit to promote quality research University offers, JRF for full time PhD scholars, Postdoctoral fellowship and seed money for faculty research. Over 53 Scholars have completed their Ph.D and 148 Scholars are pursuing their Ph.D. Over 664 books and book chapters, 57 patents, 82 gene banks, 38 copy rights, 1800 publications have been published with an overall citation of 8877 and an H index of 35 with average impact factor of 3.19.

Workshops and seminars on Good Clinical Practice, Research Methodology, Good Laboratory Practice, Statistical methods, and Research project grant writing have been organized by the University in compliance with the new guidelines of National Medical Commission. The University has also initiated programs for capacity building on

publication, IPR component, inculcation of soft skills in research for the students as well as the faculty to enhance their research potential. However, the number of research projects funded from other Government organizations like DST, DBT, CSIR, ICMR, etc. needs to be improved.

The University has initiated training-cum capacity building programme for IPR and consultancy. Consultancy activities need to be encouraged and strengthened by creating a proper eco-system. The University has carried out several extension and outreach activities in the rural populations. The University has initiated several activities related to gender disparities, social inequality and other need based community related activities. It has adopted 5 villages under Unnat Bharat Abhiyan as an initiative of MHRD, GOI. Institute also provided care to the patients including free treatment to poor people during COVID 19 Pandemic.

Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrices(QlM) in Criterion4)	
4.1	**Physical Facilities**
4.1.1 QlM	The institution has adequate physical facilities for teaching – learning, skills acquisition etc
4.1.2 QlM	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
4.1.3 QlM	Availability and adequacy of general campus facilities and overall ambience
4.2	**Clinical, Equipment and Laboratory Learning Resources**
4.2.1 QlM	Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

4.2.2 QlM	Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.	
4.3	**Library as a Learning Resource**	
4.3.1 QlM	Library is automated using Integrated Library Management System (ILMS)	
4.3.2 QlM	Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines	
4.4	**IT Infrastructure**	
4.4.2 QlM	Institution frequently updates its computer availability for students and IT facilities including Wi-Fi	
4.4.4 QlM	Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,	
4.5	**Maintenance of Campus Infrastructure**	
4.5.2 QlM	There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)	

Qualitative analysis of Criterion 4

The University is an eco-friendly green campus situated in 33.45 acres of land in a rural set up. There are 133 classrooms including seminar and demo halls (129 are ICT enabled) and 2 auditoria. The constituent colleges have laboratory facilities for academic research and training. University provides in-house developed LMS facility for students, where they can access the presentations, syllabus, assignments and question banks. The skills / simulation lab has mannequins to train the students on all the necessary techniques, as required by the UG and PG curricula. The simulation lab is accredited with American Heart Association and offers certified BLS, ACLS training programs.

The teaching hospital, Chettinad Hospital and Research Institute, has 1180 beds with adequate clinical material for students' training. All the Departments are equipped with necessary instruments / laboratory facilities for students' training and research. The University has central instrumentation laboratory with high end equipments such has High Performance Liquid Chromatography (HPLC), Real time PCR, Genetic Analyzer, Animal Imaging System and so on. In addition, students are given training in the rural and urban health centres at Poonjeri and karapakkam.

The Central Library has a web-based library management system (LMS) with RFID support, fully automated, air-conditioned, and covering an area of 2400 square meters. Library is equipped with NPTEL, MOOCs platforms, INFLIBNET and SWAYAM. Institutional LMS is integrated with Online Public Access Catalogue and e-PG-Pathshala. The library has a good collection of printed and e-resources through various consortia as ProQuest, DELNET etc. in all disciplines. A good number of printed books, national and international journals, e- books, CDs/DVDs and other AV resources are available. PhD theses are periodically uploaded in INFLIBNET. Further, the library has access to electronic resources like British Council Library, National digital library (NDL) and Shodhganga.

24/7 Rural health centres and urban health centres provide exposure to the students and interns for hands on training in rural and urban populations. Indoors and out-door sports facilities and recreational facilities in the University campus are available for the   students and staff. Synthetic Track, Football field, Cricket ground, Turf cricket nets, and facilities for various outdoor and Indoor sports facilities are available. Swimming pool, Gymnasia and 2 auditoriums for cultural activities with seating capacity 1400 and 400 each are available. Bicycles and battery operated vehicles are operated for internal commutation. Biometric access controlled entry/exit for students and faculty is available.

The university campus has common facilities such as canteens, post office, bank with ATM facilities, day-care centre, etc. The green campus has a robust alternate energy sources such as wind mill and solar energy that cater to the substantial energy requirements in the campus. Solid and liquid waste management systems, rainwater harvesting system, etc. are also in place in the campus. The hostels and other

buildings are having facility for differently abled persons. The Campus is secure with deployment of security. Surveillance by CCTV system is available throughout the campus.

The IT facilities of the University are upgraded frequently. The internet connection has a bandwidth of 1 GBPS. The entire campus including the hostels, hospitals, academic block is wi-fi enabled. An audio-visual studio is available for developing e-contents. The IT department conducts periodic programs to train the faculty on development of e-contents.

The Campus Maintenance Committee is in place for maintaining the physical, academic, and support facilities in the campus, supported by an effective Standard Operating Procedures (SOP) for the same. The maintenance department looks after biomedical waste management, electrical, civil, mechanical, carpentry, plumbing, etc in the campus. E-waste disposal is out sourced as per the state government regulatory policies . Biomedical engineering department looks after maintenance of Laboratory and hospital equipment also.

Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrices(QlM) in Criterion5)	
5.1	**Student Support**
5.1.4 QlM	The institution has an active international student cell
5.2	**Student Progression**
5.3	**Student Participation and Activities**
5.3.2 QlM	Presence of Student Council and its activities for institutional development and student welfare
5.4	**Alumni Engagement**
5.4.1 QlM	The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years

Qualitative analysis of Criterion 5

The student council has equal representation of students from all the constituent Colleges. The council facilitates and organizes various activities including sports, cultural activities, awareness programs, celebration of festivals and so on. The student council has full freedom to analyze and suggest the curricular and extracurricular needs of the students. The students play an active role in all the curricular and non-curricular activities of the institute. The institute focuses on empowering the students in every possible way. Committees such has sports committee, IQAC, library committee, hostel committees and anti-ragging committee have adequate student representation.

The anti-ragging, grievance redressal and prevention of sexual harassment committees are active with online and offline reporting systems for grievances. The committees meet frequently to discuss about the grievances received and submit reports to the management on the grievances and actions taken. The contact details of the committee members are displayed everywhere in the campus.

The University offers a number of capability enhancement and skill development schemes on the following themes: language & communication, soft skills, yoga & wellness, analytical skills, human values, personality & professional development and employability skills to the students every year. Global language training centre is available to train the students in various national and International languages.

The alumni association is in place and acts as a platform to link the former students with the University. However, the Alumni association needs to be encouraged for their more academic inputs in to the curriculum enrichment, skill development, employability, etc of medical students. The Placement cell also needs to be more proactive.

Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrices(QIM) in Criterion6)	
6.1	**Institutional Vision and Leadership**
6.1.1 QIM	The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

6.1.2 QlM	Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.
6.2	**Strategy Development and Deployment**
6.2.1 QlM	The institutional Strategic plan is effectively deployed.
6.2.2 QlM	Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.
6.3	**Faculty and Staff Empowerment Strategies**
6.3.1 QlM	The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.
6.3.5 QlM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	**Financial Management and Resource Mobilization**
6.4.1 QlM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.4.3 QlM	Institution conducts internal and external financial audits regularly
6.5	**Internal Quality Assurance System**
6.5.1 QlM	Instituion has a streamlined Internal Quality Assurance Mechanism
6.5.3 QlM	Impact analysis of the various initiatives carried out and used for quality improvement

Qualitative analysis of Criterion 6

The University has defined vision and mission statements which are prominently displayed at key areas. The University has planned various activities to realize their declared goals. The institutional excellence is achieved with efforts of various administrative bodies including Board of management, Academic council, Planning and Monitoring Board, Finance Committee and Board of Studies. BOM allows the Vice

Chancellor (VC) to decide and execute policies of the university. VC authorizes the Dean / College Heads/ Department HODs to plan, organize and effectively execute those policies.

Decentralization regarding the implementation of institutional practices and day to day functioning of the medical college and the hospital has been facilitated by constitution of various committees with representation from the various departments, faculties, and other stakeholders.

The IQAC was established in the year 2010, to effectively identify and deploy the strategic plans, through the "Strategic Management Project" constituted by the Board of Management.. The IQAC did SWOC analysis and prepared an action plan for their implementation. Critical strategies were categorized for immediate attention and infrastructure development and resource mobilisation were carried out to implement various activities. Committee to oversee the implementation of strategic plan was also established to monitor and perform interim analysis with indicators of change, validated further by both internal as well as external assessment of the deliverables. IQAC conducts Academic and Administrative Audit (AAA) regularly and contributes to NIRF and other rankings and accreditations of the University. The University promotes utilization of the resources and other activities to effectively deploy the strategic plan. The clinical and hospital audit programmes need to be strengthened under the guidance of IQAC.

The University offers the following welfare measures for the teaching and non-teaching staff: Provident fund & Gratuity, Accommodation & Food, Casual, Earned, Sick leave, Day care facility, medical welfare, Maternity leave (Fully paid- 6 months), ESI, Transport, Health Insurance, Meal Pass, Subsidized school education and financial assistance for participation in conferences/workshops. The performance appraisal is periodically conducted based on the predefined policies and criteria. Increments, incentives and rewards are given as per the performance of the staff.

The University has devised apt policies for mobilization of funds and optimal utilization of resources. The major financial resources include fee from students, hospital revenue, Philanthropy and extramural funds. The BOM, Planning and Monitoring Board and Finance Committee help in planning the budget and utilization of the same towards corpus fund creation, patient welfare, education, augmentation of infrastructure,

teaching-learning resources and research facilities. The management trust is quite liberal in granting prompt financial support to all the developmental demands of the administration.

All the accounts are maintained digitally in ERP with Sage ACCPAC, an integrated hospital management and accounting software. Internal and External financial audits are carried out periodically. Internal audit is done by the team designated by BOM and external audit by independent statutory auditors.

	Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrices(QlM) in Criterion7)
7.1	**Institutional Values and Social Responsibilities**
7.1.1 QlM	Measures initiated by the institution for the promotion of gender equity during the last five years.
7.1.3 QlM	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
7.1.8 QlM	Describe the institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words)
7.1.9 QlM	Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens
7.1.11 QlM	Institution celebrates / organizes national and international commemorative days, events and festivals

7.2	**Best Practices**
7.2.1 QlM	Describe two best practices successfully implemented by the Institution as per NAAC format provided in the Manual.
7.3	**Institutional Distinctiveness**
7.3.1 QlM	Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Qualitative analysis of Criterion 7

The university has initiated measures for gender equity and sensitization. Women constitute 60% of students, 54% non-teaching staff, and 40% of teaching staff. Women empowerment is reflected by representation of women in various statutory bodies, committees, and administrative bodies, thus involving them in governance and decision making. The university has yet to initiate a well-structured policy and programme for promoting transgenders in academics, admissions, etc and also for their health care and related issues. The solid waste management, liquid waste management, and biomedical waste management systems are in place in the University. It is supported by facilities for segregation of biomedical waste, facilities for the on-site transportation and temporary storage and facilities for treatment of biomedical waste. Well trained female security staff, besides the male security staff are available round the clock and biometric access enabled turnstile gates are available at the entry and exit points of college and hostel. Rain water harvesting facility and interconnected wells, ponds and bunds are available.

The university has made various efforts in creating an inclusive environment such as Linguistic Inclusiveness, regional and cultural inclusiveness, socioeconomic inclusiveness, etc for multicultural and multilingual students. The student diversity profile of the University includes nearly 40% from the region where the institute is located. Hence more efforts need to be made to make the student profile more pan Indian and International.

The University has conducted various activities, sensitisation programmes to promote tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities among students, the University involves students in celebrating Tamil

New year, Christmas, New Year, Ramzan, Ugadi, Onam, dusshera and other festivals. Language workshops in English, Tamil, Hindi, German and French are conducted.

In addition, the University celebrates the national days and international commemorative days such as National/international Doctors day, Nightingale day, Teachers Day, WHO day, Nutrition week, World water day, Pharmacists day, etc.

Best practice-1: Green campus initiative

The University has taken exemplary initiatives to develop green campus.

- Wind mill source is a unique source of alternative energy that caters to the substantial energy requirements in the campus.
- Solar energy generates enough power to support all the air conditioning requirements in the campus
- The motorized vehicles are discouraged in the campus. Free Bicycles are stationed at all strategic points in the campus for the use of all the students and staff for local commuting.
- Development of Herbal garden and forest development spread over a sizable area.

Best practices-:2 Chettinad Free Community Hospital

- In this initiative Chettinad Free Community Hospital is established within the hospital premises. Dedicated vehicles are sent to select nearby villages every day. The patients are offered free pick up and drop at doorstep, services at their convenient timing (morning or evening), free consultation, investigations, medicines and food. Where necessary secondary care is offered through free referrals to the main hospital. The institute has been awarded by FICCI "Excellence in Social Initiatives" for this initiative.

Best practices-:3 Central Research Laboratory

- The University has state of the art Central Research Laboratory which caters to current thrust areas of research in health care

Section III:OVERALL ANALYSIS (based on Institutional strengths.Weaknesses,Opportunities & Challenges(SWOC)(up to 500 words))

Overall Analysis

- Financial support for research projects of which couldn't extramural funding
- Motivated and dedicated faculty with low attrition rate
- Spacious infrastructure with academic and green ambience

- Effective contribution of the management trust to the financial and material strengths with visionary leadership

Section IV:Recommendations for Quality Enhancement of the Institution

(Please limit to ten major ones and use telegraphic language)
(It is not necessary to indicate all the ten bullets)

- More focus on translational and trans disciplinary approach meeting the changing needs of life styles in the society

- Introduce more super specialty departments and viable organ transplantation programme

- Need to maintain the current trend to increase the faculty publications ratio, external research funding and collaboration with national and international organizations

- Starting of wellness centers to enhance the mental and spiritual wellbeing of students and staff

- Integration of cross current common issues in various systems of medicine where ever feasible with effective utilization of the existing herbal garden

- Initiate introduction of Artificial Intelligence in Patient Care Management systems

I have gone through the observations of the Peer Team as mentioned in this report

Signature of the Head of the Institution
Seal of the Institution

Signature of the Peer Team Members:

Sl.No	Name		Signature with date
1	Shirish Patil	Chairperson	
2	Adikesava Sastry Regulagedda	Member Co-ordinator	
3	Sudharani Banappagoudar	Member	
4	Rangaiah B	Member	
5	Vedamurthy A B	Member	
6	Sudhir Dagaonkar	Member	
7	Dr. B.s. Ponmudiraj	NAAC Co-ordinator	

Place: Date