



YEARLY STATUS REPORT - 2022-2023

Part A

Data of the Institution

1.Name of the Institution	CHETTINAD ACADEMY OF RESEARCH AND EDUCATION
• Name of the Head of the institution	DR. SRIDHAR R
• Designation	Vice Chancellor
• Does the institution function from own campus	Yes
• Phone no. of the Vice-chancellor	04447413330
• Alternate phone No.	04447411012
• Mobile no (Vice-chancellor)	9841202000
• Registered Email ID (Vice-chancellor)	vc@care.edu.in
• Address	Chettinad Health City, Rajiv Gandhi Salai, OMR
• City/Town	Kelambakkam
• State/UT	Tamilnadu
• Pin Code	603103
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Rural

- Financial Status **Private**
- Name of the IQAC Co-ordinator/Director **Dr Arunkumar Radhakrishnan**
- Phone No. **04447413322**
- Alternate phone no. **04447413321**
- Mobile No: **9094752000**
- IQAC e-mail ID **iqac@care.edu.in**
- Alternate e-mail **arunkumarr@care.edu.in**

3.Website address <https://care.edu.in/>

4.Whether Academic Calendar prepared during the year? **Yes**

- If yes, was it uploaded in the Institutional Website? <https://care.edu.in/academic-calendar/>

5.Accreditation Details

Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	B	2.83	2010	28/03/2010	27/03/2015
Cycle 2	A	3.10	2015	16/11/2015	15/11/2020
Cycle 3	A++	3.71	2022	14/06/2022	13/06/2027

6.Date of Establishment of IQAC **01/06/2010**

7.Provide the list of Special Status conferred by Central/ State Government-UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Dr. Weslen Vedakumari S	Wearable self-powered intraocular pressure monitoring nanogenerators for sensitive detection of glaucoma	DST SERB	2022-23	3206813
Dr. Arunkumar R	Evaluation of impact of coastal pollution on human health	NCCR	2022-23	10000000
Dr. Weslen Vedakumari S	Luminescent microneedle patches to promote angiogenesis and remodel perifollicular microenvironment for alopecia treatment	DST SERB	2022-23	2332297
Ms. Jino Affrald R, Dr. Shoba Narayan	Studies on the effect of targetable Nano-carriers for Brain disorder	SJSGC	2022-23	495600
Ms. Shruthi N R, Dr. Surajit Pathak	Role of APR-246 (PRIMA-1 met) in the regulation of p53	SJSGC	2022-23	495600

	signaling pathway in colon cancer through targeting microRNA-155			
Mr. Biki Saha, Dr. Surajit Pathak	Investigating the role of TMAO on colorectal cancer	CSIR UGC	2022-23	392000
Mr. Subhamay Adhikary, Dr. Surajit Pathak	Role of microRNA 10b in development of colon cancer	DBT	2022-23	491280
Ms. Dikshita Deka, Dr. Antara Banerjee	Investigating the role of 4-phenylbutyric acid in reducing the endoplasmic reticulum stress-mediated unfolded protein response in dextran sulfate sodium-induced colitis	DBT	2022-23	481280
Ms. Atchaya J, Dr. Weslen Vedakumari S	PDMS based microneedles patch for tissue regeneration	TNSCT	2022-23	7500

8. Is the composition of IQAC as per latest NAAC guidelines **Yes**

- Upload latest notification of formation of [View File](#)

IQAC

9.No. of IQAC meetings held during the year 3

- Have the minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website **Yes**

- (Please upload, minutes of meetings and action taken report) [View File](#)

10.Did IQAC receive funding from any funding agency to support its activities during the year? No

- If yes, mention the amount

11.Significant contributions made by IQAC during the current year (maximum five bullets)

CARE is ranked 82nd in India for universities and 48th for medical colleges in the NIRF India Rankings 2023.

The R-World Institutional Ranking has awarded CARE - Institute for Excellence in Higher Education, Certified HEI as Premier Privilege Partner on 16.11.2022, and Platinum Band for Academic Excellence, Research Excellence, Employability, and Startup Ecosystem in India on 12.12.2022.

The Green Rankings 2023 has awarded Certificate of Excellence with A++ - Platinum Band Sustainable Institutions of India.

The Institution's Innovation Council (IIC), Ministry of Education (MoE), Govt. of India, awarded the Chettinad Academy of Research and Education a three-star rating for the innovation activities carried out at the Institute

CARE participated in the OBE Rankings 2022 and ranked in platinum band with A++ Grade Institution of Academic Excellence.

12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year

Plan of Action	Achievements/Outcomes
To Conduct National Conferences, Seminar and workshops on quality initiatives	IQAC has been instrumental in perceptible increase in number of Workshops, CMEs, few National level Conferences with bringing in many national & International experts in various fields across the country/world
Preparation and submission of documents to NIRF1 Ranking	CARE is ranked 82nd in India for universities and 48th for medical colleges in the NIRF India Rankings 2023.
Preparation of annual report of CARE	Annual report submitted to UGC
Applied for DELNET Membership and Ardorcomm Media	Obtained the Membership
Preparation and submission of documents to UI Greenmetrics	Chettinad Academy of Research and Education stands 4th in the country ranking by UI Greenmetrics
Preparation and submission of documents to green rankings	The Green Rankings 2023 has awarded Certificate of Excellence with A++ - Platinum Band Sustainable Institutions of India.
Preparation and submission of documents to MHRD Innovation cell	The Institution's Innovation Council (IIC), Ministry of Education (MoE), Govt. of India, awarded the Chettinad Academy of Research and Education a three-star rating for the innovation activities carried out at the Institute
Preparation and submission of documents to BW Legal World - Law School Ranking 2023	Chettinad Academy of Research and Education , Chettinad School of Law obtained Certificate of Excellence
Preparation and submission of documents to R-World Institutional Ranking	The R-World Institutional Ranking has awarded CARE - Institute for Excellence in

	Higher Education, Certified HEI as Premier Privilege Partner on 16.11.2022, and Platinum Band for Academic Excellence, Research Excellence, Employability, and Startup Ecosystem in India on 12.12.2022.
Preparation and submission of documents to OBE Ranking	CARE participated in the OBE Rankings 2022 and ranked in platinum band with A++ Grade Institution of Academic Excellence.
Preparation & Submission of application to MCI/NMC renewal of permission	Chettinad Hospital and Research Institute received multiple NMC recognitions and renewals for MBBS and various M.D. and M.S. programs for the academic years 2022-23.

13. Whether the AQAR was placed before statutory body?

Yes

- Name of the statutory body

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BOM	07/04/2023				
14. Does the Institution have Management Information System?	Yes				
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational 					
<p>Our Institute has e-governance system in place for more than 11 years. We have dedicated team of designers and developers, who have expertise in delivering end to end successful products. Most of the management systems are in-house developed and tested successfully by our IT team. We have installed and periodically upgraded the following modules with regard to various domains of management information system.</p>					

1. Hospital Management System
2. Medical Records Management System
3. Patient / Billing management system
4. Lab management system
5. Human Resource Management System
6. Smart Campus Management System
7. Learning Management System
8. Material Management System
9. Infrastructure Management System
10. Examination Management System
11. Attendance Management System
12. Library Management System
13. Hall Reservation System

The smart campus management system has been upgraded with lot of new features. The Examination Management system was upgraded to include exhaustive features on online paper evaluation.

15. Multidisciplinary / interdisciplinary

The Chettinad Academy of Research and Education (CARE) is a premier educational institution located in Chennai, India. Founded in the year 2008, CARE has established itself as a hub for multidisciplinary and interdisciplinary studies. The academy offers a range of undergraduate (UG) and postgraduate (PG) programs in various fields including medicine, allied health sciences, nursing, pharmaceutical sciences, physiotherapy, architecture, and law. One of the defining features of CARE is its emphasis on multidisciplinary and interdisciplinary courses. These courses bring together students and faculty from different fields, providing a unique opportunity for them to engage with diverse perspectives, ideas, and approaches. The academy recognizes that the world is complex and that solving complex problems requires a range of perspectives and skills. As such, the multidisciplinary and interdisciplinary courses offered by CARE are designed to provide students with a broad, holistic and integrated understanding of the world.

One of the most popular interdisciplinary courses offered at CARE is the Bachelor of Medicine, Bachelor of Surgery (MBBS) program. This program is unique in that it integrates traditional medical training with a range of other disciplines, including pharmaceutical sciences, medical law, innovation & entrepreneurship, and soft skills. The program provides students with a comprehensive understanding of the human body and the scientific principles that underlie medical practices, as well as a strong foundation in medical ethics, communication, and entrepreneurial skills. This interdisciplinary approach prepares

students to be effective healthcare professionals who can provide patient-centered care, understand the economic and social impact of healthcare policies, and advocate for the health of their communities.

MD (Doctor of Medicine) is offered by CARE under various specialties. The program is designed to provide students with a comprehensive education in all aspects of medicine, including anatomy, physiology, pharmacology, dermatology, psychiatry, pediatrics, respiratory, and clinical skills. The curriculum is constantly updated to reflect the latest advances in medical research and technology. In addition to traditional medical courses, CARE also offers a number of interdisciplinary courses that provide students with exposure to other fields of study that are relevant to medicine. These courses include ethics, law, psychology, and public health. These interdisciplinary courses provide students with a well-rounded education and help them to understand the complex social, political, and cultural factors that impact health and healthcare. The university is known for its cutting-edge research and state-of-the-art facilities that provide students with an exceptional learning experience. CARE provides students with numerous opportunities to engage in cutting-edge research. The university has a vibrant research community that includes faculty, staff, and students who collaborate on a wide range of projects. This research is designed to advance our understanding of medicine and improve healthcare outcomes.

CARE is known for its multi- and interdisciplinary UG (B.Sc.) and PG (M.Sc.) programs in medical biotechnology, medical bionanotechnology, and medical genetics. Medical biotechnology refers to the use of biotechnology techniques to develop new medical treatments and products. This field requires a combination of expertise in biology, chemistry, and engineering, making it a prime example of multidisciplinary collaboration. Biotechnologists work with geneticists and medical doctors to design new therapies and treatments that can be used to cure or alleviate the symptoms of diseases. Medical bionanotechnology takes the principles of biotechnology and nanotechnology to create new medical technologies. This field is highly interdisciplinary, as it involves collaboration between scientists and engineers from various disciplines such as biology, physics, and chemistry. By combining their expertise, researchers in medical bionanotechnology can develop new diagnostic tools and treatments that are more effective and efficient than traditional methods. Medical genetics is a field of medicine that deals with the study of genetic variations that lead to diseases and conditions. This field is also highly

interdisciplinary, as it involves collaboration between geneticists, medical doctors, and epidemiologists. By combining their expertise, researchers in medical genetics can develop new diagnostic tests, treatments, and preventative measures to reduce the incidence of genetic diseases. Students who pursue careers in medical biotechnology, medical bionanotechnology, and medical genetics can expect to reap numerous benefits from these programs. Some of these benefits include:

Career Opportunities: The demand for professionals in these fields is high, and students who complete these programs will have a wealth of career opportunities available to them. They can work in a variety of settings, including research labs, pharmaceutical companies, and hospitals, and can contribute to the development of new treatments and technologies for a range of medical conditions.

Problem-Solving Skills: These programs require students to apply critical thinking and problem-solving skills in order to understand complex biological systems and develop innovative solutions. These skills are transferable and can be applied to a wide range of fields, making these programs a valuable asset for students.

Interdisciplinary Collaboration: Students in these programs have the opportunity to work alongside individuals from a range of disciplines, including biology, chemistry, physics, and engineering. This collaboration allows students to expand their knowledge and develop a deeper understanding of the intersection of different disciplines, preparing them for a career in a multidisciplinary field.

Exciting and Dynamic Work Environment: Medical biotechnology, medical bionanotechnology, and medical genetics are fast-paced and constantly evolving fields.

Students in these programs will be at the forefront of new developments and will have the opportunity to work on cutting-edge research projects, keeping their work exciting and dynamic.

Potential for Making a Difference: Students who pursue careers in these fields have the potential to make a significant impact on society by developing new treatments and technologies for diseases and conditions that affect millions of people. This can provide a sense of purpose and fulfillment for students and contribute to a more equitable and healthy world.

Pharmaceutical Sciences is a multidisciplinary and interdisciplinary field that combines knowledge from various scientific disciplines such as chemistry, biology, physics, and mathematics to study the design, development, and delivery of drugs and pharmaceutical products. The field of pharmaceutical sciences aims to provide a thorough understanding of the

mechanisms of drug action, the development of new drugs, and the improvement of existing drug products. Multidisciplinary and interdisciplinary values play a crucial role in the program of Pharmaceutical Sciences as they provide students with a broad range of skills and knowledge from different scientific fields. This allows students to develop a comprehensive understanding of the pharmaceutical industry and the challenges it faces. One of the key benefits of a multidisciplinary approach is that it provides students with a broad perspective on the field. This enables students to understand the complex relationships between different aspects of drug development, such as the design and synthesis of new compounds, their testing in preclinical and clinical trials, and the regulatory approval process. In addition, the interdisciplinary approach provides students with a deep understanding of the various scientific disciplines that contribute to the field of pharmaceutical sciences. This enables students to appreciate the importance of collaboration and communication between different scientific disciplines in the development of new drugs and pharmaceutical products. Moreover, the multidisciplinary and interdisciplinary values of the program in Pharmaceutical Sciences allow students to develop a range of transferable skills, such as critical thinking, problem-solving, and communication skills. These skills are highly valued by employers in the pharmaceutical industry and are essential for success in a rapidly changing and competitive industry. The multidisciplinary and interdisciplinary courses offered at CARE are designed to prepare students for the complex challenges of the 21st century. By fostering a collaborative and interdisciplinary learning environment, CARE provides students with the skills and perspectives necessary to tackle complex problems and find innovative solutions. The academy's innovative approach to education has earned it a reputation as a leading institution in India, and its graduates are highly sought after by employers in a range of industries.

16.Academic bank of credits (ABC):

As per the National Educational Policy 2020, Academic Bank of Credits is a national level facility to promote flexibility of curriculum framework and provide academic mobility of students with appropriate credit transfer mechanism to choose their own learning path to attain Degree/Diploma/PG Diploma, etc working on the principle of multiple entry- multiple exit as well as any time, anywhere and any level of learning Academic Bank of Credits has been established on the lines of the National Academic Depository (NAD), in the sense, NAD is the backbone of ABC, where

the students' academic data are held and academic awards are stored (i.e. storehouse of academic awards). Despite the fact that ABC enables students to register or commence credit transfer, the final outcomes of credit redemption and issuance of certificates, as well as the compilation of award records, are administered by academic institutions via the NAD Platform. Hence being the owner of academic awards, Chettinad Academy of Research and Education (CARE) has initiated the registration under ABC via NAD.

Credits awarded to a student for one program from an institution may be transferred / redeemed by another institution upon students consent". Credit transfer is the key to successful study mobility. As students from our university (CARE) are instructed to acquire credits via several MOOC portals (Massive open online courses) - transferring the credits acquired by them to our university becomes easy with their enrolment in the academic bank of credits.

The students have been enlightened to sign into their Digilocker account , then click search documents under education tab and then click academic bank of credits and then get their ABC ID card. Students can scan their QR code, for creating their ABC ID which is then shared with our university for adding academic credit points in the account. Alternatively students can register by logging into www.abc.gov.in

All the credits acquired by the student are stored in the bank which can be used by the university for credit transfer.

"Credittransfer" means the mechanism by which registered HEIs are able to receive or provide prescribed credits to individual Academic Bank Accounts in adherence to the UGC credit norms for the course

undertaken by students enrolled in any registered HEIs within India. Students can redeem the accrued credits in the Academic Bank Accounts maintained in ABC for the purpose of fulfilling the credits requirements for the award of Degrees or Diplomas or Certificates or course work for Ph.D. programmes etc. by the registered degree awarding HEIs.

17.Skill development:

CARE imparts skill based learning as it empowers students to think beyond grades and helps to arm themselves with practical skills. This aid them tap into their capabilities, develop reallife skills and prepare them to be successful in the careers of their choice.

Skill development process in the curriculum also helps the students to develop problem -solving strategies, effective

communication techniques, leadership qualities, creativity, critical thinking, analytical thinking, etc. Through the process students at CARE become independent thinkers and ingrain team spirit, inquisitiveness, trustworthiness, assertiveness and get themselves prepared to face the pressures and demands of today's challenging world. Students of various schools of CARE are steered with various skills to bridge the gap between the academics and preventive medicine, industrial and other communal necessities.

CARE - Skill based learning in Medical Curriculum

CARE trains medical graduates according to the Competency Based Medical Education (CBME) as articulated by National Medical Council (NMC). This ensures that both undergraduates and postgraduates develop the competencies required to fulfil the patients' needs in the society. It promises greater accountability, flexibility and learner-centeredness. It helps today's learners to become better physicians of tomorrow by providing a comprehensive educational experience.

As per the CBME curriculum, CARE gives emphasis to skill development in all phases of the medical program and ascertains that essential/desirable and certifiable skills are acquired. These skills sessions are planned during their respective phase in a laboratory and during clinical posting.

CARE is equipped with South East Asia's most extensive Simulation and Skill centre accredited by American Heart Association. This provides a safe training environment in which a learner can practice clinical skills before using them in real clinical settings. These skills help to ensure that all students acquire the necessary techniques and are properly assessed before practising on real patients. It also allows the learner to do tasks repetitively under supervision till the desired level of competency is achieved. In addition it helps in acquisition, maintenance and enhancement of the clinical skills of students in the healthcare profession.

Furthermore to the basic clinical skills, CARE also equips the medical graduate with skills like - Resuscitation skills of Basic Life Support (BLS), Advanced Cardiac Life support (ACLS), Pediatric Advanced Life Support (PALS), Neonatal Advanced Life Support (NALS), Advanced trauma Life Support (ATLS), prescription writing and communication skills along with being an effective team member and leader using offsite simulation of simulated environments in an integrated manner.

Chettinad Simulation and skill centre not only facilitates medical graduates but also other health care professionals like nursing and allied health sciences students to become more competent in delivering the health care needs effectively. CARE

assesses the skill of the students that include- laboratory, bedside, skills station that uses mannequins, paper cases, simulated patients, real patients, etc,

CARE also imparts problem based learning and Community based medical education that helps the students to master a range of prescribed clinical skills to be able to utilize and feel self-sufficient while working in community away from the institution and faculty supervision.

As communication is a fundamental pre-requisite of the medical profession, CARE provides an emphasis on effective communication skills. It ensures that the students communicate to patients in a patient, respectful, non-threatening, non-judgemental and empathetic manner.

Medical and Allied healthcare professionals at CARE are provided a broad understanding of the core subject areas of infection prevention and control and equips the AHP's and medical students with the fundamental skills required to reduce the incidence of hospital acquired infections and to improve clinical outcomes.

Concepts taught include -Evidence-based infection control principles and practices [such as sterilization, disinfection, effective hand hygiene and use of Personal protective equipment (PPE)], Prevention & control of common healthcare associated infections, Components of an effective infection control program, and Guidelines (NABH and JCI) for Hospital Infection Control.

Skill based learning for Nursing Professionals

CARE imparts skill based clinical education for nursing students. Simulation-based mastery learning has been used to improve clinical skills among nursing students that provides a novel way to enhance the nursing skills.

CARE Simulation and skill centre enables the nursing students to practice their clinical and decision making skills for some significant issues they may face in their daily work. The protected environment and the sense of security enhance students' self-esteem and confidence. This substantially reduces the gap between theory and practice. Students experience the actual dimensions of their future professional roles, which helps them to be more quickly integrated into the workforce of the healthcare sector.

This skill based methodology equips students to put everything been taught into practice, cope with any difficulties and problems.

Community based education is taken as an effective approach to strengthen the nurses skills in response to society's problems. This community based education implemented by CARE as part of nursing curriculum enhances the professional skills, communication skills, self-confidence, awareness, critical

thinking skills and teamwork skills.

Skill based learning for Allied health Professionals

Allied Health Sciences students at CARE acquire first hand research experience as part of the curriculum through a highly inventive initiative that frequently results in scientific papers and patents. FAHS students are trained to acquire interpersonal and professional communication skills to gain awareness of professional, ethical and social responsibilities. Students belonging to all streams of AHS gain first-hand research experience through innovative projects. Central research laboratory equipped with state of art facilities helps the young researchers to carry out their innovative projects which helps them to emerge as skilled experts and entrepreneurs.

Physiotherapy students at CARE acquire specialized hands-on clinical skills to assess, diagnose and treat symptoms of illness, injury or disability. Skill based learning helps the students to integrate knowledge, skills and attitude in order to perform a professional act adequately in a given situation. CARE provides basics of emergency care and life support skills like immediate recognition of sudden cardiac arrest and activation of emergency response system, early cardiopulmonary resuscitation, etc., Students were also taught about the emergency care including first aid and triage.

Chettinad school of Physiotherapy also imparts skill based learning with sophisticated learning resources such as exercise therapy unit, gait training unit, electrotherapy unit, sports rehabilitation unit, multimedia libraries, physiology lab, etc., Students of Pharmaceutical sciences at CARE are engaged in innovative pedagogical approaches to help the students form the connection between pharmaceutical sciences and pharmacy practice. This include, pharmacy related examples, computerized case studies and structurally based therapeutic evaluation.

CARE also provides a research and inquiry based approach for the students with the intention to train students to become innovative and creative scientist. This skill based learning helps the students to develop skills which are required for corporate world and to meet the challenges in pharmaceutical industry. The key skills that they develop through this approach are drug discovery and preclinical drug development. This also enables to promote translational research and empowers students to capitalize entrepreneurial spirit.

Skill based learning for Legal Education

CARE trains the law students and gives a greater emphasis to the need for development of fundamental lawyering skills and the values which lawyers should seek to acquire.

Skill based learning enables the law students to cope up with any challenges they face as lawyers, judges, business special lawyers, government, public sector lawyers and social workers. Chettinad School of law tailors its students with a combination of a broad range of professional skills such as advocacy, legal services, legislation, law reforms and advisory with managerial and leadership skills. It also provides regular personality development skills for holistic development of every student who pursues legal education at CARE.

Chettinad School of Law executes outreach activities, imparts legal education through innovative clinical methods and disseminates lawyering, negotiation, meditation and client counselling skills. As a part of skill based learning it provides opportunities to intern with leading lawyers, judges, law firms, corporate legal departments, activists and other eminent legal professionals.

Chettinad school of Law also adopts Mooting, where law is taught to assess a student's ability to defend a legal case. This helps the students to demonstrate their ability to think creatively answer convincingly when questioned and demonstrate their oratory, writing and persuasive skills. Students also participate in Moot court competitions so that students across the globe can interact with one another and better comprehend the notion of mooting. This enables the students to collaborate, improve their research abilities and gain confidence.

Skill based learning for B.Arch students Skill based learning curriculum framed by the Chettinad School of Architecture, helps the students to meet the expectations of an academically challenging environment, develop problem solving skills and align with current standards and helps the students to become self-enablers and to match job requirements.

It imparts conceptual skills like visualization, sense of design, creativity, logical reasoning, etc. Interpersonal skills include management and team work, communication and confidence etc. Technical skills include Ergonomics, Graphic design, Animation, Digital art, CAD customization, remote sensing and GIS, basics of project management, urban design, etc.

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

Chettinad Academy of Research and Education follows a comprehensive and an all-inclusive pedagogy. The pedagogy followed by the teachers of Chettinad will shape the actions and judgments of the pupil and gives them courage to Learn, Relearn and unlearn, which Chettinad believes is the purpose of every

human being. Every faculty member is encouraged to teach and refer to all sort of academic materials both Indian and Western. All the faculty members are encouraged to engage in Indological research to learn the cultural value of their respective subjects. CARE strives to be truly Global in pedagogy. CARE adopts several methods to integrate Indian Knowledge system, inter alia, formation of study Groups; arranging field trips; Study of Inscriptions and Monuments; Organizing Training and Practice Sessions etc. The following section will narrate Indological approach adopted by every School.

Chettinad Hospital & Research Institute:

From inception, CHRI has been working to blend contemporary medical education along with ancient Indian medical practices and we also impart the richness of Sushruta, Charaka in understanding varied facets of Medical field. CHRI has set up a study group for students guided by eminent faculty members, wherein, a Bibliographical repository is created by the students for understanding Indices in Medical Studies.

Students are encouraged to review the above books and discuss the same in the study group and they are also encouraged to reflect critically in the above subject. We

believe creation of repository and knowledge sharing is the primary step in understanding Indology and Medicine.

CHRI, trains and encourages Post Graduate Medical students and Doctors of varied departments [especially Orthopedics, Pulmonology etc] to include Yoga, Meditation and Pranayama as part of Treatment plan.

Chettinad College of Nursing:

CCN believes that Nursing is nationally and globally important profession and it understands that it is necessary for the nursing students have an understanding of

various societies. For achieving the same CCN has made Indian Sociology as part of its curriculum. CCN believes that understanding the Culture of varied Indian Societies and the nature of culture and Evolution of culture and the Diversity and Influence on health and disease in a particular society.

Also, CCN has made Communicative Tamil a part of curriculum so that post education Nursing students from outside Tamilnadu can have easy employability in Tamilnadu and other countries where Tamil Diaspora is prevalent.

Chettinad School of Architecture:

CSOA since its inception has been striving to impart the richness of Indian Architecture in every possible manner.

For achieving the same regular field trips to Monuments are conducted. Since Mahabalipuram is stones throw away from the campus, there is no dearth of monuments to study and articulate.

CSOA is also imparting Vaastu Shastra as part of the study and Ancient Indian Architectural techniques are taught and discussed elaborately.

CSOA also studies the beautiful, magnificent and traditional Architecture of South India especially in Chettinad Village in Sivagangai District, Kumbakonam in Thanjavur district. CSOA believe that elements of space making can be better understood in these regions. CSOA as standard operating procedure mandates student to follow and discuss they update issued by Archaeological Survey of India, Central Archaeological Library etc.

Chettinad School of Pharmaceutical Sciences:

CSPS focus particularly in the field of Herbal Medicine in the education of Bachelor of Pharmacy (B.Pharm) which provides a comprehensive and holistic approach to the study of pharmaceutical sciences. CSPS CSPS believes that exploring and understanding the traditional use of natural substances in the treatment and prevention of diseases is the way forward for tackling any disease.

CSPS strives to conserve the traditional knowledge and prevent the loss of important information on the use of natural substances in the treatment of various health conditions. CSPS strives to develop new and effective treatments for various health conditions that are safe, accessible and affordable for patients. CSPC believes that Indian Knowledge systems with pharmaceutical sciences holds significant.

CSPS conducts regular meditation program for B.Pharm students and provides a holistic development of student's personality and well being.

Chettinad School of Physiotherapy:

Chettinad School of Physiotherapy practices outcome-based hands on training to the Students in a periodic continuous development program e.g. Kinesio taping workshop and Plyometric workshop for their continued professional advancement.

The course is to provide a roadmap to familiarize and enthuse faculty about the Indian Knowledge system and identify strategies to incorporate it into their physiotherapy practice by incorporating their culture and traditional methods eg Basic Yoga exercise along with Pranayama, Combined Physiotherapy exercise along with Basic Yoga techniques, meditation and Acupressure treatment.

The use of audiovisual material, possible field studies, possible activities and micro-research projects, innovative ways to evaluate learning in the Indian Knowledge system. Case studies and Journal club to illustrate a few remarkable accomplishments in diverse fields. We also conduct mandatory value-added program of

Yoga training specifically that helps cure Muscle Pain, and balance problems. Fitness training and Sports massage which incorporates the blended learning of multimodal traditional practices towards the healthy society.

CSOP conducts frequent in-campus awareness programs and training session on Yoga and Pranayama for tackling day-today health problems.

Chettinad School of Law:

CSOL believes that Anthropology is an inseparable part of legal studies and every legal subject has an anthropological perspective. Classical Anthropologists have studied and analyzed the ways in which new forms of law - such as human rights - have reshaped important questions of citizenship, indigenous movements. CSOL always strives to understand law through the lenses of Indian Culture. While Curriculum includes Indian Sociology; Legal & Constitutional History of India; Political Thought (Indian and Western etc, CSOL conducts regular Guest Lectures in understanding Anthropological perspective of law, public policy and administration. CSOL as a part of Legal Aid Clinic encourages the nearby villages to conduct and participate in Grama Sabha. The nearby villagers are familiarized with Article 243(b) of

the Constitution of India and they are made aware of their duty to participate in Grama Sabha. CSOL as part of the Intellectual property course offeres an optional Honours paper titled Law Relating to Geographical Indications, Traditional Knowledge, Folklore & Biodiversity the course focuses on the introduction to the concept and

application of Geographical Indications, Traditional Knowledge, Folklore& Biodiversity. It introduces students to the importance of these intellectual property rights in the modern era and remedies available against infringement of these rights. Students are required to engage in rigorous research in these areas.

The said course also focuses on meaning of Expressions of Folklore or Traditional Cultural Expressions; Characteristics of Expressions of Folklore/Traditional Cultural Expressions; Justifications for Legal Protection of Expressions of Folklore/Traditional Cultural Expressions; Legal Mechanisms to Protect Expression of Folklore/ Traditional Cultural Expressions.

Faculties of CSOL while teaching Indian Sociology and Constitution of India make references to Uthiramerur Inscriptions on Democracy, Elections etc the concerned documents will show the elaborate process of conduct of elections and the eligibility of contestants in elections and this selection process makes the Uthiramerur inscription unique and special. CSOL for imparting Criminal law, Personal Law and Jurisprudence courses, often

refers to Jaimini Mimamasa, Kauytilya's Arthasastra, Tarkasastra other relevant historical sources. CSOL as part of the Clinical legal program Drafting, Pleading and Conveyancing trains and encourages students to learn Tamil Language.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

Outcome-based education (OBE) is an approach to education where the decisions about the curriculum are driven by the outcomes of the students by the end of the course. It is a performance-based approach of curriculum development, offering a powerful and appealing way of reforming education. In outcome-based education, the educational outcomes are clearly specified. They define the content and organization of the curriculum, teaching methods and strategies, courses offered, the assessment process, the educational environment and the curriculum schedule. They also provide a framework for curriculum evaluation. Learning outcomes are important in the teaching/learning process so that both faculties and students understand the purpose of education. OBE system gives benefits over the traditional methods. It makes the work easier when the faculties set objectives/goals in an organized manner, plan and deliver appropriate instructions for all classes of students, design valid assessment tasks and strategies, and ensure that instruction and assessment are aligned with the objectives.

OBE is advantageous over the traditional methods for various reasons like:

Clarity: Focusing on outcomes creates a clear expectation of what needs to be achieved by the end of the course. Students understand what is expected of them and faculty know what they have to teach during the course.

Flexibility: Teachers can structure their lessons according to the needs of the student. OBE does not specify a specific teaching method, so teachers can teach students using any method. Teachers can also recognize the diversity of students by using different teaching and assessment techniques in class. OBE is designed to be a student-centered learning model. Faculties must guide and help students understand the concepts.

Involvement: Student involvement in the classroom is a key part of OBE it is expected of the students to have a full understanding of the concept as they tend to learn the concepts by themselves. Increased student involvement allows students to feel responsible for their own learning, and they should learn more through this individual learning.

Educational outcomes have multiple competencies such as

knowledge, skills and attitudes. Several assessment methods were followed to assess the various characteristics of students. Faculty members are involved in promoting learning or mentoring students. The implementation of this outcome-based medical curriculum has been done so that graduates will treat patients holistically, making evaluating teamwork, critical thinking, and problem-solving skills as well. Learning management systems (LMS) and integrated student information systems (SIS) simplify the process to implement outcome-based education. Some of the aspect that make it easier for students to access include a stable environment and a user-friendly assessment portal. The learning outcomes are prioritized over the learning methods used to teach certain topics in this student-centered educational strategy. The outcome-based learning model provides the opportunity to combine several pedagogical stances. The curriculum is constructed with a clear understanding of the goals that students must accomplish at the end of the course. Since it is focused on the needs of the learners, outcome-based education has a mission, vision, program education objectives (PEO), program outcomes (PO), and program-specific outcomes (PSO) for each program. OBE creates curriculum and syllabus depending on the results a program is expected to produce. It is possible to determine whether the program's mission has been achieved by mapping PEOs to the mission statement, and by connecting PEOs to POs and PSOs, one may determine whether the goals set are consistent with the results. Every course's course outcome (CO) is developed and mapped using PSOs and POs. As a result, instruction-learning and evaluation are focused on the results. PEOs are declarative statements that broadly outline the career and professional successes that the program is training its graduate to achieve. Four to five years after graduating, PEOs are evaluated. POs are more specific statements that outline what graduates are expected to know and be able to achieve. CO is the quantifiable factor used to assess each student's success in each course they take each semester. PEOs can be developed from a multidisciplinary perspective, including career, professional competence, and behaviour. It's advised to use three to five PEOs.

Program Educational Objective I: Career Excellence to equip graduates with the necessary skills for a successful career in order to fulfil the varied needs of the organization, academics, and research.

Program Educational Objective - II: Professional Effectiveness and Contribution to Society: Employ ethical and suitable practises while using knowledge of the societal effects of

information technology in the course of career-related tasks.

Program Educational Objective - III: Developing problem-solving skills in complex engineering design requires graduates to have a strong foundation in discrete scientific principles.

Program Educational Objective - IV: Exercising Leadership: To promote within graduates the traits of leadership in technology innovation and entrepreneurship, as well as efficient interpersonal skills, collaboration, and ethics, as well as to develop the capacity for continuous learning required for a successful professional career. Considering graduates in life sciences may pursue further education or employment in a variety of fields, these objectives are intentionally fairly broad. These goals may be meaningfully represented through performance, activities, or accomplishments. It is crucial for the department to outline departmental objectives in a wide and broad style with the aim of pushing ourselves and fostering varied qualities for our students' professional and intellectual growth. It is suggested that acts or accomplishments serve as examples of adherence to these aims.

A course learning outcome is comprehensive in breadth and has abilities at program's conclusion. The Washington Accord's list of graduation characteristics must be followed by POs. POs must be clear, measurable, and attainable. The term "course learning outcome statements" refers to the precise knowledge, employable skills, professional growth areas, attitudes, higher order thinking skills, etc. that instructors want students to acquire during a course. An effective set of COs will outline what a faculty member aims to achieve while delivering their particular course(s) to potential students, as well as what particular skills, abilities, and knowledge the faculty member thinks students will have acquired after finishing the course. Course attainment is determined for each individual unit of the course upon the course's completion and remedial action in the form of adjustments in course content, teaching approach, or evaluating pattern is implemented as appropriate. Projects, field trips, internships, and other activities are only a few factors that directly affect the OBE. Additionally, OBE exposes students in the medical and allied health fields to working contexts where these scientific ideas are put into practice and helps to link patients and clinicians in order to give high-quality healthcare to society.

Thus, the OBE aids students in applying their understanding of the concept of health, the range of identifying patients'

fundamental healthcare requirements, and the identification of various health problems, including their causes, pathophysiology, clinical characteristics, diagnostic procedures, and nursing administration with problem-solving abilities. The students will be able to illustrate the accountabilities of a physician in the delivery of healthcare in rural and urban settings and also be able to put their knowledge to use in recognizing societal needs and working together on research programs. Students pursuing a career in architecture gain experience in applying their knowledge of theory, history, building technology and utilities, planning, structural concepts, and professional practice to the creation of architectural solutions. They also develop their ability to interpret and apply pertinent laws, codes, charters, and standards of architecture and the built environment. Students have practical experience using a variety of information and communication technology (ICT) media for architectural solutions, presentations, and techniques in design and construction as well as for the creation of contract documents, technical reports, and other legal documents used in architectural practise adhering to relevant laws, standards, and regulations.

In addition, the Law program introduces students to the design, elements, and operation of the various institutions of the Indian legal system in order to help them understand the concepts of the Constitution and how law affects their day-to-day lives. This is done by addressing the philosophical underpinnings of the Indian

Constitution, the form of government, and the function of the judiciary through discussions and analyses of the rights and obligations of citizens. Bloom's Taxonomy offers a significant framework for creating curricula, instructional strategies, and test questions that are suited for different cognitive levels.

Benjamin Bloom created

Bloom's Taxonomy of Educational Objectives in 1956, and educators have largely adopted it for curriculum design and assessment. The six levels of learning in Bloom's taxonomy of cognitive aims are knowledge, understanding, application, analysis, synthesis, and assessment. Bloom's Taxonomy was updated by Anderson and Krathwohl in 2001 to perfectly accommodate the requirements of today. The three learning domains—cognitive, emotive, and behavioural—are divided up, and the performance standards for each area are then established. Programs can aim for higher-level talents that go beyond memorizing and comprehending and demand application, analysis, evaluation, or creation by consciously mapping the curriculum and assessments to these levels. Revised The cognitive domain in Bloom's taxonomy encompasses reasoning, knowledge, and application of knowledge. As it identifies

complexity and higher-order skills, it is a common framework in academia to structure the evaluation.

1. Remember- to be able to recall essential language, precise information, or various techniques associated with knowledge and/or course content.
 2. Understand- the capacity to understand what has been provided in terms of information (facts, definitions, concepts, etc.).
 3. Apply- the capacity to apply knowledge acquired in various contexts or for problem-solving.
 4. Analyze- the capacity to dissect knowledge into its constituent elements. The process of studying data in order to draw conclusions about cause and effect, understand motivations, draw inferences, or gather evidence to support claims or arguments is referred to as analysis.
 5. Evaluate- having the capacity to evaluate the importance of data and/or information sources using one's own values or opinions.
 6. Create- the capacity to apply past information and/or abilities in a creative or distinctive way to come up with novel and original thoughts, ideas, methods, etc. Students are required to actively form their own ideas and concepts at this level.
- Here, outcome-based teaching and learning (OBTL) is a studentcentered educational strategy where the program's targeted learning outcomes are explicitly established for students to attain. Then, instructional strategies are developed to help students attain these goals. Results from assessment outcomes and student learning experiences support OBTL's effectiveness. The quality of the program will continue to be improved by periodic evaluations of this evidence. This Outcome-based Teaching and learning approach focuses on:
- The consistency of the expected graduate characteristics with the program's and a module's planned learning outcomes.
 - Creating teaching and learning processes to improve students' educational experiences.
 - The development of assessment procedures to track students' academic development and attainment of the intended results and qualities.

20.Distance education/online education:

The Chettinad Academy of Research and Education (CARE) is an institute which has established itself as a symbol of high quality education along with an effort to provide this scoop of excellent education to everyone. The educational infrastructure of the institution facilitates many students to excel in their

specialized fields with no barrier. It is well known that in this fast forward world there is need to update our skills for which distance should not be any barrier for students or many working professionals should not be deprived from upgrading their skills due to their time bound jobs. We don't have to leave the house or job to earn a degree these days because education is so accessible online. Learning can be accomplished from the comfort of one's own home, thanks to the availability of online courses taught by our qualified instructors. Present day homes are equipped with modern conveniences such as high speed internet. In the Corona era, online courses have proved to be really useful. Whether in a remote town or a bustling metropolis, people of all backgrounds and ages are increasingly turning to online courses. Anywhere in the world, we have access to online education. Getting a college education online has several advantages for today's students. Education and educational systems worldwide have been adversely impacted by the pandemic. The most pressing issue was how to ensure that students have access to quality education. When it comes to this problem, many large corporations have concluded that online education is their only option. We can see its repercussions just about anywhere. Computers and the internet have made it possible to provide a form of education remotely. Online education makes use of a wide variety of technological devices, not just computers. Lockdown does not exist, yet the deadly Corona virus has not given up. Due to the abnormal nature of the circumstance, universities have continued to rely on online education as their best support. Which one is appropriate relies on the consequences of each option. E-learning, as most of us know, is a type of remote education. professors can educate their students from a distance, whether they are at home or elsewhere. A mutual understanding of education can be fostered through such an open dialogue amongst educators. There are several advantages to learning online as well. Because of the dynamic nature of the environment, technological advancements have been widespread, as has their widespread use. The method that university approached has also changed significantly as a result of technological advancements. Nowadays, technology allows for the easy transfer of teaching resources utilised in online education from one location to another. Learning materials can be sent quickly and easily to any location in the world. Including but not limited to any and all educationally-related links, videos, and files. As a result of all these variations, online learning is even more inspiring. As an added bonus, we may tailor our online learning experience to meet our specific needs. There is more freedom of choice in online learning, such as in regards to instructors and course

material. Ultimately, it's up to us to make a call. When you get to pick the topic, you can also have an in-depth conversation about it with your instructor. There is no need to stay awake and take notes alongside the professors in an online class. Online learning allows us to pause the video and come back to it at a later time. One alternative to taking notes this way is to simply memorize the material. Online courses offer a lot of flexibility. As a result, the learner is not restricted to a specific location when completing their coursework. Because of this, the student is not confined to a single location, which is especially welcome during the warmer months. Rather than braving the sweltering temperatures outside, today's students can study in the comfort of their own homes. All of us are aware that there is currently a shift towards educating students online. As a result, many young people are learning to use modern forms of communication like video conferencing while also doing their coursework. Students are gaining a new appreciation for reading and a fresh perspective from their professors through these ongoing online lessons. They find this research tedious and time-consuming, especially when combined with coursework and interaction with professors. Whatever method is used to educate a student, that education must not be neglected. Therefore, the internet has become the most popular medium for teaching and learning. In this regard Chettinad Academy of Research and Education provides part-time Ph.D. degrees for those professionals who cannot follow the regular curriculum. The institution offers higher education courses in the field of medical sciences, allied health sciences, law, pharmacy and many more. In this mode, the students receive their course materials and other resources by email or post. Here, students are expected to do most of their own work and engage with the professor only occasionally. The programme is designed to be completed independently using the course materials provided to the student. Exam and project due dates, however, must be respected. Workshops are one example of an in-person component that is required for some distance learning courses. Courses that involve a combination of traditional classroom study and independent study are referred to variously as hybrid, blended, or correspondence programmes. These courses provide easy accessibility to Knowledge for every student through online interactions with faculty members whenever required. Along with the coursework the students opting for distant education courses are also provided with an opportunity to indulge in the workshops and conferences through online mode. The institution offers weekly workshops and training through online mode to educate all the associated students along with the availability of participation and appreciation certificates. Through the use of

the internet, the most knowledgeable specialists in the topic of interest communicate with our teaching staff as well as our students in order to impart their expertise and information. Students at CARE who are enrolled in undergraduate, graduate, or doctoral programmes receive a substantial amount of exposure to educational and research opportunities of the highest possible caliber. The CARE has made room for highly knowledgeable academics to serve as visiting and adjunct faculty members. These professors regularly engage in conversation with our students, encouraging them to become involved in research and finding solutions to the challenges they face in their study. These exchanges take place on a weekly basis across all of the courses, notwithstanding the variety of topics that are covered. Along with providing its students the option to interact with these faculty members whenever it is asked, CARE also offers the opportunity to its students. These interactive approaches helps the student to get Post doctorate fellowships internationally as we follow up our research with the world.

SWAYAM is an Indian government programme with the stated goal of ensuring that all students have equal access to a high-quality education. Another primary goal of SWAYAM is to eliminate barriers to digital education and make it available to individuals who would otherwise be unable to participate. Offering courses at no cost to students greatly expands access to higher education. President Pranab Mukherjee established the Swayam and Swayam Prabha platforms to facilitate universal access to education. Swayam uses satellite and internet connections to bring virtual schools to remote locations. By giving participants access to high-quality educational materials, it encourages independent study. By having access to the materials whenever and wherever they need them, students are free to learn at their own speed. The CARE appreciates the government initiatives and fully supports it by encouraging our student to be the part of these courses and improve their skills. There are more than 1000 CARE students in different courses run by CARE who have completed the SWAYAM online courses and more than 1500 students are actively involved at present who are in the process of completing their SWAYAM course. The CARE is committed to motivate and encourage all the student to be the part of this visionary initiative and platform provided by the Government of India. The CARE is also offering two courses on SWAYAM portal and is in the process of including more courses to provide an effective contribution to this visionary and remarkable initiative.

Extended Profile

1.Programme	
1.1 Number of all Programmes offered by the Institution during the year	84
File Description	Documents
Data Template	View File
2.Student	
2.1 Number of students during the year	3256
File Description	Documents
Data Template	View File
2.2 Number of graduated students during the year	619
File Description	Documents
Data Template	View File
3.Academic	
3.1 Number of full-time teachers during the year	367
File Description	Documents
Data Template	View File
3.2 Number of sanctioned posts during the year	367
File Description	Documents
Data Template	View File
4.Institution	
4.1	1470898615

Total expenditure excluding salary during the year (INR in lakhs)

File Description	Documents
Data Template	View File

Part B

CURRICULAR ASPECTS

1.1 - Curriculum Design and Development

1.1.1 - 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.

Outcome-based education curricula with emphasis on professional ethics, empathy and human values has been the goal. Faculty of Medicine programs would be inspired by MCI/NMC, Faculty of Allied Health Sciences programs would be inspired by CBCS model and Faculty of Nursing programs would be inspired by INC and TNMC. Deep understanding, compassion for society and population-based healthcare drive research are the functional backbone. The program promotes critical thinking, communication, problem solving, self-motivation, personality development and social responsibility to improve learning and communication skills. Group discussions based on literature and case scenarios are included in the curriculum. likewise the curriculum emphasizes the development of good attitudes and changes in behavior through the use of experiential learning methodology. The curriculum emphasizes learning in a community or industry setting through observation, interaction, inquiry, assessment, and interpretation. Emerging professionals need to have an understanding of how indigenous communities react to the therapies that are currently available, despite the fact that curricula teach global information. At the local and regional level, the goal of the courses is to get an understanding of the relationship that exists between the living environment, the economic condition, the environment, the literacy level of the population, and the spread of infectious illnesses

File Description	Documents
Curricula implemented by the University	https://cfms.chettinadhealthcity.com/agar2022-23/files/1.1.1.B-Syllabus.pdf
Outcome analysis of POs, COs	https://cfms.chettinadhealthcity.com/agar2022-23/files/1.1.1.A-Outcome-analysis.pdf
Any other relevant information	<u>Nil</u>

1.1.2 - Number of Programmes where syllabus revision was carried out during the year

28

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Details of the revised Curricula/Syllabi of the programmes during the year	View File
Institutional data in prescribed format (Data Template)	View File
Syllabus prior and post revision of the courses	View File
Any other relevant information	View File

1.1.3 - Provide a description of courses with focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions / Industries during the year

CARE's competency-based and LOCF-based programmes target professionals. Clinical training boosts medical graduates' skills and employability. According to National Health Policy, the nursing curriculum framework develops critical thinking, competencies, and abilities for professional nursing and midwifery. Our graduates become great citizens by following a code of ethics and professional conduct when satisfying personal, social, and professional responsibilities to meet national goals. A final year clinical internship prepares students for employment. Interdisciplinary programmes teach employability skills through theoretical and laboratory coursework. Analytical, immunological, and molecular diagnostics, and cell culture courses give them the

hands-on expertise they need to work in the industry. To equip the students to learn outside classrooms, MOUs are established, thus, students can intern at other hospitals with excellent facilities in addition to our hospital. To obtain transferable skills, students can choose from GE/Generic Electives, DSE/Discipline Specific Elective, DSEP/DSEP Practical, AEC/Ability Enhancement Course, and SEC/Skill Enhancement Course (3 or 4 credits). Students are expected to learn troubleshooting, interpretation, lab safety, communication, teamwork, and ethics before graduating. These programmes improve language, teamwork, critical thinking, and analysis. We aim to make our graduates "continuously employable" as well as job-ready.

File Description	Documents
List of courses having focus on competency/ employability/ entrepreneurship/ skill-development	View File
MOUs with Institutions / Industries for offering these courses (Initiated during the year?)	View File
Any other relevant documents	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice-Based Credit System (CBCS)/Elective course system has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year)

1.2.1.1 - Total number of Programmes where there is regulatory provision for CBCS – elective course system

48

File Description	Documents
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
University letter stating implementation of CBCS by the Institution	View File
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	View File
Any other relevant information	View File

1.2.2 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University across all Faculties during the year (certificate programmes are not to be included)

1.2.2.1 - Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the year

6

File Description	Documents
List of the new Programmes introduced during the year	View File
Minutes of relevant Academic Council/BoS meetings for the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.2.3 - Number of interdisciplinary courses under the Programmes offered by the University during the year

1.2.3.1 - Number of courses offered across all programmes during the year

1814

File Description	Documents
List of Interdisciplinary courses under the programmes offered by the University during the year	View File
Minutes of relevant Academic Council/BoS meetings	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.3 - Curriculum Enrichment

1.3.1 - 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

The second year of the MBBS programme covers human rights, Euthanasia, Medical Law and Ethics, and Medicolegal concerns. Community medicine courses teach Ergonomics, Environmental Medicine, Human Values, and Disaster Management. Disposition Ethics correspondence (AETCOM), Professional Ethics courses are taught at all stages and assessed.

Nutrition and health, food, housing, waste, energy, water, industry, and urbanisation are offered in nursing. The educational programme teaches family, professional, moral, right to medical problems on beneficence, loyalty and obligation, honesty, respect for individuals' rights and nobility, right to information, instruction, and correspondence, and legal issues. Graduate students must take a UGC-mandated Environmental Science and Disaster Management course. Social Psychology seminar connects students to career, personality, and cultural duty. Positive psychology seminar teaches students about positive tutoring, balance between fun and serious activities, and adaptability. Research examines local area strengthening and social transformation, orientation-based cruelty and lawful security, bias and segregation based on orientation. Value-Added Courses help students improve their personal satisfaction and adopt a positive outlook on life. Many courses integrate crosscutting problems. New fellowship programmes addresses the difficulties to suit social needs. Numerous local area visits, wellness camps, and working alongside networks give a pragmatic openness to crosscutting difficulties

File Description	Documents
List of courses that integrate crosscutting issues mentioned above	https://cfms.chettinadhealthcity.com/agar2022-23/files/1.3.1.A-List.pdf
Description of the courses which address Gender issues, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	https://cfms.chettinadhealthcity.com/agar2022-23/files/1.3.1.B-Description.pdf
Any other relevant information	View File

1.3.2 - Number of value-added courses offered during the year that impart transferable and life skills

File Description	Documents
Brochure or any other document related to the value-added course/s	View File
List of value-added courses (Data Template -5)	View File
Any other relevant information	View File

1.3.3 - Number of students who successfully completed the value-added courses during the year

1.3.3.1 - Number of students who successfully completed the value-added courses imparting transferable and Life skills offered during the year

1055

File Description	Documents
List of students enrolled in value-added courses (Data Template 5)	View File
Any other relevant information	View File

1.3.4 - Students undertake field visits / research projects / Industry internship / visits/Community postings as part of curriculum enrichment

Industry internships apply academic achievement to practical life.

All students would do internships of various lengths to learn analytical concepts, techniques, and skills needed for industrial employment. During the internship, students would describe challenges, comprehend problem-solving techniques, and learn decision-making. Students will learn to operate under pressure, handle unforeseen events, and adapt to organisational realities like finding solutions with limited resources. The possible internship periods are a) summer vacation after second semester for 21 days b) summer vacation after fourth semester for 3-4 weeks in an industrial, government, or rural setting to understand innovation, troubleshooting, small problem-specific solution projects, and real-time incidents; and c) during the seventh and eighth semesters, students will work on productivity, cost reduction, and solution-finding projects. d) expanding project work to a year and e) community work, when medical students spend two months at a community hospital or clinic working with resident doctors to learn about healthcare, illness prevention, etc. As with PhD programmes, industry pay students for long-term internships. After the internship, students will present a report describing the uniqueness, and relevance of the learning experience, practical applications of the theory acquired, links between industrial hierarchy levels, and risk assessment and control.

File Description	Documents
List of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings during the year	https://cfms.chettinadhealthcity.com/agar2022-23/files/1.3.4.A-List.pdf
Any other relevant information	Nil

1.4 - Feedback System

1.4.1 - Mechanism is in place for obtaining structured feedback on curricula/syllabi from various stakeholders Students Teachers Employers Alumni Professionals

A. All 4 of the above

File Description	Documents
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	View File
URL for feedback report	https://cfms.chettinadhealthcity.com/agar2022-23/files/1.4.1-Feedback-report.pdf
Sample filled-in Structured Feedback forms by the institution for each category	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

1.4.2 - Feedback process of the Institution may be classified as:

A. Feedback collected, analyzed and action taken on feedback and such documents are made available on the institutional

File Description	Documents
URL for stakeholder feedback report	https://cfms.chettinadhealthcity.com/agar2022-23/files/1.4.2-Feedback-report-with-action-taken-report.pdf
Action taken report of the University on feedback report as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	View File
Any other relevant information	View File

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

File Description	Documents
Number of seats filled against seats reserved (As per Data Template)	View File
Copy of letter issued by state govt. or and Central Government Indicating the reserved categories to be considered as per the state rule (in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell for the year	View File
Initial reservation of seats for admission	View File
Any other relevant information	View File

2.1.2 - Student Demand Ratio, applicable to programmes where State / Central Common Entrance Tests are not conducted

File Description	Documents
Institutional data in prescribed format (Data Template)	View File
Document relating to Sanction of intake	View File
Extract of No. of application received in each program	View File
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	View File
Any other relevant information	View File

2.1.3 - Student enrollment pattern and student profile to demonstrate national/international spread of enrolled students from other states and countries

2.1.3.1 - Number of students from other states and countries during the year

140

File Description	Documents
List of students enrolled from other states and countries during the year	View File
E-copies of admission letters to the students enrolled from other States / Countries	View File
Copy of the domicile certificate/passport from respective states / countries	View File
Previous degree/ Matriculation / HSC certificate from other state or country	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

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: Adopts measurable criteria to identify slow performers Adopts measurable criteria to identify advanced learners Organizes special programmes for slow performers and advanced learners Follows protocols to measure students' achievement

A. All of the Above

File Description	Documents
Methodology and Criteria for the assessment of Learning levels Details of special programmes	View File
Details of outcome measures	View File
Proforma created to identify slow performers/advanced learners	View File
Consolidated report to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners for the year	View File
Any other relevant information	View File

2.2.2 - Student - Fulltime teacher ratio (data for the preceding academic year)

2.2.2.1 - Total number of students enrolled in the specified year

3256

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full-time teachers in the preceding academic year in the University (with Designation and Highest Qualification)	View File
Any other relevant information	View File

2.3 - Teaching- Learning Process

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

Effective outcome-based education requires a change from "teachercentred" to "student-centred" instruction (SCI). ICT and creative pedagogies have enabled CARE's SCI programmes. For SCI implementation, teacher orientation brainstorm sessions focused on changing from "sage-on-stage" to "coach on the side." SCI's professional programmes need experiential learning, which is aided by MOUs with institutes. Early tagging with clinical teachers showed students professional complexities, ethical issues, empathy, and human values. Electives and value-added courses

provide cross-disciplinary learning. Courses are integrated horizontally and vertically. Integrated lecture/lab courses help students learn how to establish hypotheses and design experiments for validation. Patient-centered evidence-based learning develops clinical abilities. Electives, MOOCs, NPTEL/SWAYAM courses, conference presentations, and panel discussions promote self-directed learning. Seminars, group discussions, community programmes, and student-led instruction are used. Mandatory research projects in PG in medicine, PG and UG in Allied Health Sciences, and Nursing programmes help students question, frame hypotheses, reason out, and solve problems. Community role play and peer teaching help students grasp many government-sponsored educational health and hygiene programmes. Mind mapping help broaden their thinking. Computer simulation, skill-simulation laboratories, case scenario lectures on simulated or real cases, OSCE, and OSPE have been implemented to develop problem-solving skills.

File Description	Documents
List of student-centric methods used for enhancing learning experiences during the year	https://cfms.chettinadhealthcity.com/agar2022-23/files/2.3.1.A-List-of-methods.pdf
Any other relevant information	View File

2.3.2 - The Institution has provision for the use of Clinical Skills Laboratory and Simulation-Based Learning The Institution:
1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines. 2. Has advanced patient simulators for simulation-based training 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre 4. Conducted training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
Geotagged photographs of clinical skills lab facilities, clinical skills models, patient-simulators	View File
List of training programmes conducted in the facilities during the year	View File
List of clinical skills training models	View File
Proof of Establishment of Clinical Skill Laboratories	View File
Proof of patient simulators for simulation-based training	View File
Report on training programmes in Clinical skill lab/simulator Centre	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

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

ICT helps instructors and students encourage learner-centered and collaborative learning, improve critical and creative thinking and problem-solving abilities. CARE's ICT eco system is entirely technology-enabled. Staff and students have 24/7 Wi-Fi and LAN connectivity. Classrooms have LCD projectors, laptops, microphones, speakers, amplifiers, mixers, and CCTV cameras. Chettinad LMS, an in-house e-learning platform offers "anytime, anyplace" audio-visual courses for students. A high-bandwidth bioinformatics lab, Dell Precision T3610 Workstation for high-performance computing facility are the ICT facilities that support informatics-driven research and innovation. IQAC organises professional training programmes on ICT-enabled tools and e-resources for effective teaching and learning to prepare instructors. Interactive simulations are used in many UG and PG courses, especially in interdisciplinary programmes, to improve knowledge and cognitive skills. Faculty and students are encouraged to enrol in Swayam courses to expand their knowledge. NPTEL courses like Introduction to Research, Research methodology, Biostatistics, Academic and Research Report writing have improved

R&D skills for students and professors. The creation of an ICT platform and effective use of ICT tools by teachers and students has improved teaching and learning outcomes in terms of knowledge, presentation skills, innovative thinking, and applying theoretical knowledge to problem solving and research projects, resulting in research papers and patents.

File Description	Documents
Details of ICT-enabled tools used during the year for teaching and learning	https://cfms.chettinadhealthcity.com/agar2022-23/files/2.3.3.B-Details-of-ICT-enabled-tools-used-for-teaching-and-learning-202223.pdf
List of teachers using ICT-tools	https://cfms.chettinadhealthcity.com/agar2022-23/files/2.3.3.A-List-of-teacher-using-ICT.pdf
Any other relevant information	<u>Nil</u>

2.3.4 - Student: Mentor Ratio (preceding academic year)

Total number of mentors in the preceding academic year	Total number of students in the preceding academic year
367	3256

File Description	Documents
Details of fulltime teachers/other recognized mentors and students for the year	View File
Allotment order of mentor to mentee and records of mentors and mentees meetings for the year	View File
Copy of circular pertaining to the details of mentor and their allotted mentees	View File
Approved Mentor list as announced by the HEI	View File
Log Book of mentors	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4 - Teacher Profile and Quality

2.4.1 - Number of fulltime teachers against sanctioned posts during the year

367

File Description	Documents
List of fulltime teachers and sanctioned posts for the year (Certified by the Head of the Institution)	View File
Position sanction letters by competent authority	View File
Appointment letters of faculty during the year	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.2 - 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 during the

year

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. During the year data to be entered

287

File Description	Documents
List 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.3 - Teaching experience of fulltime teachers in number of years (preceding academic year)

4343

File Description	Documents
List of fulltime teachers including details of their designation, department, total number of years of their teaching experience	View File
Experience certificate of fulltime teacher	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year**367**

File Description	Documents
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the year	View File
Reports of the e-training programmes	View File
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	https://care.edu.in/e-contents/
List of e-contents / e courses / video lectures / demonstrations developed	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

2.4.5 - Number 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 year**53**

File Description	Documents
Institutional data in the prescribed format/ Data Template	View File
Certified e-copies of award letters (scanned or soft copy)	View File
Any other relevant information	View File

2.5 - Evaluation Process and Reforms**2.5.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the year****2.5.1.1 - Number of days from the date of last semester-end/ year- end examination to the date of declaration of results in the year**

9

File Description	Documents
List of Programmes and dates of declaration of last semester-end and yearend examination results	View File
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.2 - Total number of student complaints/grievances about evaluation against total number appeared in the examinations during the year

3

File Description	Documents
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	View File
Minutes of the grievance cell / relevant body	View File
List of complaints / grievances during the year	View File
List of students who appeared in the exams during the year (Data template)	View File
Any other relevant information	View File

2.5.3 - Evaluation-related Grievance Redressal mechanism followed by the

1. Double valuation/Multiple valuation with appeal process

Institution. The University adopted the following for the redressal of evaluation-related grievances.

for re totalling/revaluation and access to answer script

File Description	Documents
Provide links to the examination procedure and re-evaluation procedure developed by the Institution and duly hosted in the Institution's website	https://care.edu.in/examination-2/
Report of the Controller of Examination/ Registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.5.4 - Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system. Describe examination reforms implemented by the University during the year with reference to the following within 100 - 200 words

CARE improves programme evaluations to match learning outcomes. Question papers measure cognitive and problem-solving skills using Bloom's taxonomy. Examination handbook and schedule offer timely results for student progression. Continuous Internal Assessment measures various knowledge and skill domains. The central examination system integrates student and faculty online portals, which facilitates faculty to directly enter internal assessments marks/attendance, question bank, and paperless process. Students can apply for exams, transcripts, retotalling, pay fees, and examine test timetables, internal assessment marks, and end-semester exam results on their web portals, making it a user-friendly, transparent system. The Controller of Examinations office is highly automated using a home-tailored, modular architecture-based central processing system with modules for Generation of Exam Schedule, Examiners database, Student application processing- Mandatory Attendance and internal mark verification, fee collection, Photo-embedded hall ticket generation, Examination hall seating plan, Generation of Invigilators' List, OMR scanning, coding and decoding answersheets, generation and print for fair, error-free evaluation. The integrated Examination Management System is

flexible enough to be tailored to the constituent institutions and schools' program/course configurations. Examinations, results, and convocations are on time due to end-to-end ICT changes. Automation ensures fair, fast, error-free, transparent results release. Assessment technique changes have improved program/course outcome targets.

File Description	Documents
Details of examination reforms implemented during the year	https://care.edu.in/examination-2/
Any other relevant information	View File

2.5.5 - Status of automation of Examination division using Examination Management System (EMS) along with approved online Examination Manual Options (Choose an applicable option):

A. Complete automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Snapshot of EMS used by the Institution	View File
Copies of the purchase order of the software/AMC of the software	View File
The present status of automation., Invoice of the software, & screenshots of software	View File
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The Institution has stated learning outcomes /graduate attributes as per the provisions of Regulatory Bodies which are integrated into the assessment process and widely publicized through the website and other documents Provide details of the stated learning outcomes for each programme / course as stipulated by the appropriate Regulatory Body and the methods followed by

the Institution for assessment of the same within 100 - 200 words

All courses have PO-mapped SMART (specified, measurable, achievable, relevant, and time-oriented course outcomes. Courses are graded on a scale of 0 to 3 based on their competencies to meet POs. This score assesses the course's relevance to the programme, links concepts and applications, and identifies development areas for programme outcomes. Each course uses Blooms Taxonomy and competencies. Phase-wise course/subject outcomes and subject-wise learning and assessment are maintained. Digital platforms, seminars, orientation meetings, and one-on-one correspondence inform stakeholders about the course outcome, programme outcome, and linkage scores at the start of the course. Each programme has a full handbook including curriculum, POs, syllabi, and COs. Formative and summative exams, seminars, project work, etc measures student learning. Students research project examine identifying an issue, investigating, designing and implementing a solution within a timeframe. Blooms Taxonomy questions enable excellent cognitive synthesis and problem solving, preparing students for real-world situations. Student performance on the above learning measures determines the direct component. Indirect methods include stakeholder's feedback, student advancement to further education, and placement. The Curriculum Committee reports to IQAC after the department analyses target achievement. Curriculum Committee advises course teachers on curriculum redesign to improve PO-CO connection scores. This cycle boosts graduation outcomes.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://cfms.chettinadhealthcity.com/aqar2022-23/files/1.1.1.A-Outcome-analysis.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://cfms.chettinadhealthcity.com/aqar2022-23/files/2.6.1.A-methods-of-the-assessment-of-learning-outcomes-and-graduate-attributes.pdf
Any other relevant information	View File

2.6.2 - Pass percentage of final year students in the year

2.6.2.1 - Number of final year students of all the programmes, who passed in the university examinations in the year

600

File Description	Documents
List of Programmes and the number of students appeared and the number of students passed in the final year examination for the year	View File
Institutional data in prescribed format (Data Template)	View File
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for year	https://cfms.chettinadhealthcity.com/agar2022-23/files/2.6.2.A-Annual-report.pdf
Any other relevant information	View File

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

File Description	Documents
Any other relevant information	View File
Database of all currently enrolled students (Data Template)	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The Institution has a well-defined Research promotion policy and the same is uploaded on the Institutional website

"Bench side" ideas to "bed side" applications require a separate cohort of clinical researchers and scientists to integrate the newly emerging multidisciplinary biological sciences with human health care and delivery. A Research Advisory Committee (RAC) of distinguished scientists and clinicians determines new research directions based on national and contextual demands for inexpensive clinical care. RAC recommends CARE's specialty R&D system and "signature" contributions to human health care R&D. Research Advisory Committee, UG and PG research review board, IHEC, IAEC, PhD-Doctoral committee, IPR cell, and others oversee quality research. University funding, Awards for exceptional publications, extramural efforts, Workshop/conference/seminar funding, Post-Doctoral Fellowship, CARE JRF contingencies,

Doctoral committee clinicians, Faculty PhD part-time, Fostering MoU with Indian and foreign institutions, ICT-High-speed networks and computing, CPCSEA-approved Central Instrumentation facility helps animals Interdisciplinarity Research Director, Research Convener, Research coordinator, Assistant Registrar and assistants follows proactive mechanisms for facilitating smooth implementation of the research projects. CARE offers financial and technical support for Patent filing, autonomy to the principal investigator for project implementation, timely release and audit of University grants, periodic Training programs/workshops etc. University is awarded with SIRO status by DSIR and annual reports are submitted to DSIR with details of research activities and finance statements.

File Description	Documents
Minutes of the meetings of Governing Council/ Syndicate/Board of Management for the year related to research promotion policy adoption	View File
Document on Research promotion policy	View File
Any other relevant information	View File

3.1.2 - The institution provides seed money to its teachers for research (amount INR in Lakhs)

94.5

File Description	Documents
Sanction letter of seed money to the faculty	View File
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View File
List of teachers receiving seed money and details of seed money received (Data Template)	View File
Any other relevant information	View File

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

Institutions during the year**324**

File Description	Documents
Certified e-copies of the award / recognition letters of the teachers	View File
List of teachers and their national/international fellowship details (Data Templates)	View File
Any other relevant information	View File

3.1.4 - Number of JRFs, SRFs, Post-Doctoral Fellows, Research Associates and other research fellows enrolled in the institution during the year**21**

File Description	Documents
List of research fellows and their fellowship details	View File
E copies of fellowship award letters	View File
Registration and guide / mentor allocation by the Institution	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

**3.1.5 - University has the following facilities
 Central Research Laboratory / Central
 Research Facility Animal House/ Medicinal
 plant garden / Museum Media
 laboratory/Business Lab/e-resource Studios
 Research/Statistical Databases/Health
 Informatics Clinical Trial Centre Any other
 facility to support research**

A. Any 5 of the Above

File Description	Documents
Videos and geo-tagged photographs	https://cfms.chettinadhealthcity.com/agar2022-23/files/3.1.5.Videographs-and-Geotagged-photographs.pdf
List of facilities provided by the University and their year of establishment (Data Template)	View File
List of the facilities added in the current academic year	View File
Any other relevant information	View File

3.1.6 - Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)

3.1.6.1 - The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by National and/or International agencies

8

File Description	Documents
E-copies of departmental recognition award letters	View File
List of departments and award details (Data Template)	View File
Any other relevant information	View File

3.2 - Resource Mobilization for Research

3.2.1 - Grants for research projects /clinical trials sponsored by Non-Government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the year

197729352

File Description	Documents
E-copies of the grant award letters for research projects sponsored by nongovernment organizations	View File
List of project and grant details (Data Template)	View File
Any other relevant information	View File

3.2.2 - Grants for research projects/clinical research project sponsored by the Government funding agencies during the year

17902370

File Description	Documents
E-copies of the grant award letters for research projects sponsored by government agencies	View File
List of projects and grant details (Data Template)	View File
Any other relevant information	View File

3.2.3 - Ratio of research projects/clinical trials per teacher funded by Government/Industries and Non-Government agencies during the year

3.2.3.1 - Number of research projects/clinical trials funded by Government /industries and non-government agencies during the year

215631722

File Description	Documents
List of research projects and funding details (Data Template)	View File
Supporting document/s from Funding Agencies	View File
Copy of the letter indicating sanction of research project funded by Govt./Non-Govt agency and industry including names of teachers and amount in INR	View File
Any other relevant information	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell

Global competitiveness in information and innovation economies is pressuring education systems to focus on nurturing innovators and firms rather than graduates. Since industry doesn't allow for incubation time, today's students should be taught creativity, innovation, and entrepreneurship throughout university. The Institute Innovation Cell was founded in 2014 to foster innovation and entrepreneurship in education (IIC-CARE). IIC-CARE brings together physicians, ARIIA and NIRF coordinators, students and professors, professional consultants from BIRAC-sponsored IICs, NABARD's AGM, entrepreneurs from BIRAC-sponsored startup firms, CEOs, and Directors to help students and young successful entrepreneurs communicate. Invention competitions, award students with prizes, honours, and certificates. A jury group selects answers and creates a prototype. They work with an innovation startup to refine and commercialise the idea. Seminars, workshops, and conferences on Intellectual Property Rights, Business Models, Legal Issues, and Government and Other Organizational Financial and Other Support are scheduled. Bionest-funded incubators, biotech parks, and industry are encouraged to collaborate with faculty and students. Some of the initiatives are Industry-sponsored training and consulting, Internship/Training Memorandums, Innovation Day celebrations, Industry collaboration, IPR-Olympiad Exam, Roadshow promoting healthcare, research, and innovation etc

File Description	Documents
Geotagged photographs of the facilities and innovations made	View File
Any other relevant information	View File

3.3.2 - 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 year

In today's environment, CARE professors and students need a wide range of skills and experiences to thrive in their jobs. While our students learn numerous fields of expertise, CARE instil qualities that promote innovation and ethics in research and life. Training is necessary to communicate ideas cohesively in competitive contexts. Invited speakers, training seminars, practise sessions, etc. are being organized. Most of these seminars are interactive,

allowing students and other attendees to express themselves, ask questions, and improvise current systems. Such training has increased the patent applications tremendously. The workshops were specific to CARE's operations. Teachers and students engaged in clinical research also received training on Good Clinical Practice standards, which helped them grasp patient research ethics. These trainings have 50-80 participants. Several seminars were refresher courses for those who had previously been trained. Faculty were offered workshops on teaching and scientific writing trends to improve their skills. Programmes helped faculty to improve their management and leadership skills. Private partnerships have built a reputable, trustworthy, and reliable education for employees and students. In this booming economy, qualified people have a better chance of getting good-paying jobs. CARE organises seminars, lectures, and workshops like these to make trained workers more employable.

File Description	Documents
Reports of the events	https://cfms.chettinadhealthcity.com/aqar2022-23/files/3.3.2.B-Reports-of-the-events.pdf
List of workshops/seminars on the above conducted during the year	https://cfms.chettinadhealthcity.com/aqar2022-23/files/3.3.2.A-List-of-workshop-seminars.pdf
Any other relevant information	View File

3.3.3 - Number of awards / recognitions received for innovation / discoveries by the Institution/teachers/research scholars/students from recognized bodies during the year

3.3.3.1 - Total number of awards/recognitions received by the Institution/teachers/research scholars/students from recognized bodies during the year

8

File Description	Documents
E-Copies of award letters (scanned or soft copy) for innovations with details of awardee and awarding agency	View File
Link to appropriate details on the Institutional website	https://care.edu.in/innovation-awards/
Institutional data in prescribed format (Data Template)	View File

3.3.4 - Number of start-ups incubated on campus during the year

3.3.4.1 - Number of start-ups incubated on campus during the year (a startup to be counted only once)

5

File Description	Documents
Registration letter	View File
E- sanction order of the University for the start-ups on the campus	View File
Contact details of the promoters	View File
List of start-ups- details like name of the start-up, nature, year of commencement etc (Data Template)	View File
Any other relevant information	View File

3.4 - Research Publications and Awards

3.4.1 - The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following Research methodology with course on research ethics Ethics committee Plagiarism check Committee on Publication guidelines

A. All of the Above

File Description	Documents
Institutional code of Ethics document	View File
Course content of research ethics and details of members of Ethics Committee	View File
Copy of software procurement for plagiarism check	View File
Minutes of the relevant committee meetings for the year with reference to the code of ethics	View File
Details of committee on publication guidelines	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

<p>3.4.2 - The Institution provides incentives for teachers who receive state,national or international recognitions/awards. Options: Career Advancement Salary increment Recognition by Institutional website notification Commendation certificate with cash award</p>	<p>A. All of the Above</p>
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File Description	Documents
Policy on Career advancement for the awardees	View File
Policy on salary increment for the awardees	View File
Snapshots of recognition of notification in the HEI's website	View File
Copy of commendation certificate and receipt of cash award	View File
List of the awardees and list of awarding agencies and year with contact details for the year	View File
Incentive details (link to the appropriate details on the Institutional website)	View File
Institutional data in prescribed format (Data Template)	View File

3.4.3 - Number of Patents/ Copyrights published/awarded/technology-transferred during the year

3.4.3.1 - Total number of Patents/ Copyrights published/awarded/ technology-transferred during the year

50

File Description	Documents
List of patents/Copyrights and the year they were published/awarded	View File
E- copies of the letters of award/ publication of patent/copyright/ technology-transferred	View File
Technology transfer document	View File
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.4 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines awarded per

recognized PG teacher of the Institution during the year**3.4.4.1 - Number of Ph. Ds /DM/M Ch/PG degrees in the respective disciplines awarded per recognized PG teacher of the Institution during the year**

138

File Description	Documents
List of PhD/DM/M Ch candidates with details; like name of the guide, title of the thesis, year of award, award letter etc	View File
Web page for research in the Institutional website.	https://care.edu.in/research/
Institutional data in prescribed format (Data Template)	View File
Any other relevant information	View File

3.4.5 - Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the academic year

File Description	Documents
List of research papers by title, author, department, name and year of publication and Scopus/Web of Science/PubMed list ref. No: (Data Template) /link	View File
Names of the indexing databases	View File
Any other relevant information	View File

3.4.6 - Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the academic year**3.4.6.1 - Number of research papers in the approved list of Journals notified on UGC website during the year**

345

File Description	Documents
List of research papers with title, author, department, name and year of publication and UGC list ref. No: (link)	https://cfms.chettinadhealthcity.com/agar2022-23/files/3.4.6.A-Institutional-data.pdf
Names of the indexing databases	View File
Any other relevant information	View File

3.4.7 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the year

3.4.7.1 - Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed during the academic year

57

File Description	Documents
List of books and chapters in edited volumes / books published (Data Template)	View File
List of names of publishers: National/ International	View File
Any other relevant information	View File

3.4.8 - Bibliometrics of the publications during the calendar year based on average Citation Index in Scopus/ Web of Science

Scopus- 0.81; Web of Science- 3.6

File Description	Documents
List of the publications during the year	View File
Any other relevant information	View File

3.4.9 - Provide Scopus/ Web of Science – h-index of the Institution for the academic year

47

File Description	Documents
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View File
Any other relevant information	View File

3.5 - Consultancy

3.5.1 - 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

CARE develops industry-relevant technology through several research projects. Research addresses national needs, including community healthcare. Researchers make sure their research meets corporate and community needs. CARE raises awareness, trains businesses, provides consultation services, stimulates and disseminates innovation, and advocates for IP protection, translation, and revenue/royalty sharing. All academics and scholars receive ongoing training on research-to-IP and IP-toconsultancy/ technology transfer.

Researchers are trained to commercialise lab research. Institute research grants fund IP training, filing, and protection. Consultancy projects adhere to the highest ethical standards. Consultancy services include professional advice, facility utilisation, testing, and characterization. The MOU would list deliverables, milestones, payment schedules, roles and duties, dispute resolution, liabilities, IPR sharing, arbitration, etc. Inventors split IPR licencing earnings. Innovators receive 50% of project proceeds. The University's internal administrative usage of the aforesaid consultancy charge sharing is not divulged to the client who may be quoted a lump sum of total consultancy charges. The institute offers incentives for IP filing, granting, and commercialization to promote IP consultancy. The institute will use technological licensing/transfer revenue to maintain IPR. The IPR Cell, alumni network, and industries attracted by testing and characterization services facilitate technology translation to industry.

File Description	Documents
Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	https://cfms.chettinadhealthcity.com/agar2022-23/files/3.5.1.C-Minutes.pdf
Link to the soft copy of the IPR and Consultancy Policy	https://cfms.chettinadhealthcity.com/agar2022-23/files/3.5.1.B-IPR-copy.pdf
List of the training / capacity building programmes conducted during the year	https://cfms.chettinadhealthcity.com/agar2022-23/files/3.5.1.A-List.pdf
Any other relevant information	Nil

3.5.2 - Revenue generated from advisory / R&D consultancy projects (exclude Patients consultancy) including Clinical trials during the year

3.5.2.1 - Total amount generated from consultancy during the year (INR in lakhs)

643

File Description	Documents
Audited statements of accounts indicating the revenue generated through consultancy/clinical trials	View File
CA certified copy/Finance Officer Certified copy attested by head of the Institution	View File
List of consultants and revenue generated by them (Data Template)	View File
Any other relevant information	View File

3.6 - Extension Activities

3.6.1 - Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, Government and Non- Government Organisations engaging NSS/NCC/Red Cross/YRC, Institutional clubs etc., during the year

3.6.1.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/

YRC etc., during the year**377**

File Description	Documents
Photographs or other relevant supporting document	View File
Detailed program report for each extension and outreach program with specific mention of number of students and collaborating agency participated	View File
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., for the year	View File
Any other relevant information	View File

3.6.2 - Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1**3889**

File Description	Documents
Reports of the events organized	View File
Number of extension and outreach activities conducted with industry, community health camps etc., for the year (Data Template)	View File
Geo tagged Photos of events and activities	View File
Any other relevant information	View File

3.6.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognized bodies during the year

Our outreach drive focuses on building relationships with the neighbourhood communities in our activities to make a difference in the lives of those touched by the outreach programs.

The dedicated efforts of CARE in the areas of cleanliness and hygiene, disease prevention and community health, flag ship

programs on community hospital, rural and urban health centers, super specialty services to the rural and unreached, free medical consultancy services, advice and support to occupational health for IT and high-tech companies in community, digital India programs to the rural mass and participation and support to various state and central government sponsored programs for service and upliftment of the downtrodden, have received awards/recognition from different sectors.

- Appreciation letter from Madayathur Panchayat President, Annai Vellankanni Matriculation School, Government Higher Secondary School, Om Sai Intex Pvt Ltd, St. John De Britto Home for Aged Women, Government School - Kelambakkam, Sirudavoor, Mamallapuram Panchayat Office, Thiruporur Panchayat Office, Buvana Krishnan Matriculation Higher Secondary School and Humming Gardens Owners Welfare Association for conduction of various outreach and welfare activities.
- Certificate from Physkraft Super speciality physiotherapy clinic, Indian Association of Physiotherapists Women Cell, Tamilnadu, Bee Physio Life for conducting outreach physiotherapy awareness session and medical camps

File Description	Documents
Number of awards for extension activities in the year- e-copy of the award letters	View File
List of Government/other recognized bodies that have given the awards	View File
Any other relevant information	View File

3.6.4 - 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 year

CARE's Vision, Mission, and Core Values assist students become global citizens who understand their moral and ethical obligations. Extension initiatives promote University-Neighborhood-Community networks at the grassroots level to sensitise students to the growth and empowerment of the neighbourhood community. Students participate in community development programmes with NSS and dedicated professors. Rural India is dirty and malnourished. Villagers lack health, cleanliness, and disease awareness.

Students' NSS projects earned CARE a national award. CARE increasingly conducts community seminars/workshops/training and awareness programmes to meet society's changing demands. Community free Hospital provides free food, consultation and medicine. Activities in CARE include awareness camp, village adoption, health camps, socio-economic surveys, epidemic awareness efforts, digital India programmes, anti-plastic initiatives, participation in national health initiatives, books and cloth for marginalised populations, cleanliness campaigns, NSS activities etc. Working in rural areas with diverse socioeconomic groups helps students comprehend the fundamental problems, appreciate others, and acquire confidence to solve community difficulties. These activities help them become responsible future leaders. This innovative and distinctive experience of participation in outsidethe- classroom extension activities helps children grasp societal problems and become civically engaged. Students learn to negotiate, communicate, manage, and resolve conflicts by working with the community, government, and other organisations

File Description	Documents
Geotagged photographs of Institutional social responsibility activities	https://cfms.chettinadhealthcity.com/agar2022-23/files/3.6.1.B-NSS-Report.pdf
Link for additional information	Nil
Link for additional information	Nil

3.7 - Collaboration

3.7.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc conducted during the year

3.7.1.1 - Total number of Collaborative activities for research, faculty exchange, student exchange during the year

444

File Description	Documents
List of Collaborative activities for research, faculty exchange etc., (as per Data Template)	View File
Certified copies of collaboration documents and exchange visits	View File
Link with collaborating Institution's website	https://cfms.chettinadhealthcity.com/agar2022-23/files/3.7.1.A-Final-list.pdf
Any other relevant information	View File

3.7.2 - Presence of functional MoUs with Institutions/ industries in India and abroad for academics, clinical training / internship, on-the-job training, project work, student / faculty exchange, collaborative research programmes etc., during the year

3.7.2.1 - Number of functional MoUs for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the year

25

File Description	Documents
E-copies of the functional MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	View File
Institutional data in prescribed format	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The Institution has adequate physical facilities for teaching –learning, skills acquisition etc.

Our university comprises of Chettinad Hospital and Research Institute, Faculty of Allied Health Sciences, Chettinad College of Nursing, Chettinad School of Pharmaceutical Sciences, Chettinad School of Physiotherapy, Chettinad school of Architecture and Chettinad School of Law as constituent colleges.

CARE consists of 7 lecture halls each with 300 seats capacity, one lecture hall with 400 seats, 25 lecture halls with 75-100 seats

capacity, 43 seminar halls with 100 seats capacity, 32 demo halls with 75-100 seats capacity, 10 demo halls with 100-125 seating capacity, 15 demo halls with 50-75 seating capacity. All the class rooms, lecture theatres and seminar halls are air-conditioned and ICT-enabled with sophisticated audio visual aids and facilities for video conferencing. These spaces are allocated to the students based on proper schedule of classes for optimal utilization of electricity. The college block has museum with varied and interesting specimens especially in the subjects of Anatomy, Physiology, Microbiology, Pathology, pharmacology, Community Medicine and Forensic Science, MOOC court for law school and studio for school of architecture and state of the art American Heart Association accredited simulation centre.

File Description	Documents
Teaching- learning and skills acquisition facilities in the Institution	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.1.1.A-Teaching-learning-facilities.pdf
Geotagged photographs of the facilities	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.1.1.B-Geotagged-photographs.pdf
Any other relevant information	<u>Nil</u>

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

CARE provides state-of-art facilities for this unification with the perfect blend of academics and sports. The Institution has created award-winning auditoria, global standard sports complexes to support the physical, mental and social requirements of 'students and staff' sports and cultural activities.

Outdoor facilities:

The trend setting amenities such as 400 mts Synthetic Track and Football field, with a total built up area of 1,77,120 sq feet, a Cricket ground, Futsal ground and Turf cricket nets, with a total built up area of 37,000 sq feet are available for outdoor events. Basketball courts, Lawn Tennis court and Tennikoit court with a total built up area of 14,203 sq feet are also utilized by the students. Ultra modern Sports complex covering 50,000 sq feet

comprises Volleyball courts, Throw ball court and Kho-Kho court, and Kabaddi court.

Indoor facilities:

The state-of-the-art multi-purpose Indoor stadium (8,169 sq feet) with a seating capacity for 500 spectators has facilities for indoor activities such as Badminton, Basketball, Kabaddi, Table Tennis, Carrom and Chess. A swimming pool is available for interested students to get trained. Hostels (boys and girls) have separate gym facilities, equipped with the latest gym equipments of the highest standard.

File Description	Documents
Available sports and cultural facilities: with geotagged photos	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.1.2.A-Sports-and-Cultural-Facilities.pdf
Any other relevant information	<u>Nil</u>

4.1.3 - Availability and adequacy of general campus facilities and overall ambience

The general campus facilities available to students, staff and patients are of superior quality and adequate in quantity. The facilities are well maintained following industry standards. Our campus stands by the theme "Go Green". Our campus is sheathed with various plants and trees making it more pleasant and pollution free. We have the following facilities including 24/7 security, Hostels for men and women, Accommodation for teaching and non-teaching staff, Hospitals with facilities of emergency, OPD services, intensive care units and pharmacy, Banks and ATM, magnificent food court providing all types of cuisines including South Indian, North Indian, continental and international delicacies, facilities for sports, transport for students and staff, gym, spa & salon facilities and sewage treatment plant. Other facilities that enhance the ambience include ramps, lifts etc for differently abled students and patients, cement concrete roads, signage boards and fire extinguishers.

Thus the general facilities in the campus provide an admirable academic environment.

File Description	Documents
Geotagged Photographs of Campus facilities	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.1.3-Campus-Facilities.pdf
Any other relevant information	<u>Nil</u>

4.1.4 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year

4.1.4.1 - Number of expenditure incurred, excluding salary, for infrastructure development and augmentation during the year (INR in lakhs)

6486

File Description	Documents
Audited report / utilization statements (highlight relevant items)	View File
Details of budget allocation, excluding salary during the year (Data Template)	View File
Any other relevant information	View File

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies

- Fully equipped NABL accredited labs with 24 hours services in Biochemistry, Microbiology and Pathology.
- State of the art Simulation and Skills centre, which is American Heart Association (AHA) accredited, imparts the following skills: Simulated clinical situations - Respiratory and cardiac arrest, Acute airway emergencies, Code blue training, Ventilator care, Conduction of delivery, Episiotomy, Neonatal resuscitation, Expression breast milk, Warmer and Incubator care, Pap Smear collection, Insertion of Copper T, Advanced cardiovascular and basic life support training, Oxygenation, Injection techniques, Intravenous cannulation and setups, Intravenous infusion and calculation, Blood Sample collection, Suturing, Hernia repair, Urinary catheterization and Enema, Sepsis management, Central line placement and so on.
- Well equipped surgical suites are available for major, minor

and complex surgeries.

- Medical, Surgical, Pediatric, Neonatal, Respiratory & Cardiac ICUs are well equipped with multi-para monitors, ventilators, defibrillators, central oxygen, suction, IABP and facility for dialysis inside ICU.
- Other teaching-learning facilities- High Performance Liquid Chromatography (HPLC), Exercise therapy, Gait training unit and Electrotherapy unit, Moot court, Air-conditioned studios, Computer Centre, Lecture Halls, Climatology lab, Surveying lab, Material museum, Model-making workshop and Construction Yard.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geotagged photos	https://cfms.chettinadhealthcity.com/aqar2022-23/files/4.2.1.A-Facilities-as-per-Regulatory-Bodies.pdf
List of facilities available for patient care, teaching- learning and research with geotagged evidences	https://cfms.chettinadhealthcity.com/aqar2022-23/files/4.2.1.A-Facilities-as-per-Regulatory-Bodies.pdf
Any other relevant information	Nil

4.2.2 - Describe the adequacy of both outpatients and inpatients in the teaching hospital vis-a-vis the number of students trained and programmes offered (based on HIMS / EMR)

CHRI had an intake of 150 MBBS seats till 2018-19. The intake was enhanced to 250 from 2019-20 onwards, besides MD, MS, DM and M.Ch. programs in various specialties.

CHRI provides required clinical material that fulfills the criteria recommended by the medical regulatory body for training the students of UG, PG and superspeciality programs.

The average number of daily out-patients was 3565 in the year 2022 and 3747 in 2023.

The number of teaching beds in the hospital was 1590 excluding the ICU beds and private beds in 2022, which was enhanced to 1630 in 2023. On an average, 218 patients were admitted daily in 2022 and 236 were admitted daily in 2023. The bed occupancy rate was more than 85% in 2022 and 2023.

The major surgeries were performed in optimal numbers that are

adequate to train the UG and PG students. The daily average of major surgeries was 44 in the year 2022 and 45 in 2023.

The average daily normal deliveries and caesarian sections were 7 and 3 respectively in 2022 and in 2023, the average number of normal and deliveries and caesarian sections were including the normal deliveries and caesarian sections were 12 and 4 respectively.

File Description	Documents
Outpatient and inpatient statistics for the year	https://cfms.chettinadhealthcity.com/aqar2022-23/files/4.2.2.A-OP-IP-statistics-202223.pdf
Description of the adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	https://cfms.chettinadhealthcity.com/aqar2022-23/files/4.2.2.B-Description-of-adequacy-regulatory.pdf
Link to hospital records / Hospital Management Information System	https://vdi.care.edu.in/

4.2.3 - Availability of infrastructure for community-based learning. Institution has: Attached Satellite Primary Health Centers Attached Rural Health Centers for training of students Attached Urban Health Centre for training of students Residential facility for students / trainees at the above peripheral health

A. All of the Above

File Description	Documents
Geotagged photographs of Health Centers	View File
Government Order on allotment/assignment of PHC to the Institution	View File
Documents of resident facility	View File
Any other relevant information	View File

4.2.4 - Is the Teaching Hospital / Clinical

A. All of the Above

Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation.

File Description	Documents
Copies of the Certificate/s of Accreditations	View File
Any other relevant documents	View File
Data Template in prescribed format	View File

4.3 - Library as a Learning Resource

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

About LIBMS:

In house Library management system developed by using Php 5.6.32 software and My SQL 5.0.11 database. Commencement of this software was in June 2017 and it was completed in December 2017. The automation system has a modular structure compressing of various functional modules as listed below:

Circulation service: Issue/Return/Renewal done in this option. Overdue charges automatically calculated and updated. We can search issued /return/renew book details through accession user id. Library due report, transfer book details, books kept for binding details and library clearance report can view in this option.

Virtual library: From this link we can access all our electronic databases like ProQuest, DELNET, Pharma Intelligence, CDJ Law online etc.,

E- Question Bank: This facility available to update every semester/year examination question papers of medical, AHS, nursing, Physiotherapy, pharmacy, architecture, Occupational therapy and law. It will reflect in our OPAC (Online Public access Catalogue), so all the users can access e- question papers by using wifi or remote IP address provided to access.

OPAC: (Online public access catalogue)

By using this facility online public access catalog users can search books or any resources available in the library.

<https://182.73.176.164/libms/opac>

File Description	Documents
Geotagged photographs	https://cfms.chettinadhealthcity.com/aqar2022-23/files/4.3.1.A-Geotagged-photos-library.pdf
Any other relevant information	Nil

4.3.2 - 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

Printed Resources details

The library collection encompasses 49111 books of 18602 titles varying in subjects like Medical, Allied health sciences, nursing. Pharmacy, architecture, occupational therapy and law. In addition it includes 9162 reference books of latest edition. About 130 national and 107 international print journals are subscribed.

Electronic resources

Electronic Resources from various consortia such as ProQuest, DELNET, Pharma Intelligence, CDJ law online and Tamilnadu Nurses & mid wives council, can be accessed anywhere in the campus using WIFI. We have total collection of 8961 electronic journals, 2023 CDs/DVDs, AV resources and 1, 84,862 e-books.

Institutional Repository

A large number of print volumes of CARE's Thesis / dissertation / Publications and reports are readily available at the library for reference.

Ancient Books/Manuscripts

The library has a collection of 4081 books (Print/Electronic) ancient books/ manuscript

Membership in Resource Sharing Network:

Apart from the above printed and electronic resources, the library has institutional membership of the following establishments/organizations/consortium.

- DELENT
- British council Library
- American Library
- NPTEL
- Tamilnadu Nursing & Midwives council
- Shodhganga.

File Description	Documents
Library acquisition data for the year	https://cfms.chettinadhealthcity.com/aqar2022-23/files/4.3.2.A-Library-acquisition-data.pdf
Any other relevant information	View File

4.3.3 - Does the Institution have an e-Library with membership/ subscription for the following e – journals / e-books consortia e - ShodhSindhu Shodhganga SWAYAM Discipline-specific Databases

A. All of the Above

File Description	Documents
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership etc. (Data Template)	View File
E-copy of subscription letter/membership letter or related document with the mention of year	View File
Any other relevant information	View File

4.3.4 - Annual expenditure for purchase of books and journals (including e-resources) during the year

4.3.4.1 - Annual expenditure for purchase of books and journals during the year (INR in lakhs)

1314

File Description	Documents
Provide consolidated extract of expenditure for purchase of books and journals during the year duly attested by Finance Officer	View File
Audited Statement highlighting the expenditure for purchase of books and journal library resources	View File
Proceedings of Library Committee meetings for the year for allocation of fund and utilization of fund	View File
Details of annual expenditure for purchase of books and journals for the year (Data Template)	View File
Any other relevant information	View File

4.3.5 - E-content resources used by teachers/students Other MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other Government Initiatives

A. All of theAbove

File Description	Documents
Give links or upload document of e-content developed	View File
Supporting documents from the hosting agency for the e-content developed by the teachers	View File
Give links e-content repository used by the teachers / Students	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.3.5.A-Give-links-econtent-repository-used-by-the-teachers-Students-202223.pdf
Data Template	View File

4.4 - IT Infrastructure

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

4.4.1.1 - Number of classrooms, seminar halls and demonstration room with ICT facilities

129

File Description	Documents
Number of classrooms, seminar halls and demonstration room with ICT enabled facilities (Data Template)	View File
Description of new facilities added during the preceding academic year	View File
Consolidated list duly certified by the Head of the institution	View File
Geotagged photographs	View File
Any other relevant information	View File

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

IT infrastructural development is a given top priority as the University realizes the correlation between adequate infrastructure and effective ways in teaching - learning. CARE has major requirements of user access control, control over bandwidth utilization and differentiated policy control for management of faculty's and student's access. The entire Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities. We had upgraded the Wi-Fi solutions for our students with the Latest Wi-Fi devices and Facial Biometric Devices for the PG and CRRI's attendance purpose, also our future focus to upgrade the same for all the Students and Staff's. In 2021 overall 173 Access Points and 2 Facial Biometric has been procured and replaced the old one. The Ruckus R320 UNLEASHED, DUAL BAND 802.11AC Wave 2 Indoor AP's, for students uninterrupted broadband experience and Facial Biometric. The camera detects and locates the image of a face, in front of device and student or faculty alone the image may show the person looking straight ahead or in profile and it recognize the face and provide the authentication for users.

File Description	Documents
Documents relating to updation of IT and Wi-Fi facilities	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.4.2-B-Documentsupdation-of-IT-facilities.pdf
Any other relevant information	<u>Nil</u>

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

A. ?1 GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Annual subscription bill / receipt	View File
Any other relevant information	View File

4.4.4 - Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System (LCS), etc.

Learning Management System (LMS) is fully incubated, developed and maintained in-house. A well equipped modern AV studio with all the required equipment has been set up in the campus. Hands-on training on 'Site Administration' is provided to the faculty members through a four week module (20 hours) which is followed by a two week module (20 hours) hands on training on course administration.

Media centre is established and in under operation with an exclusive communication team who work along with IT department in the AV Studio in designing and creating content, intra campus communications, social media campaigns and other online interaction activities

The policy for developing e-contents permits a faculty member to use the resources for developing contents at free of cost if it is intended to be utilized only by their fellow faculty members and

students. Originality of the e-content is established through an approval process by the heads of the respective departments. E-content developers ensure the content is presented in the structural design listed by the principles of Analysis, Design, Development, Implementation and Evaluation and also complies with LMS Model - Content Object Reference which is an industry standard that guarantees operability of e-content.

File Description	Documents
The e-content development facilities	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.4.4.A-E-content-development-facilities.pdf
Geotagged photographs	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.4.4.B-Geotagged-photographs.pdf
Any other relevant information	<u>Nil</u>

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Number of expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the year

6818

File Description	Documents
Audited statements of accounts on maintenance	View File
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Template)	View File
Link to ERP	https://vdi.care.edu.in/
Any other relevant information	View File

4.5.2 - There are established systems and processes for maintaining physical and academic support facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)

The university campus exhibits an excellent academic ambience with buildings constructed employing technologies that are energy efficient, water conserving, renewable energy houses and

sustainable building materials. We have a robust system for maintenance of physical and academic support facilities. A range of committees, offices and persons are entrusted with the responsibility of a periodic and regular review of the status of the facilities and of planning and executing maintenance related activities promptly.

The Maintenance Committee oversees the maintenance and utilization of physical, academic and support facilities viz. laboratory, library, sports complex, computers, classrooms and other facilities. The Committees are responsible for planning, purchasing and controlling the use of physical resources on the advice of higher authorities.

There is a dedicated Infrastructure & Maintenance Department consisting of a team of professionally qualified Engineers and experienced technical staff for biomedical, electrical, civil, mechanical (chillers plants & STP), painting, carpentry and plumbing works.

The infrastructure is well maintained by strictly adopting the prescribed Standard Operating Procedures for maintenance of physical facilities. Regular scheduling of maintenance work with log books enables optimum usage of the facilities by students, faculty and staff both academic and administrative.

File Description	Documents
Minutes of the meetings of the Maintenance Committee for the year	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.5.2.A-MoM-maintenance-committee.pdf
Log book or other records regarding maintenance works	https://cfms.chettinadhealthcity.com/agar2022-23/files/4.5.2.B-Maintenance-committee-log-books.pdf
Any other relevant information	<u>Nil</u>

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships /free-ships / fee-waivers by Government / Non-Governmental agencies / Institution during the year

5.1.1.1 - Number of students benefited by scholarships /freeships / fee-waivers by Government / Non-Governmental agencies / institutions during the year**2839**

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
Consolidated document in favour of freeships and number of beneficiaries duly signed by the Head of the institution	View File
List of students for the year who received scholarships/ freeships /fee-waivers	View File
Any other relevant information	View File

5.1.2 - Institution implements a variety of capability enhancement and other skills development schemes
Soft skills development
Language and communication skill development
Yoga and wellness
Analytical skill development
Human value development
Personality and professional development
Employability skill development

A. All of the Above

File Description	Documents
Detailed report of the Capacity-enhancement programs and other skills development schemes	View File
List of capability enhancement and skill development schemes (Data Template)	View File
Link to Institutional website	https://care.edu.in/capability-enhancement-schemes/
Any other relevant information	View File

5.1.3 - Number of students benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year**5.1.3.1 - Number of students benefited by guidance for competitive examinations and career**

advancement offered by the Institution during the preceding academic year

1727

File Description	Documents
Copy of circular/brochure of such programs	View File
List of students attending each of these schemes signed by competent authority	View File
Program/scheme mentioned in the metric	View File
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the Institution during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell

International Student Cell (ISC) is integrated into the organizational structure to develop and implement its policy on internationalization by:

- Ensuring internationalization activities which contribute to many strategies of university objectives.
- Providing special services for international students and applicants.
- Seeking, supporting and facilitating opportunities for college staff and students to experience academic life at international partner universities through exchange programs.

The ISC performs following functions:

- Organizes Reception and Orientation Programs for international students
- Helps in the process of registration with Foreigner Regional Registration Office (FRRO), visa extensions and other related

issues

- Guides with appropriate information and assists in ensuring safety, security, discipline and well being of the international students.
- Ensures speedy addressing of problems/complaints/grievances to this end; a faculty coordinator is assigned for each international student.
- Organizes & celebrates cultural activities such as international festivals (including International Youth Day), conducts cross cultural programs, and liaisons with respective embassies to ensure that International students participate in important embassy functions.
- Organizes special classes for local language/communications understanding and skills

File Description	Documents
International students' cell	https://care.edu.in/committee-council/various-committees/
Any other relevant information	<u>Nil</u>

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging Adoption of guidelines of Regulatory Bodies Presence of the committee and mechanism of receiving student grievances (online/ offline) Periodic meetings of the committee with minutes Record of action taken

A. All of the Above

File Description	Documents
The Institution has a transparent m	View File
Circular/web-link/ committee report justifying the objectives of the metric	https://care.edu.in/committee-council/various-committees/
Details of student grievances and action taken (Data Template)	View File
Any other relevant information	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/ GPAT/CAT/ GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ PG-NEET/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) during the preceding academic year

26

File Description	Documents
Number of students qualifying in state/ nation	View File
Pass Certificates in the examination	View File
Any other relevant information	View File

5.2.2 - Number of placement /self-employed professional services of outgoing students during the preceding academic year

5.2.2.1 - Number of outgoing students who got placed / self-employed during the preceding academic year

455

File Description	Documents
Self-attested list of students placed / self-employed	View File
Details of student placement / self-employment during the preceding academic year (Data Template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduates in the preceding academic year, who have had progression to higher education**5.2.3.1 - Number of outgoing students progressing to higher education**

76

File Description	Documents
List of students who have progressed to Higher education preceding academic year	View File
Supporting data for students/alumni	View File
Details of student progression to higher education (Data Template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/ cultural activities at state/regional/national/international events (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at state/regional /national/international events (award for a team event should be counted as one) during the year**

79

File Description	Documents
e-copies of award letters and certificates	View File
List of awards/medals for outstanding performance in sports/cultural activities at national/international events during the year (Data Template)	View File
Any other relevant information	View File

5.3.2 - Presence of Student Council and its activities for institutional development and student welfare

The Council comprises of a team of seven office bearers of the Executive Committee and ten members representing various

constituent colleges of CARE. The Vice Chancellor of the university is the Patron of the Council and the advisers guide the Council in all its activities.

The members of the Council participate in brain storming sessions and formal meetings are convened for formulating strategies for the overall curricular, co-curricular and extra-curricular development of the students.

The Student Council of CARE publishes a monthly e-Newsletter that showcases the talents of students. The annual intercollegiate cultural event CHETFUSION/CHETFEST conducted every year is a platform for the students of CARE and other institutions in Tamil Nadu to showcase their talents. The Council also provides a rendezvous for students to exhibit their talents in sports and games by organizing an intercollegiate Sports Meet every year.

The Council play an active role in community engagement through health camps, Swatch Bharath, tree sapling planting activities and disaster recovery measures.

The Council extends its services to all students and Alumni for placements and pursuing higher education in premier institutes. The Council maintains a formidable relationship between students and faculty, administrative officials and the management.

File Description	Documents
Student Council activities during the year	https://care.edu.in/students-council/
Any other relevant information	Nil

5.3.3 - Number of sports and cultural activities / events/ competitions organised in the Institution during the year

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

26

File Description	Documents
Report of the events/along with photographs appropriately dated and captioned	View File
Copy of circular/brochure indicating such kind of activities Information as per Data template	View File
Any other relevant information	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapter (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the year

The principal objectives of the Alumni Association are:

- To provide a platform for establishment of a relationship and a link among former students and current students of the university to share their experiences, feelings and interests.
- To bestow an opportunity for social and professional networking among alumni members.
- To function as ambassadors of the university and facilitate its students in their career development activities.
- To utilize the rich experience of ex-students of the university for the benefit and progress of the current students, to promote campus placements by utilizing their contacts in various industries.

The association makes substantial contribution to the university both in financial and non-financial modes. The financial contributions are utilized for the development of infrastructure, purchasing advanced equipments and supporting and encouraging the academic performance of the current students through prizes, scholarships etc.

The non-financial support includes,

- Medical camps in various rural areas and providing them medical care.
- Conducting school camps and imparting the knowledge on various aspects of health among the budding minds.
- Donation of books to the university library.
- Guiding the current students in organizing and executing

various academic programs, cultural events and sports meets

File Description	Documents
Details of Alumni Association activities for the year	View File
Frequency of meetings of Alumni Association with minutes	View File
Quantum of financial contribution for the year	View File
Audited statement of accounts of the Alumni Association for the year	View File

5.4.2 - Provide the areas of contribution by the Alumni Association / chapters during the year Financial / kind Donation of books /Journals/ volumes Students placement Student exchanges Institutional endowments

A. All of the Above

File Description	Documents
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	View File
List of Alumni contributions made during the year	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

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

Chettinad Academy of Research and Education, a citadel of medical education, is driven by its Vision and Mission.

Vision

To offer transformative education and enable individuals to become responsible, empathetic global citizens who contribute towards a sustainable future.

Mission

- Create a nurturing and supportive environment to ensure students a fulfilling, demanding and intellectually stimulating experience.
- To establish a team of well-qualified faculty that will enable the institution to grow holistically.
- Enable students to imbibe values, cultivate a desire for lifelong learning and maximize their potential through establishing a network of activities.
- Prepare students for employment in the global arena.
- Provide the best state of the art infrastructure.
- Offer quality health services to all strata of society.
- To facilitate innovative & interdisciplinary research and share knowledge and understanding with the society.
- To provide an ecosystem for innovation, invention and entrepreneurship
- To transform the fruits of research into the knowledge economy.

To contribute to the social, economical and national developments.

File Description	Documents
Vision and Mission documents approved by the Statutory Bodies	https://cfms.chettinadhealthcity.com/aqar2022-23/files/6.1.1.A-Vision-mission-app-by-statutory.pdf
Report of achievements which led to Institutional excellence	https://cfms.chettinadhealthcity.com/aqar2022-23/files/6.1.1.B-Reports-of-achievements-202223.pdf
Any other relevant information	View File

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management etc.

The Centre for Advanced Research (CAR) is a collaborative network of Chettinad Academy of Research and Education, dedicated to advancing knowledge across various scientific disciplines.

Historically, CAR operated under a centralized governance model, wherein decisions regarding research priorities, funding allocation, and project oversight were concentrated within a central governing body. However, recognizing the limitations of this approach in harnessing the collective expertise and fostering stakeholder engagement, CAR leadership embarked on a journey to decentralize governance structures and promote participatory decision-making processes.

Implementation:

CAR underwent a restructuring process to establish decentralized research nodes, each focused on specific thematic areas or regional priorities. These nodes were empowered to autonomously identify research priorities, allocate resources, and oversee projects within their respective domains.

The selection process for node leadership involved consultation with stakeholders from diverse backgrounds, including researchers, policymakers, and community representatives, to ensure representation and inclusivity.

CAR introduced participatory decision-making mechanisms to engage stakeholders in the governance process effectively. This included the establishment of advisory committees, task forces, and regular stakeholder forums where researchers, industry partners, and community members could contribute insights, provide feedback, and co-design research initiatives.

File Description	Documents
Information / documents in support of the case study	https://cfms.chettinadhealthcity.com/agar2022-23/files/6.1.2.A-Documents-supporting-case-study.pdf
Any other relevant information	<u>Nil</u>

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed

The strategic plans focus upon matters like infrastructural development, introduction of new programs, enhancement of quality in teaching-learning process, promotion of research, healthy practices, etc. Accordingly, the strategic plan was prepared by

the IQAC by including the recommendations of the NAAC Peer Team and University's Vision, Mission, objectives and the same was approved by our BOM. The methodology for implementing each of the items in the plan is detailed by the IQAC in consultation with all stakeholders. Budget approvals are obtained if it involves significant expenditure. The departments or faculty responsible for implementing the strategic plan are given complete freedom and all necessary academic, financial and administrative support in the execution. Timelines are fixed for various milestones and adherence to timelines and achievement of milestones are reviewed at previously fixed time intervals. The Strategic Plan of the university focuses on 'Value Based Education' with the aim of achieving excellence in education through a multi dimensional approach.

File Description	Documents
Strategic Plan document	View File
Minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables during the year	View File
Any other relevant information	View File

6.2.2 - Effectiveness and efficiency of functioning of the Institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.

Our University has its own effective and efficient functioning bodies and authorities.

Board of Management:The highest Governing body with experienced and eminent personalities to support the decision-making process. It is the final decision-making body of the institution in various issues relating to administration, academic, financial and developmental matters.

Academic Council:All the issues with respect to any course will be first discussed in the concerned Board of studies (BOS) and its recommendations are broadly deliberated in the Academic Council. For this purpose, the university has constituted various BOS in the Faculty of Medicine, Faculty of Allied Health Sciences and Faculty of Nursing with external experts as members. Teaching programmes are guided by the respective statutory councils and teaching methodology is reviewed by the BOS and Academic council and is updated to keep abreast with the latest advancements.

Planning and Monitoring Board:It acts as an advisory body to Academic council and Board of Management. They meet annually and work towards fulfilling the objectives of the University.

Finance Committee:It prepares the accounts and financial estimates and secure limits on the total non- recurring and recurring costs of each year depending on the resources and income of the institution.

File Description	Documents
Annual Report of the preceding academic year	https://cfms.chettinadhealthcity.com/aqar2022-23/files/6.2.2.A-Report-of-preceding-academic-year.pdf
Minutes of meetings of various Bodies and Committees for the preceding academic year	https://cfms.chettinadhealthcity.com/aqar2022-23/files/6.2.2.B-MOMs.pdf
Any other relevant information	<u>Nil</u>

6.2.3 - The University has implemented e-governance in the following areas of operation Planning and Development Administration (including Hospital Administration & Medical Records) Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Institutional budget statements allocated for the heads of E-governance implementation ERP Document for the year	View File
e-Governance related document	View File
Screen shots of user interfaces	View File
Any other relevant information	View File

6.3 - Faculty and Staff Empowerment Strategies

6.3.1 - The Institution has effective welfare measures for teaching and non-teaching staff and other beneficiaries.

The university displays its abundant benevolence to its employees

through a variety of welfare schemes.

- Provident Fund
- Employee State Insurance (ESI)
- Accident Insurance Scheme (GPA)
- Maternity Leave Benefits (ML)
- Statutory Leave
- Medical Welfare Schemes
- Other Welfare Measures
- Organics Vegetables store
- Staff Accommodation
- Transport Facility
- Campus Movement
- Security
- Care of New Born
- Yoga Centre
- Bank & ATM
- Stores
- Food Court
- Sports
- Incentives based on performance appraisal, employees are granted incentives.
- Bank Loans
- Uniform to doctors
- Refreshments to employees
- Sodexo Food Card
- Weekly Screening of Movies

In addition, our university provides Financial support along with Academic (paid) leave for presenting papers at seminars and conferences etc., and publication of research papers in journals and membership fee

Financial support for organizing workshops, seminars & conferences by all departments.

Permission is accorded to use the equipment/instrument/library facilities to obtain higher qualification / carry research work.

File Description	Documents
Policy document on welfare measures	https://cfms.chettinadhealthcity.com/agar2022-23/files/6.3.1.A-policy-document-for-welfare-measures.pdf
List of beneficiaries of welfare measures	https://cfms.chettinadhealthcity.com/agar2022-23/files/6.3.1.B-List-of-Beneficiaries-of-Welfare-Measures-202223.pdf
Any other relevant information	<u>Nil</u>

6.3.2 - Number of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

346

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
List of teachers provided membership fee for professional bodies during the year	View File
Policy document on providing financial support to teachers	View File
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support under each head	View File
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies during the year	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing

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

136

File Description	Documents
List of professional development / administrative training programmes organized by the University for the year	View File
The lists of participants who attended the above programmes during the year (Data template)	View File
Detailed program report for each program	View File
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View File
Reports of Academic Staff College or similar centres. Verification of schedules of training programs	View File
Copy of circular/ brochure/report of training program self- conducted program may also be considered	View File
Any other relevant information	View File

6.3.4 - Number of teachers who have undergone Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the preceding academic year

367

File Description	Documents
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
Details of teachers who attended FDPs during the preceding academic year (as per Data Template)	View File
E-copies of the certificates of the programs attended by teacher Any other relevant information	View File

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

Our appraisal system namely HRIS e-PMS incorporates benchmarking practices with specific objectives that make our performance appraisal process robust and enables our leadership team to assess, evaluate, monitor and maximize our employee's performance standards towards promoting a high performance driven work culture.

The faculty appraisal is based on qualification, experience, research output and guidance, experience in curriculum designing, external expertise offered, consultancy, contribution to co-curricular, extra-curricular, administrative and social units, participation in extension activities, projects undertaken, papers presented in international and national seminars, publications in journals, patents applied, filed or granted, awards and recognitions.

The non teaching staff appraisal is done according to their requirements like qualifications, trainings underwent, responsibilities held etc.

The various forms of reward/recognition include Confirmation, Re-designation, Pay adjustment, Promotion (with or without adjustment)

A structured reward mechanism is in place for recognizing the performance of the employees which takes care of disparity among employees, salary revisions and out of turn promotions for recognizing and retaining the performers who exceed expectations.

The performance period for all employees of the university is from 1stApril of the year to 31stMarch of the nextyear.

File Description	Documents
Performance Appraisal policy of the Institution	View File
Report on the analysis of the Performance Appraisal for the teaching and non-teaching staff for the year as submitted to the Board of Management/ University Senate etc.	View File
Any other relavent information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilization of resources

The financial resources are:

Resources through Education

Funds are raised internally by way of collection of tuition and other fees from students across various teaching programs of CARE.

Resources through subsidized health care and Hospital revenue

The teaching hospital with emergency care, ICU, OT and Diagnostic services attached to the medical college with the average daily 3000 out patients is another area of resource generation.

Resources through External grants - Extramural funds

Being a Higher Education Institution having UG, PG and PhD programs, CARE has started attracting extramural funding from Government agencies like DST, DST Indo-Italy, DST-ECR, DBT, CSIR, ICMR, RSSDI etc, for research projects in all emerging areas.

Procedure for optimum utilisation of resources

The BOM, Planning & Monitoring Board, Finance Committee and regular conduct of internal and external audit help in monitoring the optimum utilisation of resources. The institution has various Committees for the transparent and efficient utilization of the resources. These Committees help in the planning and budgeting processes. The funds available are allocated for various purposes:

- **Corpus fund creation**
- **Resource utilization for Education & Health care**
- **Resource utilization for research**

File Description	Documents
Resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	https://cfms.chettinadhealthcity.com/aqar2022-23/files/6.4.1.A-Resource-mobilization-policy-document.pdf
Procedures followed for optimal resource utilization	https://cfms.chettinadhealthcity.com/aqar2022-23/files/6.4.1.B-procedure-for-optimal-resource-utilization.pdf
Any other relevant information	Nil

6.4.2 - Funds / Grants received from Government / Non-Government bodies / philanthropists during the years (excluding scholarships and research grants covered under Criterion III)

File Description	Documents
Audited statements of accounts for the year	View File
Copy of letter indicating the grants/funds received by respective agency as stated in the metric	View File
Provide the budget extract of audited statement towards Grants received from Non-Government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	View File
Information as per Data template	View File
Any other relevant information	View File

6.4.3 - Institution conducts internal and external financial audits regularly

In our university, internal audits are done on a regular frequency/ concurrent basis by the internal audit team deputed by the Trust Head Office. Based on the accounts and records submitted by our university office, the internal audit team does verifies all

vouchers, supporting documents, records and books, e-statements of the transactions that are carried out in each financial year including budget estimations, utilizations, cash transactions, bank reconciliation statements, verification of the events happened in the area of financial managements.

External audit is carried out on yearly basis by independent statutory auditors. The auditor draws the Audit Schedule and conducts audit based on it. As of now there is no major findings / objections. Minor errors of omissions and commissions pointed by the audit team are immediately rectified / corrected after appropriate discussions with the Management and precautionary steps are taken to avoid recurrences of such errors in future.

The statutory auditor provides audit reports as per Income Tax Act 1961.

File Description	Documents
Policy on internal and external audit mechanisms	https://cfms.chettinadhealthcity.com/aqar2022-23/files/6.4.3.A-policy-on-internal-and-external-audit-mechanisms.pdf
Financial Audit reports for the years	https://cfms.chettinadhealthcity.com/aqar2022-23/files/6.4.3.B-Financial-audit-report-for-the-year.pdf
Any other relevant information	<u>Nil</u>

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism

VISION

To be a catalyst in making CARE a center of excellence for education with quality being the defining element that facilitate the development of competent professionals and valuable citizens who excel in health care delivery, research and innovation and also aid in disseminating knowledge across the globe influencing and impacting the better future.

MISSION

To conduct periodic assessment and accreditation of all academic

programmes or projects within the university; to maintain an excellent academic environment and promote quality of teaching-learning, high quality research and innovation, to encourage self-evaluation, accountability and autonomy of the colleges, to provide training programmes with best quality.

GOAL

1. To develop and implement a quality system to improve the academic and administrative standards of the University and Constituent colleges of CARE.
2. To design and execute procedures that will assist towards constant quality improvement.

OBJECTIVES

1. To promote a quality assurance culture within CARE.
2. Institutionalize the quality assurance culture to improve the academic performance of & institutionalization of best practices

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://cfms.chettinadhealthcity.com/agar2022-23/files/6.5.1.A-Structure-and-mechanism-of-IQAC.pdf
Report on the quality sustenance/enhancement initiatives of the IQAC during the year	https://cfms.chettinadhealthcity.com/agar2022-23/files/6.5.1.B-Report-on-quality-sustenance.pdf
Minutes of the IQAC meetings for the year	https://cfms.chettinadhealthcity.com/agar2022-23/files/6.5.1.C-Minutes-of-meeting-IQAC.pdf
Any other relevant information	<u>Nil</u>

6.5.2 - Quality assurance initiatives of the Institution include: Academic and Administrative Audit (AAA) and initiation of follow-up action Conferences, Seminars, Workshops on quality Collaborative quality initiatives with other Institution(s)

A. All of the Above

Orientation programmes on quality issues for teachers and students Participation in NIRF process Any other quality audit by recognized State, National or International agencies (ISO, NABH, NABL Certification, NBA, any other)

File Description	Documents
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	View File
Data template including documents/certificates relating to options 1 to 6 above	View File
Any other relevant information	View File

6.5.3 - Impact analysis of the various initiatives carried out and used for quality improvement during the year

An abstract of the impact analysis of these initiatives are given below:

CARE applied for NAAC Accreditation for 3rd Cycle - A++ grade 3.71 on four-point scale in NAAC 3rd Cycle Accreditation

CARE applied for Quality Accreditation in the field of Medical Testing at Chettinad Hospital and Research Institute - NABL Certificate of Accreditation in the field of Medical Testing from 14.02.2022 to 13.02.2024

Established a state-of-the-art Chettinad Simulation & Skill Centre (CSSC) for the clinical training (various case models) on mannequin for undergraduate/post graduate medical, paramedical and nursing students -CSSC is authorized as an American Heart Association authorized International Training Centre

CARE applied for renewal of recognition / increase of seats for various undergraduate/post graduate medical, architecture, law, pharmacy etc. Courses - Renewal of recognition/approval obtained from the respective regulatory bodies.

CARE initiated giving incentives for patents, copyrights and extramural funded projects -The total number of patents, copyrights and extramural funded projects has increased to a

greater extent

CARE initiated additional green campus projects to make the campus green, clean and eco-friendly -CARE obtained Sustainability - The Green Institutional Rankings 2022 - Rank 9

File Description	Documents
Relevant documents/information on the process and results of impact analysis on the above aspects	https://cfms.chettinadhealthcity.com/agar2022-23/files/6.5.3.A-Document-on-impact-analysis.pdf
Any other relevant information	View File

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Measures initiated by the institution for the promotion of gender equity during the year

Measures initiated by the university to promote gender equity are as follows:

1. Safety and Security

- 24 x 7 security services
- Well trained in-house female security staff.
- Regular checking of vehicles and people at all entry and exit points.
- Separate hostels for men and women with experienced in-house wardens (male and female) are available 24x7.
- Female Junior Assistants are placed in the lecture halls / classrooms to monitor the student activities.

b. Counseling:

CARE has appointed professional female counselors and psychiatrists for providing counseling services to all the girl students and women employees within the campus. Dean, Principals of constituent colleges and senior faculty members provide counseling to all the students at the time of admission and whenever required. Individual departments offer counseling through mentorship programs and help the students in academics, administrative, sports and other extracurricular activities including making career choices.

c. Common room:

Exclusive common room facilities for boys and girls are provided with attached toilet and beds in each of the constituent colleges / schools.

d. Day care center for young children:

Free Daycare Centre is functioning within the campus for young children to support working mothers who are employees of the university.

File Description	Documents
Annual gender sensitization action plan	https://cfms.chettinadhealthcity.com/agar2022-23/files/7.1.1.A-Gender-sensitization-action-plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	https://cfms.chettinadhealthcity.com/agar2022-23/files/7.1.1.B-Specific-facilities.pdf

7.1.2 - The Institution has facilities for alternate sources of energy and energy conservation measures Solar energy Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

A. All of the Above

File Description	Documents
Geotagged Photographs	View File
Any other relevant information	View File
Data template in prescribed format	View File

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words)

In accordance with the Environmental (Protection) Act of 1986, the degradable and non-degradable wastes produced on campus are handled to prevent any negative effects on human health or the environment. The generated solid waste is divided at the source and disposed of in accordance with the 2016 Solid Waste Management Rules. Wastes are classified and delivered to recycling at the

institute's solid waste management facility.

The 2016 BMW Rules (amended in 2018) are followed for managing the biomedical wastes that are produced. They are removed from the source and dumped in Biomedical Waste Yard from where it is cleared by GJ Multiclave, (Govt. authorized biomedical waste management agency) to Common Biomedical Waste Treatment Facility (CBMWTF).

Clearly labeled bins are placed in well demarcated zones all over the campus which ensure that the waste that can be recycled is segregated at the source itself. The metal and glass pieces thus received is up-cycled in the form of containers that can be autoclaved / sterilized and similar such resuitable purposes.

E-waste and chemical wastes are disposed as per the relevant applicable regulatory guidelines.

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://cfms.chettinadhealthcity.com/agar2022-23/files/7.1.3.A-Relevant-documents-like-agreements-MoUs.pdf
Geotagged photographs of the facilities	https://cfms.chettinadhealthcity.com/agar2022-23/files/7.1.3.C-Geotagged-photos-.pdf
Any other relevant information	<u>Nil</u>

7.1.4 - Water conservation facilities available in the Institution Rainwater harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus

A. Any 4 or All of the above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Any other relevant information	View File

7.1.5 - Green campus initiatives include: Restricted entry of automobiles Battery-

A. All of the Above

powered vehicles Pedestrian-friendly pathways Ban on the use of Plastics Landscaping with trees and plants	
File Description	Documents
Geotagged photos / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant documents	View File
Data template in prescribed format	View File
7.1.6 - Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives: Green audit Energy audit Environment audit Clean and green campus recognitions / awards Beyond the campus environmental promotion activities Any awards received for green campus initiatives	A. All of the Above
File Description	Documents
Audit reports of the institution related to the metric Data template	View File
Any other relevant information	View File
7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading	A. All of the Above

File Description	Documents
Geotagged photographs / videos of the facilities	View File
Relevant documents / reports	View File
Any other relevant information	View File
Data Template	View File

7.1.8 - 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 200 words).

As part of our efforts to provide an inclusive environment, our university recognises the importance and value of tolerance and harmony as essential components of quality education and has taken a vow to instil tolerance and harmony in the minds of students and faculty through co-curricular and extra-curricular activities.

The following events were held in 2021-22 towards commitment to Tolerance & Harmony: Christmas, New Year, Ramadaan, Ugadi & Tamil New Year celebrations, Ramzan fasting diet during Ramadaan, Yoga day, Prayer for Muslims & Halal Diet, Onam, Dandiya celebrations, Matribhasha celebrations, Regional Movie screening, Festival based food Menu and Celebration of ethnic days. CARE actively promotes the theme of Unity in Diversity. It instills a feeling of global citizenship among its members, which include students, faculty, and staff. This Centre for Diversity and Inclusion is a home away from home for CARE students, encouraging intercultural involvement via educational and social programming to improve their overall experience. Students, staff, and professors can use this office as a multicultural resource.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://cfms.chettinadhealthcity.com/aqar2022-23/files/7.1.8.A-supporting-document.pdf
Any other relevant information	Nil

7.1.9 - Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Our university is committed to ensuring that all members of the Chettinad Family, including students, faculty, staff, and authorities, are law abiding, performing civic duties, contributing to the welfare of the society to which they belong, self-disciplined, tolerant, patriotic, trustworthy, and honest citizens of this great country, as enshrined in our constitution.

Everyone on campus is made aware of and mindful of the basic responsibilities that come with being a citizen of this country.

On the following national days, our university arranges unique festivities through its component colleges every year:

1. Independence Day
2. Republic Day
3. Gandhi Jayanthi
4. National Youth Day
5. Human Rights day and few such similar events.

We are addicted to the dictum - A country can flourish when its citizens are responsible enough to build a strong and powerful nation.

We will continue to carry out our responsibilities in the belief that we are all accountable for the protection and development of our country

File Description	Documents
Details of activities that inculcate values necessary to render students to be responsible citizens	https://cfms.chettinadhealthcity.com/agar2022-23/files/7.1.9.A-Details-of-activities.pdf
Any other relevant information	<u>Nil</u>

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organized professional ethics programmes for students, teachers, administrators and other staff during the year Annual awareness

A. All of the Above

programmes on Code of Conduct were organized during the year

File Description	Documents
Weblink of the code of conduct	https://care.edu.in/code-of-conduct/
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs organized during the year	View File
Any other relevant information	View File

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

Our university strongly believes that unless the present generation of youth is sensitized to the significance of the national festivals and commemoration of some of the important national and international days. In that regard, the following events were conducted in the year 2022-23:

- ORS day celebration
- International Day Against Drug Abuse
- Yoga Week Celebration - June2023
- World No Tobacco Day Awareness Program
- International Nurses Day Program
- National Technology Day
- World Red Cross Day
- International Midwives Week Celebration
- International Street Children Day
- World Earth Day
- World Heritage Day
- World Tuberculosis Day -2023
- World Down Syndrome Day
- International Day Of Elimination Of Racial Discrimination
- World Consumer Rights Day - Theme "Empowering Consumers Through Clean Energy Transitions."
- Road Safety Day
- International Mother Language Day 2023
- International Day Of Women And Girls In Science
- National Girl Child Day Celebration 2023- Guest Lecture
- International Anti Corruption Day

- World Aids Day 2022
- International Day For The Elimination Of Violence Against Women 2022- Rangoli & Drawing Competition
- National Pharmacy Week Celebrations 2022
- Internal Student's Day Celebrations 2022-Science Exhibition On Innovative Ideas And Mind Game
- International Tolerance Day - 2022
- World Copd Day -2022
- World Food Day
- Anti Untouchability Week Celebration And Gandhi Jayanti Celebration
- International Day Of Awareness Of Food Loss And Waste 2022 Celebrations(Debate Competition)
- Chet Pharmathon 2022 - World Pharmacists Day
- Sadbhavana Diwas
- World Organ Donation Day 2022
- World Breast Feeding Week Celebration

File Description	Documents
Annual report of the celebrations and commemorative events for the year	View File
Geotagged photographs of some of the events	View File
Any other relevant information	View File

7.2 - Best Practices

7.2.1 - Describe two best practices successfully implemented by the Institution during the year as per NAAC format provided in the Manual

Best practice 1: Chettinad Free Community Hospital (CFCH) - "Revisiting the health care needs of Rural Poor"

Objective:

To offer quality health services at free of cost to all strata of society through CFCH and integrated outreach program.

CFCH aims to provide free health care starting from basic primary health checks extending up to advanced diagnosis and care to all individuals attending CFCH. The different services offered include Consultation, Diagnostics, In-patient care, Surgery, Treatment and Medications.

Best practice 2: CONTRIBUTION TO ENVIRONMENTAL SUSTAINABILITY

Objectives

- To improve quality of human life by providing a balanced eco-system.
- To strike a balance between consumerist human nature and the environment.
- To generate green energy through renewable sources.
- To decrease carbon foot print by increasing tree plantation.
- To establish a Centre for Herbal Pharmacology and Environmental Sustainability

File Description	Documents
Best practices in the Institutional web site	https://care.edu.in/best-practice/
Any other relevant information	<u>Nil</u>

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution during the year in one area distinctive to its priority and thrust within 100 - 200 words

The Chettinad Skills and Simulation Center is American Heart Association Accredited authorized international training center for AHA provider and instructor courses. It is a state of Art facility spanning over 9000 sq ft with latest simulation equipment spanning all departments offering UG and PG training. The center has multiple sophisticated task trainers through which both undergraduate and postgraduate students can master their clinical skills prior to performing on patients. The CSSC facility has the best technology, world class mannequins, equipment from global leading companies in simulation like Laerdal Global health etc. The proficient and expert trained faculty members of Simulation Lab make this training enjoyable and effortless for students. Here learners feel safe to commit mistakes, they are encouraged to question, do repeated practice until they develop competencydesired.

This center has customizable simulation environments that realistically portray operating theatre, labor room, ICU pediatric and adult, emergency room, patient room, and variety of procedure

stations, debriefing rooms, CPR training area, demonstration rooms with LCD projectors.

The center not only caters to medical students UG and PG but also to variety of paramedical courses and nursing students.

File Description	Documents
Appropriate web in the Institutional website	https://care.edu.in/chettinad-clinical-skills-simulation-centre-cssc/
Any other relevant information	Nil

7.3.2 - Future Plans of action for next academic year (100 - 200 words)

IQAC - CARE has defined the goals and plans for the next academic year, which are listed below:

Curricular Aspects:

To review and revise academic curriculum of all programs on a consistent basis to ensure that they remain updated. Incorporation of interdisciplinary approaches and emerging technologies into the curriculum will be adopted.

Teaching, Learning, and Evaluation:

Blended learning, online courses, personalized learning plans, improvised mentorship programs to ensure the holistic development of students will be incorporated.

Research, Innovation, and Extensions:

Increasing the number of EMR projects, patents, student / faculty startups, R&D Collaborations will be adapted.

Infrastructure and Learning Resources:

CARE would like to invest in technology, infrastructure and encourage the integration of technology to make CARE as a SMART institution.

Student Support and Progression:

Improve counseling services to address academic, personal, and

career-related concerns. Further, additional assistance regarding financial aid options, scholarships, and grants will be given to students.

Governance, Leadership, and Management:

Develop a comprehensive strategic plan that outlines the institute's academic goals and objectives. This plan will align with the institution's mission and vision and consider long-term trends in education.

Institutional Values & Best Practices:

Improving Institutes and industry linkages is crucial for aligning academic programs with the demands of the job market. Several strategies like increasing the collaborative research projects, Career Fairs and Networking Events, Industry-Driven Competitions etc. will be adopted to enhance these connections.