



YEARLY STATUS REPORT - 2023-2024

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 its own campus?	Yes
• Phone no./Alternate phone no.	04447413330
• Mobile no	9841202000
• Registered e-mail	vc@care.edu.in
• Alternate e-mail address	iqac@care.edu.in
• City/Town	Kelambakkam
• State/UT	Tamilnadu
• Pin Code	603103
2.Institutional status	
• University	Deemed
• Type of Institution	Co-education
• Location	Rural

• Name of the IQAC Co-ordinator/Director	Dr Arunkumar Radhakrishnan
• Phone no./Alternate phone no	04447413322
• Mobile	9094752000
• IQAC e-mail address	iqac@care.edu.in
• Alternate Email address	arunkumarr@care.edu.in
3.Website address (Web link of the AQAR (Previous Academic Year)	https://care.edu.in/
4.Whether Academic Calendar prepared during the year?	Yes
• if yes, whether it is uploaded in the Institutional website Web link:	https://care.edu.in/wp-content/uploads/2023/10/Academic_Calendar_2023_2024.pdf

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. Brinda S	The Role of TGF Beta and its mutation in the progression of acute kidney injury to chronic kidney disease and its correlation with other renal biomarkers	CSIR	2 years	600000
Dr. Antara Banerjee	Investigating the role of human mesenchymal stem cells and their extracellular vesicles to reduce endoplasmic reticulum stress-mediated unfolded protein responses in dextran sulfate sodium-induced colitis in vitro and in vivo	CSIR	3 years	931788
Dr. Koyeli Girigoswami	Method for preparation of titanium dioxide	All India Council for Technical Education	1 year	150000

	nanoparticles from solanum tuberosum peel extract and applications thereof			
Dr. Saravanan R	Ameliorative role of chitooligosaccharides from deep sea squid fortified with dopamine from deep sea fishes and tuna fish in a rat model of Amyloid - β 42 induced neurogeneration	Ministry of Earth Sciences (MoES)	3 years	4662183
Dr. Vinoth Gnana Chellaiyan D	Telemedicine and Electronic Call Reminder and health Education (TECARE trial) for Diabetes: A Randomized Control Trial	ICMR	1 year	5073926
Dr. Weslen Vedakumari S	Wearable self-powered intraocular pressure monitoring	DST SERB	3 years	700000

	anogenerator s for sensitive detection of glaucoma			
Dr. Arunkumar R	Evaluation of impact of coastal pollution on human health	NCCR	3 years	1850000
Dr. Koyeli Girigoswami	Wastewater remediation using nanote chnology	Unnat Bharat Abhiyan	1 year	100000
Dr. Vinoth Gnana Chellaiyan D	Task force study for evaluation of community level acceptabilit y scalability and linkage within health system of ICMR pre- validated labike technologies for screening and diagnosis in rural and urban population - An implement ation research	ICMR	2 years	5638749
Dr. Raja D	Identifying gaps and formulating	ICMR	1.5 years	280287

	strategies to strengthen the digital technologies that support tuberculosis services under NTEP			
Ms. Jency Roshini, Dr. Shiek Fareeth Ahmed SSJ	Role of natural phytochemicals targeting gene regulatory network in Parkinson disease	DST	5 years	583880
Ms. Jino Affrald R, Dr. Shoba Narayan	Studies on the effect of targetable Nano-carriers for Brain disorder	SJSGC - UGC	5 years	495600
Ms. Shruthi N R, Dr. Surajit Pathak	Role of APR-246 (PRIMA-1 met) in the regulation of p53 signaling pathway in colon cancer through targeting microRNA-155	SJSGC - UGC	5 years	495600
Mr. Biki Saha, Dr. Surajit Pathak	Investigating the role of TMAO on colorectal cancer	CSIR - UGC	5 years	550560

Mr. Subhamay Adhikary, Dr. Surajit Pathak	Role of microRNA 10b in development of colon cancer	DBT	5 years	550560
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	DST	5 years	481280
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9.No. of IQAC meetings held during the year		3		
<ul style="list-style-type: none"> The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website. (Please upload, minutes of meetings and action taken report) 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		

10. Whether IQAC received funding from any of the 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)	
Chettinad Academy of Research and Education has been awarded Advanced E-LEAD certification by QS I-Gauge for E learning Excellence for Academic Digitization	
Chettinad Academy of Research and Education has been awarded a 4 star by MOE's Innovation cell	
Chettinad Academy of Research and Education has been awarded 3rd in country ranking by UI Greenmetrics 2023	
Chettinad Academy of Research and Education has been awarded Diamond band in Academic Excellence, Research Excellence and Employability and Startup Ecosystem Excellence, 2024	
Chettinad Academy of Research and Education has been awarded Certificate of Excellence in Green Rankings 2023	
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
To apply to the Ministry of Education for extension of CARE Deemed to be University status	Ministry of Education recommended for extension of CARE Deemed to be University status
Preparation & Submission of application to MCI/NMC renewal of permission	Renewal of Recognition of M.D. Community Medicine of increased intake 2 to 6 seats, Renewal of Recognition and Recognition of M.D. Paediatrics starting intake 2 seats and increased intake 2

to 9 seats, Renewal of Recognition of M.D. Physiology 2 and 2 to 4 seats, Renewal of Recognition of M.D. Microbiology 2 and 2 to 3 seats, D.M. Cardiology 2nd Renewal of Recognition of starting intake 1 seat, 3rd Renewal of Recognition and Recognition of M.D. DVL starting intake 2 seats and increased intake 2 to 5 seats, Renewal of Recognition of M.D. Psychiatry starting intake 1 seat & increased intake 1 to 2 seats and Recognition of increased intake of 2 to 3 seats, Renewal of Recognition of M.S. Ophthalmology starting intake 1 seat and Recognition of increased intake 1 to 5 seats, Continuance of ten (10) seats of the course of MD Respiratory Medicine, Continuance of twenty five (25) seats of the course of MS Obstetrics and Gynecology, M.D. General Medicine Increase of seats from 14 to 31 for the academic year 2024-25 - Letter of Permission (LOP), M.D. Forensic Medicine starting with 4 from the academic year 2024-25 - Letter of Permission (LOP), M.D. Emergency Medicine starting with 5 from the academic year 2024-25 - Letter of Permission (LOP), Renewal of 250 seats for MBBS for the year 2024-25, Continuance of thirty five (35) seats of the course of M.S. General Surgery

Preparation and submission of documents to NABL

National Accreditation Board for Hospitals & Healthcare Providers (NABL) Certification to Chettinad Hospital & Research Institute - Entry level Hospital

Preparation of annual report of CARE	Annual report submitted to UGC
Applied for DELNET Membership and Ardorcomm Media	Obtained Institutional membership in DELNET Membership Ardorcomm Media - Received Certificate of Recognition - CARE Most Promising Medical University 2024
Preparation and submission of documents to WEEK - Hansa ranking	The WEEK-Hansa Research Survey 2024 Ranking (CHRI) • 9th Best Private Medical College in South Zone • 15th Best Private Medical College in India 33rd Best Medical College in India
Preparation and submission of documents to UI Greenmetrics	Chettinad Academy of Research and Education stands 3rd in the country ranking by UI Greenmetrics
Preparation and submission of documents to green rankings	Sustainable Institutions of India - Green Rankings 2023 - Certificate of Excellence - CARE - Diamond Band
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 four-star rating for the innovation activities carried out at the Institute
Preparation and submission of documents to Council of Architecture	Council of Architecture got Extension of Approval for imparting 5 year full time to B.Arch. degree course from the academic year 2024-25 with an annual intake of 40 seats at Chettinad School of Architecture
Preparation and submission of documents to R-World Institutional Ranking	R World Institutional Ranking - CARE - Diamond Band in India for Academic Excellence 2024 R World Institutional Ranking - CARE -

	Diamond Band in India for Research Excellence 2024 R World Institutional Ranking - CARE - Diamond Band in India for Employability and Startup Ecosystem Excellence 2024
Preparation and submission of documents to OBE Ranking	OBE Ranking - Certificate of Excellence - CARE Ranked in Platinum Band - Institution of Prominence
Preparation and submission of documents to NABH Ranking	NABH-Certification-CHRI-Entry level hospital requirements
Preparation and submission of documents to CII Tamil Nadu MedClave	CII Tamil Nadu MedClave to honour CHRI for their Excellence in the field of Diagnostic Imaging Center CII Tamil Nadu MedClave to honour CHRI for their Excellence in the field of Nephrology & Urology
Preparation and submission of documents to E- Lead	Chettinad Academy of Research and Education has been awarded Advanced E-LEAD certification by QS I-GAUGE for E-Learning Excellence for Academic Digitisation
Preparation and submission of documents to Ardorcomm Media	Ardorcomm Media - Certificate of Recognition - Chettinad Academy of Research and Education Most Promising Medical University 2024
Preparation and submission of documents to India Today Best College Ranking	India Today Best College Ranking 2024 - Medical - 51st Rank
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name	Date of meeting(s)
Executive council	30/12/2024

14. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to Assess the functioning?

No

15. Whether institutional data submitted to AISHE

Year	Date of Submission
2022-23	20/03/2024

16. 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.

17.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. "Credit transfer" 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.

18.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, bed-side, 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

19.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 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 Mimamsa, Kautilya's Arthashastra, Tarkashastra other relevant historical sources. CSOL as part of the Clinical legal program Drafting, Pleading and Conveyancing trains and encourages students to learn Tamil Language.

20.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 aspects 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.

21.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 memories 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 85

Number of programmes offered during the year:

File Description	Documents
Data Template	View File

1.2 8

Number of departments offering academic programmes

2.Student

2.1 3487

Number of students during the year

File Description	Documents
Data Template	View File

2.2 794

Number of outgoing / final year students during the year:

File Description	Documents
Data Template	View File

2.3 4716

Number of students appeared in the University examination during the year

File Description	Documents
Data Template	View File

2.4 3

Number of revaluation applications during the year

3.Academic

3.1 2044

Number of courses in all Programmes during the year

File Description	Documents
Data Template	View File

3.2 462

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.3 467

Number of sanctioned posts during the year

File Description	Documents
Data Template	View File

4. Institution

4.1 4561

Number of eligible applications received for admissions to all the Programmes during the year

File Description	Documents
Data Template	View File

4.2 0

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

Extended Profile	
1.Programme	
1.1 Number of programmes offered during the year:	85
File Description	Documents
Data Template	View File
1.2 Number of departments offering academic programmes	8
2.Student	
2.1 Number of students during the year	3487
File Description	Documents
Data Template	View File
2.2 Number of outgoing / final year students during the year:	794
File Description	Documents
Data Template	View File
2.3 Number of students appeared in the University examination during the year	4716
File Description	Documents
Data Template	View File
2.4 Number of revaluation applications during the year	3
3.Academic	
3.1	2044

Number of courses in all Programmes during the year		
File Description		Documents
Data Template	View File	
3.2		462
Number of full time teachers during the year		
File Description		Documents
Data Template	View File	
3.3		467
Number of sanctioned posts during the year		
File Description		Documents
Data Template	View File	
4.Institution		
4.1		4561
Number of eligible applications received for admissions to all the Programmes during the year		
File Description		Documents
Data Template	View File	
4.2		0
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year		
File Description		Documents
Data Template	View File	
4.3		129
Total number of classrooms and seminar halls		
4.4		700
Total number of computers in the campus for academic purpose		

4.5	20182
Total expenditure excluding salary during the year (INR in lakhs)	

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 developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

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 NMC, Faculty of Allied Health Sciences programs inspired by CBCS model and Faculty of Nursing programs inspired by INC and TNMC. Under faculty of allied health sciences, Outcome-Based Education for BSc Honours programs is according to UGC NEP policy with several flexible exit points at the end of every year as UG Diploma with the curriculum emphasizes on interdisciplinary learning including foundational skills (diploma), advanced expertise (degree), and research acumen (honours). 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. The curriculum emphasizes learning in a community or industry setting through observation, interaction, inquiry, assessment, and interpretation. 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
Upload relevant supporting document	View File

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

52

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

2044

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

325

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

50

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

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
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

20

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above**1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year**

1652

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.4 - Number of students undertaking field projects / research projects / internships during the year

3487

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.4 - Feedback System**1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni**

- All 4 of the above

File Description	Documents
Upload relevant supporting document	View File

1.4.2 - Feedback processes of the institution may be classified as follows

- Feedback collected, analysed and action taken and feedback available on website

File Description	Documents
Upload relevant supporting document	View File

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile**

2.1.1 - Demand Ratio

2.1.1.1 - Number of seats available during the year

883

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

648

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

The institution adopts a systematic approach to assess and support the learning levels of students by categorizing them into slow learners, advanced learners, and regular learners. This evaluation is based on a composite assessment that includes marks obtained in class tests (50% weightage), teacher evaluations (25% weightage), and average marks from the previous year of study (25% weightage).

For slow learners, targeted interventions are implemented, such as extra teaching hours twice a week, personalized mentoring, revision sessions, provision of question banks, problem-solving exercises, and exam-oriented coaching. Counseling sessions with psychologists are also made available to address any personal or academic challenges.

Advanced learners are provided with opportunities to further enhance their academic and professional development. These include participation in advanced seminars, symposiums, and conferences, involvement in research methodology training, industrial visits,

and student exchange programs. They are encouraged to undertake small research projects, publish their work, and apply for grants from funding agencies like ICMR-STs, DST, and DBT. Additionally, they are given access to summer and winter training programs to deepen their expertise.

The institution ensures continuous monitoring and evaluation of students' progress through outcome analysis, class tests, internal assessments, and university examination performance. This holistic approach promotes an inclusive learning environment that caters to the diverse needs of students, fostering academic success and professional growth for all.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://cfms.chettinadhealthcity.com/agar2023-24/files/2.2.1.The-institution-assesses-the-learning-levels-of-the-studentsand-organises-special-Programmes-for-advanced-learners-and-slow-learners.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
3487	462

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

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
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

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
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

462

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

462

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

319

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

4578

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

12

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	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
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

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
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual

A. 100% automation of entire division & implementation of Examination Management System (EMS)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.6 - Student Performance and Learning Outcomes

2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents

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 inspired by CBCS model and Faculty of Nursing programs inspired by INC and TNMC. Under faculty of allied health sciences, Outcome-Based Education for BSc Honours programs is according to UGC NEP policy with several flexible exit points at the end of every year as UG Diploma with the curriculum emphasizes on interdisciplinary learning including foundational skills (diploma), advanced expertise (degree), and research acumen (honours). 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. The curriculum emphasizes learning in a community or industry setting through observation, interaction, inquiry, assessment, and interpretation. 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
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The institution evaluates the attainment of Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) through systematic methods during the academic year. For Course Outcomes (CO), the direct assessment method is used, based on student performance in examinations and internal evaluations, with a target of achieving 10% above the minimum pass mark. Attainment levels are categorized into four: Excellent, Very Good, Good, and Satisfactory, depending on the percentage of students scoring above the set threshold. Programme Outcomes (PO) are analyzed

using the direct assessment method by aggregating the attainment levels of all courses for the year, with similar categorization based on performance thresholds. Programme Specific Outcomes (PSO) are evaluated using both direct and indirect assessment methods, with 80% weightage given to PO and 20% to feedback from students and alumni. Indirect assessment involves exit surveys, with specific targets for attainment levels. The final PSO score is calculated as a weighted sum of direct and indirect methods. The institution ensures consistent monitoring and alignment of outcomes with set targets to maintain academic excellence.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

685

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design its own questionnaire) (results and details need to be provided as a web link)

[https://cfms.chettinadhealthcity.com/aqar2023-24/files/2.7.1.Student-Satisfaction-Survey-\(SSS\)-on-overall-institutional-performance.pdf](https://cfms.chettinadhealthcity.com/aqar2023-24/files/2.7.1.Student-Satisfaction-Survey-(SSS)-on-overall-institutional-performance.pdf)

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Translating innovative ideas from research to clinical applications requires dedicated researchers and scientists who bridge advancements in multidisciplinary sciences with real-world

healthcare. At the forefront, the Board of Research Studies (BORS) and Research Advisory Committee (RAC) identify and prioritize research directions based on pressing healthcare needs, focusing on cost-effective, impactful solutions. RAC highlights CARE's signature contributions to human healthcare by facilitating seamless integration of scientific breakthroughs into clinical settings.

CARE ensures research excellence through robust governance by committees such as the Research Advisory Committee, Ethics Committees, and Intellectual Property Rights (IPR) Cell. Researchers benefit from university funding, awards for exceptional publications, and financial aid for workshops and conferences. CARE fosters collaboration via MoUs with national and international institutions and supports advanced research through Post-Doctoral Fellowships, CARE JRF contingencies, and part-time PhD programs.

The Central Instrumentation Facility, CPCSEA-approved for animal studies, ensures interdisciplinary investigations comply with ethical standards. CARE's infrastructure includes ICT-enabled networks and technical resources, enabling cutting-edge research. Recognized as a Scientific and Industrial Research Organization (SIRO) by DSIR, CARE submits annual reports showcasing transparency, innovation, and regulatory compliance. Through comprehensive support, training, and proactive administration, CARE nurtures excellence, advancing healthcare innovation and societal impact.

File Description	Documents
Upload relevant supporting document	View File

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

12517000

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

338

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	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

28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research

Central Instrumentation Centre Animal House/Green House Museum Media laboratory/Studios Business Lab Research/Statistical Databases Moot court Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research**3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources**

such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

120690142

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

23744083

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

41

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

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
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

14

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

14

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following **A. All of the above**

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to teachers who receive state, national and international recognitions/awards **A. All of the above**
 Commendation and monetary incentive at a University function
 Commendation and medal at a University function
 Certificate of honor
 Announcement in the Newsletter / website

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

38

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

516

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year

3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year

67

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For A. Any 5 or all of the above
e-PG-Pathshala For CEC (Under Graduate)
For SWAYAM For other MOOCs platform
For NPTEL/NMEICT/any other Government
Initiatives For Institutional LMS

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Scopus	Web of Science
8.5	8

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
29	26

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

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake 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
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

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

72956206

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development 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
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated

programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

293

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

3487

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration

3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year

492

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

46

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

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 classrooms, 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
Upload relevant supporting document	View File

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

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
Upload relevant supporting document	View File

4.1.3 - Availability 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
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

9267

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

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:

Acquisition/modification/delete of books, journals, non-books, project reports, theses etc can be done in this menu. Updation of specific details like invoice number/ date/department/subject/Publisher/Location of resources like books/journal/reports/ theses etc ., can be done.

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

Any type of reports like author wise / / publisher wise / subject wise of all resources like books/non -books/theses/project reports/ etc. , We can take any type of report for various statutory bodies like National Medical Commission (NMC), Indian Nursing Council (INC), Pharmacy Council of India (PCI), BCI, AICTE, CoA, UGC, etc.,

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1590.01

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)

746

File Description	Documents
Upload relevant supporting document	View File

4.3 - IT Infrastructure

4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year

129

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility

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
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
3487	700

4.3.4 - Available bandwidth of internet connection in the Institution (Leased line) • 1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities A. All of the above
for e-content development Media centre
Audio visual centre Lecture Capturing
System(LCS) Mixing equipment's and
softwares for editing

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

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

8969

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, 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
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

2422

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

2515

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases
Implementation of guidelines of statutory/regulatory bodies
Organisation wide awareness and undertakings on policies with zero tolerance
Mechanisms for submission of online/offline students' grievances
Timely redressal of the grievances through appropriate committees

- All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

25

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

211

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

86

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for a team event should be counted as one) during the year

26

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	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
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

24

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes 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
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year A. ? 5Lakhs (INR in Lakhs)

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a 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
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

In the landscape of research, governance structures significantly influence the direction, funding allocation, and dissemination of scientific endeavors. Traditional centralized approaches to research governance often encounter challenges in accommodating diverse perspectives, fostering innovation, and ensuring equitable distribution of resources. This case study explores the implementation of decentralization and participatory governance principles in a fictional research consortium, highlighting their impact on research quality, inclusivity, and societal relevance.

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.

File Description	Documents
Upload relevant supporting document	View File

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
Upload relevant supporting document	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from 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
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation **A. All of the above**

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

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
Upload relevant supporting document	View File

6.3.2 - Total number of teachers provided with financial support to attend conferences /

workshops and towards membership fee of professional bodies during the year

462

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

127

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

462

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation 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
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

546.3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

2400

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - 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
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

Internal Quality Assurance Cell (IQAC) - Chettinad Academy of Research and Education (CARE)

IQAC of CARE was established with the objective to review and analyze the academic standards and performance indicators and form strategies to constantly improve the quality of higher education.

Vision

To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

Objective

The primary aim of the IQAC is

To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.

To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

Strategies

IQAC shall evolve a mechanism and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial units;
- b) Adoption of relevant and quality academic and research programmes;
- c) Ensuring equitable access to and affordability of academic programmes for various sections of the society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) Ensuring credible assessment and evaluation processes;
- f) Ensuring the proper allocation, adequacy and maintenance of support structure and services; and
- g) Sharing of research findings and networking with other institutions in India and abroad

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

- CARE applied for renewal of recognition / increase of seats for various undergraduate/postgraduate medical, architecture, etc. courses. Renewal of recognition/approval obtained from the respective regulatory bodies.
- CARE applied for an extension of CARE Deemed to be University status to the Ministry of Education and received extension.
- The Institution Innovation Council (IIC) CARE initiatives fostered a robust innovation ecosystem that boosted IIC's rating by 4 stars for the year 2023. Further, it plays a significant role in driving innovation and entrepreneurial culture on campus.
- CARE initiated additional green campus projects to make the campus green, clean, and eco-friendly. CARE obtained Sustainability - The Green Institutional Rankings 2023 - Rank 3.
- CARE's financial and recognition incentives led to an increase in research publications, copyrights, patent grants, and extramural funding.
- CARE applied for NABL & NABH certification for Chettinad

Hospital & Research Institute (CHRI) and obtained an entry-level hospital category certificate.

- CARE applied for the International Training Agreement between CHRI and the American Heart Association, Texas, and successfully obtained the licence for BLS, ACLS, and PALS training courses.
- CARE enhanced the collaboration with various academic institutes, hospitals, startups, and industries through MOUs and signed 46 MOUs -nationally and internationally.

File Description	Documents
Upload relevant supporting document	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

a.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
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://cfms.chettinadhealthcity.com/agar2023-24/files/7.1.1.a.Gender-sensitization-action-plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://cfms.chettinadhealthcity.com/agar2023-24/files/7.1.1.b.Specific-facilities.pdf

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

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	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 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

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
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water 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
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

A. Any 4 or All of the above

1. Restricted entry of automobiles
2. Use of bicycles/ Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of plastic

5. Landscaping

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

A. Any 4 or all of the above

1. Green audit
2. Energy audit
3. Environment audit
4. Clean and green campus recognitions/awards
5. Beyond the campus environmental promotional activities

File Description	Documents
Upload relevant supporting document	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	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, socio-economic and other diversities (within a maximum of 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 2023-24 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, Matrihasha 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
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to 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

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 organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

File Description	Documents
Upload relevant supporting document	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
- 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
- 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
- International Day Of Women And Girls In Science
- National Girl Child Day Celebration
- International Anti Corruption Day
- International Day For The Elimination Of Violence Against Women 2022- Rangoli & Drawing Competition
- National Pharmacy Week Celebrations
- International Tolerance Day
- World Food Day
- Anti Untouchability Week Celebration And Gandhi Jayanti Celebration
- World Pharmacists Day
- Sadbhavana Diwas
- World Organ Donation Day
- World Breast Feeding Week Celebration

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 developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the University

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 NMC, Faculty of Allied Health Sciences programs inspired by CBCS model and Faculty of Nursing programs inspired by INC and TNMC. Under faculty of allied health sciences, Outcome-Based Education for BSc Honours programs is according to UGC NEP policy with several flexible exit points at the end of every year as UG Diploma with the curriculum emphasizes on interdisciplinary learning including foundational skills (diploma), advanced expertise (degree), and research acumen (honours). 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. The curriculum emphasizes learning in a community or industry setting through observation, interaction, inquiry, assessment, and interpretation. 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
Upload relevant supporting document	View File

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

52

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.1.3 - Total number of courses having focus on employability/ entrepreneurship/ skill development offered by the University during the year

1.1.3.1 - Number of courses having focus on employability/ entrepreneurship/ skill development during the year

2044

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2 - Academic Flexibility

1.2.1 - Number of new courses introduced of the total number of courses across all programs offered during the year

325

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.2.2 - Number of Programmes in which Choice Based Credit System (CBCS)/elective course system has been implemented during the year

50

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

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
Upload relevant supporting document	View File

1.3.2 - Number of value-added courses for imparting transferable and life skills offered during the year

20

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

1.3.3 - Total number of students enrolled in the courses under 1.3.2 above	
1.3.3.1 - Number of students enrolled in value-added courses imparting transferable and life skills offered during the year	
1652	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
1.3.4 - Number of students undertaking field projects / research projects / internships during the year	
3487	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
1.4 - Feedback System	
1.4.1 - Structured feedback for design and review of syllabus – semester wise / is received from Students Teachers Employers Alumni	<ul style="list-style-type: none"> • All 4 of the above
File Description	Documents
Upload relevant supporting document	View File
1.4.2 - Feedback processes of the institution may be classified as follows	<ul style="list-style-type: none"> • Feedback collected, analysed and action taken and feedback available on website
File Description	Documents
Upload relevant supporting document	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	

2.1.1 - Demand Ratio	
2.1.1.1 - Number of seats available during the year	
883	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.1.2 - Total number of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc.) as per applicable reservation policy during the year (Excluding Supernumerary Seats)	
2.1.2.1 - Number of actual students admitted from the reserved categories during the year	
648	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.2 - Catering to Student Diversity	
2.2.1 - The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners	
<p>The institution adopts a systematic approach to assess and support the learning levels of students by categorizing them into slow learners, advanced learners, and regular learners. This evaluation is based on a composite assessment that includes marks obtained in class tests (50% weightage), teacher evaluations (25% weightage), and average marks from the previous year of study (25% weightage).</p> <p>For slow learners, targeted interventions are implemented, such as extra teaching hours twice a week, personalized mentoring, revision sessions, provision of question banks, problem-solving exercises, and exam-oriented coaching. Counseling sessions with psychologists are also made available to address any personal or academic challenges.</p> <p>Advanced learners are provided with opportunities to further enhance their academic and professional development. These</p>	

include participation in advanced seminars, symposiums, and conferences, involvement in research methodology training, industrial visits, and student exchange programs. They are encouraged to undertake small research projects, publish their work, and apply for grants from funding agencies like ICMR-STs, DST, and DBT. Additionally, they are given access to summer and winter training programs to deepen their expertise.

The institution ensures continuous monitoring and evaluation of students' progress through outcome analysis, class tests, internal assessments, and university examination performance. This holistic approach promotes an inclusive learning environment that caters to the diverse needs of students, fostering academic success and professional growth for all.

File Description	Documents
Upload relevant supporting document	View File
Link For Additional Information	https://cfms.chettinadhealthcity.com/aqar-2023-24/files/2.2.1.The-institution-assesses-the-learning-levels-of-the-students-and-organises-special-Programmes-for-advanced-learners-and-slow-learners.pdf

2.2.2 - Student - Full time teacher ratio during the year

Number of Students	Number of Teachers
3487	462

File Description	Documents
Upload relevant supporting document	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences

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
Upload relevant supporting document	View File

2.3.2 - Teachers use ICT enabled tools including online resources for effective teaching and learning processes during the year

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
Upload relevant supporting document	View File

2.3.3 - Ratio of students to mentor for academic and other related issues during the year

2.3.3.1 - Number of mentors

462

File Description	Documents
Upload relevant supporting document	View File

2.4 - Teacher Profile and Quality

2.4.1 - Total Number of full time teachers against sanctioned posts during the year

462

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.2 - Total Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. during the year

319

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.3 - Total teaching experience of full time teachers in the same institution during the year

2.4.3.1 - Total experience of full-time teachers

4578

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.4.4 - Total number of full time teachers who received awards, recognition, fellowships at State, National, International level from Government/Govt. recognised bodies during the year

45

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results during the year

12

2.5.1.1 - Number of days from the date of last semester-end/ year- end examination till the declaration of results year wise during the year

12

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	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
Upload relevant supporting document	View File

2.5.3 - IT integration and reforms in the examination procedures and processes (continuous internal assessment and end-semester assessment) have brought in considerable improvement in examination management system of the institution

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
Upload relevant supporting document	View File

2.5.4 - Status of automation of Examination division along with approved Examination Manual	A. 100% automation of entire division & implementation of Examination Management System (EMS)
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
2.6 - Student Performance and Learning Outcomes	
2.6.1 - The institution has stated learning outcomes (generic and programme specific)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents	
<p>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 inspired by CBCS model and Faculty of Nursing programs inspired by INC and TNMC. Under faculty of allied health sciences, Outcome-Based Education for BSc Honours programs is according to UGC NEP policy with several flexible exit points at the end of every year as UG Diploma with the curriculum emphasizes on interdisciplinary learning including foundational skills (diploma), advanced expertise (degree), and research acumen (honours). 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. The curriculum emphasizes learning in a community or industry setting through observation, interaction, inquiry, assessment, and interpretation. 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.</p>	
File Description	Documents
Upload relevant supporting document	View File

2.6.2 - Attainment of Programme outcomes, Programme specific outcomes and course outcomes are evaluated by the institution during the year

The institution evaluates the attainment of Programme Outcomes (PO), Programme Specific Outcomes (PSO), and Course Outcomes (CO) through systematic methods during the academic year. For Course Outcomes (CO), the direct assessment method is used, based on student performance in examinations and internal evaluations, with a target of achieving 10% above the minimum pass mark. Attainment levels are categorized into four: Excellent, Very Good, Good, and Satisfactory, depending on the percentage of students scoring above the set threshold. Programme Outcomes (PO) are analyzed using the direct assessment method by aggregating the attainment levels of all courses for the year, with similar categorization based on performance thresholds. Programme Specific Outcomes (PSO) are evaluated using both direct and indirect assessment methods, with 80% weightage given to PO and 20% to feedback from students and alumni. Indirect assessment involves exit surveys, with specific targets for attainment levels. The final PSO score is calculated as a weighted sum of direct and indirect methods. The institution ensures consistent monitoring and alignment of outcomes with set targets to maintain academic excellence.

File Description	Documents
Upload relevant supporting document	View File

2.6.3 - Number of students passed during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

685

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

2.7 - Student Satisfaction Survey

2.7.1 - Student Satisfaction Survey (SSS) on overall institutional performance (Institution

may design its own questionnaire) (results and details need to be provided as a web link)

[https://cfms.chettinadhealthcity.com/agar2023-24/files/2.7.1.Student-Satisfaction-Survey-\(SSS\)-on-overall-institutional-performance.pdf](https://cfms.chettinadhealthcity.com/agar2023-24/files/2.7.1.Student-Satisfaction-Survey-(SSS)-on-overall-institutional-performance.pdf)

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Promotion of Research and Facilities

3.1.1 - The institution Research facilities are frequently updated and there is well defined policy for promotion of research which is uploaded on the institutional website and implemented

Translating innovative ideas from research to clinical applications requires dedicated researchers and scientists who bridge advancements in multidisciplinary sciences with real-world healthcare. At the forefront, the Board of Research Studies (BORS) and Research Advisory Committee (RAC) identify and prioritize research directions based on pressing healthcare needs, focusing on cost-effective, impactful solutions. RAC highlights CARE's signature contributions to human healthcare by facilitating seamless integration of scientific breakthroughs into clinical settings.

CARE ensures research excellence through robust governance by committees such as the Research Advisory Committee, Ethics Committees, and Intellectual Property Rights (IPR) Cell. Researchers benefit from university funding, awards for exceptional publications, and financial aid for workshops and conferences. CARE fosters collaboration via MoUs with national and international institutions and supports advanced research through Post-Doctoral Fellowships, CARE JRF contingencies, and part-time PhD programs.

The Central Instrumentation Facility, CPCSEA-approved for animal studies, ensures interdisciplinary investigations comply with ethical standards. CARE's infrastructure includes ICT-enabled networks and technical resources, enabling cutting-edge research. Recognized as a Scientific and Industrial Research Organization (SIRO) by DSIR, CARE submits annual reports showcasing transparency, innovation, and regulatory compliance. Through comprehensive support, training, and proactive administration, CARE nurtures excellence, advancing healthcare innovation and societal impact.

File Description	Documents
Upload relevant supporting document	View File

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

12517000

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.3 - Number of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the year

338

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	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

28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.1.5 - Institution has the following facilities to support research
Central Instrumentation Centre
Animal House/Green House
Museum Media laboratory/Studios
Business Lab Research/Statistical Databases
Moot court Theatre Art Gallery

A. Any 4 or more of the above

File Description	Documents
Upload relevant supporting document	View File

3.1.6 - Number of departments with UGC-SAP, CAS, DST-FIST, DBT, ICSSR and other recognitions by national and international agencies during the year

8

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2 - Resource Mobilization for Research

3.2.1 - Extramural funding for Research (Grants sponsored by the non-government sources such as industry, corporate houses, international bodies for research projects) endowments, Chairs in the University during the year (INR in Lakhs)

120690142

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.2 - Grants for research projects sponsored by the government agencies during the year (INR in Lakhs)

23744083

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.2.3 - Number of research projects per teacher funded by government and non-government agencies during the year

41

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3 - Innovation Ecosystem

3.3.1 - Institution has created an eco-system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge

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
Upload relevant supporting document	View File

3.3.2 - Number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR), Entrepreneurship and Skill Development during the year

14

3.3.2.1 - Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year wise during the year

14

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.3.3 - Number of awards / recognitions received for research/innovations by the institution/teachers/research scholars/students during the year

3.3.3.1 - Total number of awards / recognitions received for research/innovations won by institution/teachers/research scholars/students year wise during the year

9

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4 - Research Publications and Awards

3.4.1 - The institution ensures implementation of its stated Code of Ethics for research

3.4.1.1 - The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following

1. Inclusion of research ethics in the research methodology course work
2. Presence of institutional Ethics committees (Animal, chemical, bio-ethics etc)
3. Plagiarism check
4. Research Advisory Committee

A. All of the above

File Description	Documents
Upload relevant supporting document	View File

3.4.2 - The institution provides incentives to

A. All of the above

**teachers who receive state, national and international recognitions/awards
Commendation and monetary incentive at a University function
Commendation and medal at a University function
Certificate of honor
Announcement in the Newsletter / website**

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.3 - Number of Patents published/awarded during the year

3.4.3.1 - Total number of Patents published/awarded year wise during the year

18

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.4 - Number of Ph.D's awarded per teacher during the year

3.4.4.1 - How many Ph.D's are awarded during the year

38

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.5 - Number of research papers per teacher in the Journals notified on UGC website during the year

516

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.6 - Number of books and chapters in edited volumes published per teacher during the year**3.4.6.1 - Total number of books and chapters in edited volumes / books published, and papers in national/international conference-proceedings during the year**

67

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.4.7 - E-content is developed by teachers For e-PG-Pathshala For CEC (Under Graduate) For SWAYAM For other MOOCs platform For NPTEL/NMEICT/any other Government Initiatives For Institutional LMS

A. Any 5 or all of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

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

Scopus	Web of Science
8.5	8

File Description	Documents
Any additional information	View File
Bibliometrics of the publications during the year	View File

3.4.9 - Bibliometrics of the publications during the year based on Scopus/ Web of Science – h-Index of the University

Scopus	Web of Science
29	26

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

3.5 - Consultancy

3.5.1 - Institution has a policy on consultancy including revenue sharing between the institution and the individual and encourages its faculty to undertake 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
Upload relevant supporting document	View File

3.5.2 - Revenue generated from consultancy and corporate training during the year (INR in Lakhs)

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

72956206

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6 - Extension Activities

3.6.1 - Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development 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
Upload relevant supporting document	View File

3.6.2 - Number of awards received by the Institution, its teachers and students from Government /Government recognised bodies in recognition of the extension activities carried out during the year

3.6.2.1 - Total number of awards and recognition received for extension activities from Government / Government recognised bodies during the year

28

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.3 - Number of extension and outreach programs conducted by the institution including those through NSS/NCC/Red cross/YRC during the year(including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

293

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.6.4 - Total number of students participating in extension activities listed at 3.6.3 above during the year

3487

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7 - Collaboration**3.7.1 - Number of collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year****3.7.1.1 - Total number of Collaborative activities with other institutions/ research establishment/industry for research and academic development of faculty and students during the year**

492

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

3.7.2 - Number of functional MoUs with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the year

46

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

INFRASTRUCTURE AND LEARNING RESOURCES**4.1 - Physical Facilities**

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

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
Upload relevant supporting document	View File

4.1.2 - The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports. (gymnasium, yoga centre, auditorium, etc.)

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 in-door 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
Upload relevant supporting document	View File

4.1.3 - Availability 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
Upload relevant supporting document	View File

4.1.4 - Total expenditure excluding salary for infrastructure augmentation during the year (INR in Lakhs)

9267

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.2 - Library as a Learning Resource

4.2.1 - Library is automated using Integrated Library Management System (ILMS) and has digitisation facility

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:

Acquisition/modification/delete of books, journals, non-books, project reports, theses etc can be done in this menu. Updation of specific details like invoice number/ date/department/subject/Publisher/Location of resources like books/journal/reports/ theses etc ., can be done.

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

Any type of reports like author wise / / publisher wise / subject wise of all resources like books/non -books/theses/project reports/ etc. , We can take any type of report for various statutory bodies like National Medical Commission (NMC), Indian Nursing Council (INC), Pharmacy Council of India (PCI), BCI, AICTE, CoA, UGC, etc.,

File Description	Documents
Upload relevant supporting document	View File

4.2.2 - Institution has subscription for e-Library resources Library has regular subscription for the following: e – journals e-books e-ShodhSindhu Shodhganga Databases

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

4.2.3 - Annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the year (INR in Lakhs)

1590.01	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
4.2.4 - Number of usage of library by teachers and students per day (foot falls and login data for online access)	
746	
File Description	Documents
Upload relevant supporting document	View File
4.3 - IT Infrastructure	
4.3.1 - Number of classrooms and seminar halls with ICT - enabled facilities such as LCD, smart board, Wi-Fi/LAN, audio video recording facilities during the year	
129	
File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File
4.3.2 - Institution has an IT policy, makes appropriate budgetary provision and updates its IT facilities including Wi-Fi facility	
<p>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 CRRIs 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</p>	

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
Upload relevant supporting document	View File

4.3.3 - Student - Computer ratio during the year

Number of students	Number of Computers available to students for academic purposes
3487	700

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

- ?1 GBPS

File Description	Documents
Upload relevant supporting document	View File

4.3.5 - Institution has the following Facilities for e-content development Media centre Audio visual centre Lecture Capturing System(LCS) Mixing equipment's and softwares for editing

A. All of the above

File Description	Documents
Upload relevant supporting document	View File
Upload the data template	View File

4.4 - Maintenance of Campus Infrastructure

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

8969

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

4.4.2 - There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, 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
Upload relevant supporting document	View File

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Total number of students benefited by scholarships and free ships provided by the institution, Government and non-government agencies (NGOs) during the year (other than the students receiving scholarships under the government schemes for reserved categories)

2422

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.2 - Total number of students benefited by career counselling and guidance for competitive examinations offered by the Institution during the year

2515

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.3 - Following Capacity development and skills enhancement initiatives are taken by the institution Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) Awareness of trends in technology

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.1.4 - The Institution adopts the following for redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organisation wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

• All of the above

File Description	Documents
Upload relevant supporting document	View File

5.2 - Student Progression

5.2.1 - Number of students qualifying in state/ national/ international level examinations during the year (eg:NET/SLET/GATE/GMAT/CAT/ GRE/TOEFL/Civil Services/State government examinations)

5.2.1.1 - Number of students who qualified in state/ national/ international examinations (e.g.: IIT-JAM/NET/SET/JRF/ GATE /GMAT /CAT/ GRE/ TOEFL/Civil Services/State government examinations) during the year

25

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.2 - Total number of placement of outgoing students during the year

211

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.2.3 - Number of recently graduated students who have progressed to higher education (previous graduating batch) during the year

86

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.3 - Student Participation and Activities

5.3.1 - Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter -university/state/national/international events (award for

a team event should be counted as one) during the year

26

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	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
Upload relevant supporting document	View File

5.3.3 - Number of sports and cultural events / competitions organised by the institution during the year

24

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

5.4 - Alumni Engagement

5.4.1 - The Alumni Association/Chapters (registered and functional) contributes 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
Upload relevant supporting document	View File

5.4.2 - Alumni contribution during the year (INR in Lakhs) A. ? 5Lakhs

File Description	Documents
Upload relevant supporting document	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The institution has a 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
Upload relevant supporting document	View File

6.1.2 - The effective leadership is reflected in various institutional practices such as decentralization and participative management

In the landscape of research, governance structures significantly influence the direction, funding allocation, and dissemination of scientific endeavors. Traditional centralized approaches to research governance often encounter challenges in accommodating diverse perspectives, fostering innovation, and ensuring equitable distribution of resources. This case study explores the implementation of decentralization and participatory governance principles in a fictional research consortium, highlighting their impact on research quality, inclusivity, and societal relevance.

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.

File Description	Documents
Upload relevant supporting document	View File

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
Upload relevant supporting document	View File

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from 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
Upload relevant supporting document	View File

6.2.3 - Institution Implements e-governance in its areas of operations

6.2.3.1 - e-governance is implemented covering following areas of operation

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

A. All of the above

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has a performance appraisal system, promotional avenues and effective welfare measures for teaching and non-teaching staff

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
Upload relevant supporting document	View File

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

462

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.3 - Number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the year

127

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.3.4 - Total number of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the year(Professional Development Programmes, Orientation / Induction Programmes Refresher Course, Short Term Course)

462

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institutional strategies for mobilisation of funds and the optimal utilisation 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
Upload relevant supporting document	View File

6.4.2 - Funds / Grants received from government bodies during the year for development and maintenance of infrastructure (not covered under Criteria III and V) (INR in Lakhs)

546.3

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.3 - Funds / Grants received from non-government bodies, individuals, philanthropists during the year for development and maintenance of infrastructure (not covered under Criteria III and V)(INR in Lakhs)

2400

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.4.4 - 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
Upload relevant supporting document	View File

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes by constantly reviewing the teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals

Internal Quality Assurance Cell (IQAC) - Chettinad Academy of Research and Education (CARE)

IQAC of CARE was established with the objective to review and analyze the academic standards and performance indicators and form strategies to constantly improve the quality of higher education.

Vision

To promote quality culture as the prime concern of Higher Education Institutions through institutionalizing and internalizing all the quality-enhancing and sustaining initiatives taken with internal and external support.

Objective

The primary aim of the IQAC is

To develop a mechanism to promote conscious, consistent and catalytic action plans to improve the academic and administrative performance of the institution.

To promote institutional quality enhancement and sustenance through the internalization of quality culture and institutionalization of the best practices.

Strategies

IQAC shall evolve a mechanism and procedures for

- a) Ensuring timely, efficient and progressive performance of academic, administrative and financial units;
- b) Adoption of relevant and quality academic and research programmes;
- c) Ensuring equitable access to and affordability of academic programmes for various sections of the society;
- d) Optimization and integration of modern methods of teaching and learning;
- e) Ensuring credible assessment and evaluation processes;
- f) Ensuring the proper allocation, adequacy and maintenance of support structure and services; and
- g) Sharing of research findings and networking with other institutions in India and abroad

File Description	Documents
Upload relevant supporting document	View File

6.5.2 - Institution has adopted the following for Quality assurance Academic Administrative Audit (AAA) and follow up action taken Confernces, Seminars, Workshops on quality conducted Collaborative quality initiatives with other institution(s) Orientation programme on quality issues for teachers and studens Participation in NIRF Any other quality

A. Any 5 or all of the above

audit recognized by state, national or international agencies (ISO Certification, NBA)

File Description	Documents
Upload the data template	View File
Upload relevant supporting document	View File

6.5.3 - Incremental improvements made for the preceding during the year with regard to quality (in case of first cycle) Post accreditation quality initiatives(second and subsequent cycles)

- CARE applied for renewal of recognition / increase of seats for various undergraduate/postgraduate medical, architecture, etc. courses. Renewal of recognition/approval obtained from the respective regulatory bodies.
- CARE applied for an extension of CARE Deemed to be University status to the Ministry of Education and received extension.
- The Institution Innovation Council (IIC) CARE initiatives fostered a robust innovation ecosystem that boosted IIC's rating by 4 stars for the year 2023. Further, it plays a significant role in driving innovation and entrepreneurial culture on campus.
- CARE initiated additional green campus projects to make the campus green, clean, and eco-friendly. CARE obtained Sustainability - The Green Institutional Rankings 2023 - Rank 3.
- CARE's financial and recognition incentives led to an increase in research publications, copyrights, patent grants, and extramural funding.
- CARE applied for NABL & NABH certification for Chettinad Hospital & Research Institute (CHRI) and obtained an entry-level hospital category certificate.
- CARE applied for the International Training Agreement between CHRI and the American Heart Association, Texas, and successfully obtained the licence for BLS, ACLS, and PALS training courses.
- CARE enhanced the collaboration with various academic institutes, hospitals, startups, and industries through MOUs and signed 46 MOUs -nationally and internationally.

File Description	Documents
Upload relevant supporting document	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

a. 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
Upload relevant supporting document	View File
Annual gender sensitization action plan(s)	https://cfms.chettinadhealthcity.com/aqar-2023-24/files/7.1.1.a.Gender-sensitization-action-plan.pdf
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common rooms d. Daycare Centre e. Any other relevant information	https://cfms.chettinadhealthcity.com/aqar-2023-24/files/7.1.1.b.Specific-facilities.pdf

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

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	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 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

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
Upload relevant supporting document	View File

7.1.4 - Water conservation facilities available in the Institution: Rain water 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
Upload relevant supporting document	View File

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:

- 1. Restricted entry of automobiles**
- 2. Use of bicycles/ Battery-powered vehicles**
- 3. Pedestrian-friendly pathways**
- 4. Ban on use of plastic**
- 5. Landscaping**

A. Any 4 or All of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.6 - Quality audits on environment and energy are regularly undertaken by the institution

7.1.6.1 - The institution's initiatives to preserve and improve the environment and harness energy are confirmed through the following:

- 1. Green audit**
- 2. Energy audit**
- 3. Environment audit**
- 4. Clean and green campus recognitions/awards**
- 5. Beyond the campus environmental promotional activities**

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	View File

7.1.7 - The Institution has a disabled-friendly and barrier-free environment Ramps/lifts for easy access to classrooms and centres. Disabled-friendly washrooms Signage including tactile path lights, display boards and signposts Assistive technology and facilities for persons with disabilities: accessible website, screen-reading software, mechanized equipment, etc. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading materials, screen reading, etc.

A. Any 4 or all of the above

File Description	Documents
Upload relevant supporting document	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, socio-economic and other diversities (within a maximum of 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 2023-24 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
Upload relevant supporting document	View File

7.1.9 - Sensitization of students and employees of the institution to 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

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 organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on Code of Conduct are organized

All of the above

File Description	Documents
Upload relevant supporting document	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
- 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

- 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
- International Day Of Women And Girls In Science
- National Girl Child Day Celebration
- International Anti Corruption Day
- International Day For The Elimination Of Violence Against Women 2022- Rangoli & Drawing Competition
- National Pharmacy Week Celebrations
- International Tolerance Day
- World Food Day
- Anti Untouchability Week Celebration And Gandhi Jayanti Celebration
- World Pharmacists Day
- Sadbhavana Diwas
- World Organ Donation Day
- World Breast Feeding Week Celebration

File Description	Documents
Upload relevant supporting document	View File

7.2 - Best Practices

7.2.1 - Describe one best practice successfully implemented by the Institution as per NAAC format provided in the Manual

Best Practice 1:

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

Aim:

To provide free health care and health awareness to all population living in the villages in and around CHRI.

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

Aim

To persevere for environmental sustainability that leads to good health and well-being with the future in mind that leads to a better tomorrow.

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

7.3 - Institutional Distinctiveness

7.3.1 - Highlight the performance of the institution in an area distinct to its priority and thrust (within a maximum of 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.

7.3.2 - Plan of action for the next academic year

In alignment with the NAAC criteria, NEP 2020, and UGC Draft Guidelines 2025, CARE will implement additional strategic actions for continuous quality enhancement in the next academic year.

Curricular Aspects:

Will advance multidisciplinary and holistic education, flexible curricula, and the integration of vocational and skill-based learning.

Teaching, Learning, & Evaluation

Will prioritize experiential learning, technological integration, outcome-based education, and ongoing professional development for educators.

Research, Innovations & Extension

Foster a culture of AI research, healthcare innovation, and collaboration with industry and global institutions to address societal challenges.

Infrastructure & Learning Resources

Establishment of new off-campus and introduction of additional programs in medicine, nursing, physiotherapy, pharmacy, occupational therapy, law, and engineering.

Advocates for additional digital infrastructure and e-resources.

Student Support & Progression

Additional scholarships, mentorship programs, career guidance,

and inclusivity to support diverse learners and enhance student outcomes will be implemented.

Governance, Leadership & Management

CARE recommends participative governance, policy reforms, and periodic self-assessment to ensure transparency and accountability.

Institutional Values & Best Practices

CARE will stress more on values of ethics and the United Nations' Sustainable Development Goals through institutional practices.