



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SREE GOKULAM MEDICAL COLLEGE AND RESEARCH FOUNDATION

**SREE GOKULAM MEDICAL COLLEGE AND RESEARCH FOUNDATION
VENJARAMOODU THIRUVANANTHAPURAM**

695607

<https://sgmc.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sree Gokulam medical college and Research Foundation (SGMC&RF) was inaugurated in the year 2004 by Sri Oommen Chandy, then Chief Minister of Kerala and received permission from the government on 17.05.2005. His Excellency, Dr A P J Abdul Kalam, then Honourable President of India dedicated our institution to the nation in December 2005. It is a self-financing private medical college, managed by the Foundation of Non-Resident Indians Trust, affiliated to Kerala University of Health Sciences and recognised by National Medical Commission.

SGMC&RF is established in rural Venjaramoodu, to provide tertiary medical care to the local community and bring development to this area.

Medical college and hospital buildings have an immaculate blend of architectural excellence showcasing traditional exterior and modern and functional interior, that in a sense, defines our approach to functioning. The campus houses medical college, hospital, super-specialty wing, state of the art emergency department, nursing college, staff quarters, and hostels. Other features include a temple, cafeterias, bank and ATM, sports ground, swimming pool, gymnasium, animal house, herbal garden, mortuary, incinerator, power house, pump house, sewage treatment plant, parking space, 'go-shala' etc. All are connected by wide, well-lit roads amidst lush green surroundings that are partially landscaped and partially left to highlight the natural grandeur.

Medical college is an eight-storeyed building, with all the basic amenities, an expansive lobby at the entrance, wide corridors throughout the building, both lift and stairways facilities for easy access. Building has different departments on each floor designed as per the requirements of the regulatory authorities, office of the principal, administration office, college council hall, central library, lecture halls, examination hall, common rooms, medical education unit, audio-visual department, mini-auditorium, etc.

Hospital is 760 bedded with over 450 doctors and around 50 specialities with 14 ICUs, 17 OTs, diagnostic and imaging departments, connected by hospital management system.

Super specialty wing has state of the art diagnostic and treatment facilities. Emergency department showcases combination of state of the art facilities and efficient staff.

Off-campus centres include Rural Health Centre, Kallara, Urban Health Centre, Attingal, and at Kadakkal. Institution runs 1 undergraduate, 18 postgraduate and 3 superspeciality programs.

Vision

Vision

Vision of our institution is to emerge as a centre of excellence and set new standards in medical education, healthcare delivery, and meaningful medical research. Medical college hospital has a vision to provide quality

health care at an affordable cost to all the sections of our society.

Mission

Mission

1. To provide excellent medical education to mould the young undergraduate medical students into becoming competent, conscientious and compassionate doctors with strong ethical and social convictions.
2. To establish and promote excellent postgraduate and super specialty programs to produce world class specialists and super specialists, that are able to provide health care at global standard.
3. To provide compassionate and high quality health care to all the strata of patients of our community.
4. To actively encourage quality medical research involving faculty and students.
5. To constantly upgrade the quality of medical education and health care by continuous training of the students, residents, staff and faculty.
6. To develop and upgrade appropriate infrastructure to meet the demands of medical education, health care and research.

Realisation of mission:

- Infrastructure is upgraded to include super-speciality complex, state of the art department of emergency medicine, new blocks of ladies' hostels, improving the OT and ICU complexes, improvements in the laboratories, addition of molecular lab, addition of new critical care department, etc.
- Digital infrastructure enhancements including addition of smart board, increased bandwidth and coverage of wi-fi connectivity, increased features on hospital management system, switch to newer feature-rich student information system & LMS software, biometric attendance system, CCTV surveillance coverage of the campus, patient concierge software, etc. have been added.
- Faculty are trained in the medical education technology ensuring use of ICT enabled tools for teaching and assessment.
- Institution has instilled a strong research culture by providing ample facilities, clinical database and nurturing the scientists through grants and incentives. Research is also linked to annual performance appraisal. In last five years, there have been more than 450 publications, textbook chapters and textbooks.
- Training and assessment follows competency based undergraduate and postgraduate curriculum and outcome based education. Training of clinical skills and soft skills is emphasised to make our students competent physicians. Co-curricular and extra-curricular activities are encouraged to help all-round development of our students. Robust mentoring activities help in student support and supervision.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Visionary leadership** has ensured quality-conscious approach to enhance the standard of medical education and patient care as evidenced by the NABL and NABH accreditation.

- Well-equipped teaching/learning facilities and state of the art hospital **infrastructure** aid academic activities and patient care.
- Expertise and commitment of our **faculty** ensures high quality training of theory, laboratory and clinical skills.
- Dynamic **student** population excels in academic, sports and cultural activities at the institutional, inter-college and university levels. They actively participate in curricular, co-curricular and extra-curricular activities achieving ranks and gold medal in the exams, prizes in sports and cultural competitions.
- Participatory **management** and staff **welfare** approach by the administration has resulted in greater satisfaction and low attrition rate of the employees.

Institutional Weakness

- Location in rural area limits the access.
- Student admission is determined by the government, limiting student diversity.
- Being a self-financing private medical college, there are difficulties in securing government funds and providing ample funds for research projects.
- Full-fledged placement activities at national/international levels are yet to commence.
- Being an affiliated medical college, curriculum follows the guidelines of the university and the regulatory authority. This places constraints in adopting academic credit system and course flexibility.

Institutional Opportunity

- Institution has scope for increasing funding, collaborations and output in research.
- Institution has the potential to form strategic partnerships with national and international institutions for starting new, multi-disciplinary programs.
- To adopt technological advancements in medical education and patient care including virtual reality, augmented reality, artificial intelligence, etc. to benefit students, faculty and patients and telemedicine to mitigate the remoteness.
- Develop technical partnerships to create opportunities for innovations in health sciences.
- To strengthen the functioning of IQAC to improve the quality in all the institutional endeavours in academic, research and patient care related activities.

Institutional Challenge

- To emerge as a leader in medical education and patient care in the highly competitive atmosphere of the medical education sector.
- Increasing regulations restrain autonomy in decisions regarding educational practices and patient care, and financial decisions to incorporate cutting edge technology.

- To develop better networking with the parents and alumni.

1.3 CRITERIA WISE SUMMARY

Medical Part

Sree Gokulam Medical College & Research Foundation has worked towards excellence since its inception. Our hospital is recently accredited by NABH and a laboratory is re-accredited by NABL. Students pick our institution as a preferred choice. Percentile scores of our MBBS students admitted in the year 2022-23 were ranging from 75.43 to 98.78 with an average score of 94.20 ± 5.70 and median score of 96.97.

College boasts of highly qualified faculty with more than 40% having additional qualifications over and above the requirements by the regulatory authorities. They are further trained in medical education technologies through various faculty development programs conducted by the medical education unit. This committed pool of faculty is engaged in training our students to master clinical competencies, focusing on enabling the students to acquire the graduate attributes. In addition to the regular curriculum, our students are made practice-ready by exposing them to quality of patient care, patient safety procedures, hospital infection control practices, and mechanism to deal with medico-legal cases, insurance practices, functioning of the immunization clinic along with National Immunization schedule, ways of ethical practice, different aspects of organ donation, etc. Competencies attained during the program are assessed, certified and documented in the logbook. Learning outcomes are assessed using appropriate assessment methods.

Curricular Aspects

Sree Gokulam Medical College & Research Foundation is affiliated to Kerala University of Health Sciences and recognised by the regulatory body National Medical Commission and follows the curricular guidelines provided by them. Last five years have seen three major changes in curriculum in our institution: (a) Traditional curriculum paved way to the Competency Based Medical Education (CBME) (b) COVID pandemic hastened the acceptance and practice of e-learning. (c) Quality-conscious approach in academics led to implementation of outcome based education (OBE).

Implementation of new curriculum was a concerted effort by curriculum committee, departments, medical education unit and various sub-committees. Academic calendars are prepared annually by the curriculum committee in collaboration with departments. Teaching/learning methods use the strategies of interactive learning, experiential learning, collaborative learning, and self-directed learning. All the courses engage in inter-departmental training enabling contextual learning. Early clinical exposure, problem-based/case-based/project-based learning, aligned and integrated learning, small group discussions, seminars/symposia, role-play, etc. are used in addition to the traditional methods. AETCOM modules, electives and foundation course are added. All these help in sharpening analytical skills, problem solving skills, critical thinking, evidence-based learning, exploratory learning, teamwork, humanistic values and innovation.

Focus is on development of practical/clinical and soft skills using a combination of DOAP (Demonstrate, Observe, Assist, and Perform), skills lab training and hands-on training. Formative assessment, being a method of 'assessment for learning' provides timely feedback to the students. Objective Structured Practical/Clinical Examination (OSPE/OSCE) have been designed to objectively assess the skills.

Adoption of outcome based education (OBE) has resulted in defining graduate attributes, program outcomes (PO) and course outcomes (CO). Program evaluation is being done through CO attainment, PO attainment, graduate exit survey and alumni survey.

The institution enriches learning experience by providing value added courses, add-on courses, and electives. Institution has embedded sessions that integrate cross-cutting issues involving gender sensitivity, environment and sustainability, human values and ethics. Students also participate in outreach activities and family adoption program.

The institution collects feedback from various stakeholders, analyse and submit the reports to the college council. Feedback analysis has helped us identify the gaps and rectify them.

Teaching-learning and Evaluation

Sree Gokulam Medical College & Research Foundation has a mission to provide excellent medical education to mould its students into becoming competent, conscientious and compassionate doctors with strong ethical and social convictions. The college has a rigorous curriculum that is designed to groom our students into becoming competent doctors and acquire the graduate attributes. The institution provides learner-centred, knowledge-centred and community-centred learning environment with quality infrastructure and positive learning atmosphere. Students are taught using pedagogy, andragogy and heutagogy to make them life-long learners, that nurtures self-dependence and self-growth. Methods such as early clinical exposure, aligned & integrated teaching, learner-doctor method, family adoption program, learning by reflection focus on deeper understanding of the concepts through experiential learning. A well-endowed skills lab helps in training our students in clinical skills.

The institution currently runs 1 undergraduate, 18 postgraduate and 3 DNB/DrNB super specialty programs. Admission to all these programs is through the NEET exams and the admission list provided by the Entrance Commission.

One of the strengths of our college is the highly qualified faculty with average teaching experience of 15.4

years. Faculty number exceeds the minimum standard requirement, the student-teacher ratio being 4.88 to 1. Our teachers are trained in medical education technologies including use of various ICT enabled tools.

The Institution has well defined learning outcomes and graduate attributes and appropriate methods to assess the outcomes. Continuous internal evaluation process provides feedback to the students and opportunities for mid-course improvement. Slow learners, advanced performers, students with different linguistic capabilities are identified and embedded remedial programs in the curriculum help these students.

The institution provides ample opportunities for extramural activities through various clubs and student initiated community service-oriented groups. A robust mentoring program exists to support the students. Mentoring system helps early identification of the students in need of help, diffuse curriculum-associated stress, plan career goals and assess the progress in an unthreatening environment. Student Support Group Program, a project of KUHS plays an additional role to foster optimum learning environment. Parent-teachers meetings are conducted regularly to discuss the progress of the students and any other relevant matters.

Research, Innovations and Extension

Institution has a research promoting environment along with NABL and NABH accredited laboratory and hospital. The institutional research cell, ethics committee and animal ethics committee have well defined SOPs and scrutinise all the research protocols. Institution encourages clinical and community based research among the faculty and students by incentivising publications & presentations, and funding the projects with grant and seed money. Students are encouraged to indulge in short term projects and to apply for ICMR grant. The institution encourages research collaborations with institutions in India and abroad for exchange of ideas, competencies and resources. The Institution has more than 450 publications and book chapters in the last 5 years.

The institution carries out various extension activities to help the community through health and educational programs. During the recent floods in Kerala, the institution had provided relief materials, medicines and medical personnel to help the victims. During the recent COVID pandemic, part of the hospital was converted into COVID ward and ICU. Hostels were transformed into quarantine areas. Fever clinic, screening and testing facilities helped in early detection and timely treatment.

Institution conducts school health check-up programs and medical camps in collaboration with the panchayats, housing societies or departments like police or revenue, etc. Institution also conducts health education programs, where it educates focus groups on the health or lifestyle issues affecting them.

Through the activities organised by NSS and students union/council, students participate in various extension

activities, e.g., 'Swachha Bharat Abhiyan', health education programs in schools, providing healthcare facilities to nearby tribal population, etc. Student group Jeevan conducts blood donation camps. Student group Thanal organises events for old age homes and orphanages.

Students also connect with the community through family adoption program. Last three years, each student has adopted some families in a village and keeps up with the health profile and follow-up of the family throughout the duration of his/her program.

Institution provides observer-ship programs for the foreign students and those from other institutes. Our students had visited Leicester General Hospital in United Kingdom for electives through International Elective Program.

Infrastructure and Learning Resources

All the buildings on the campus are provided with basic amenities for teaching-learning, patient care, research or residence. Strategic development plan emphasises on augmentation of the infrastructure to meet the highest standards.

College building houses the office of the Principal, administration block, departments, central library, 4 gallery-type, ICT-enabled lecture halls, a mini-auditorium, exam hall, digital evaluation centre cum digital lab, common rooms for students, medical education unit, cafeteria, bookstore, etc. Individual departments have demonstration rooms, seminar room, departmental library, laboratories, museums, etc.

Central library occupies an entire wing, with 13,435 books, 118 journals in hardcopies, access to e-journals, an integrated library management system - BookMagic, nursing books, periodicals, digital resources (CDs DVDs,), computers with internet facility, etc.

NABH accredited multi-storeyed hospital building has a main hospital block, super specialty block and an emergency medicine block. Main hospital block has OPDs of broad specialties, wards with 760 teaching beds, over 140 private rooms, 14 ICUs including state of the art critical care department, 17 OTs, labour room complex, imaging services, blood bank, central laboratory, pharmacies, sample collection rooms, etc. Hospital sees 1000-1500 patients every day in OPD.

Hospital building has a gallery-type ICT enabled lecture theatre that also functions as an auditorium. Skills lab in the hospital building has mannequins and other skill modules required for skills training. All the clinical

departments have demonstration rooms, seminar rooms, department library, museums, etc.

Super-specialty block houses OPDs and specialised investigation/procedure rooms, along with access to OT and wards. Emergency medicine department is a state of the art facility providing 24 hour cutting edge clinical care.

Institution has an animal house, herbal garden, facilities for Divyangjan, attached rural and urban health centres. Other facilities on the campus include sports ground, swimming pool, gymnasium, basketball ground, cafeteria, shops, banking facility, parking facility, security, ambulance service, mortuary, nursing and paramedical science colleges, etc.

Campus has a dedicated IT department that implements and upgrades software and hardware to keep up with the technological advancements and guidelines from the regulatory authorities. Similarly dedicated engineering and biomedical departments ensure timely maintenance and augmentation of physical infrastructure and equipment.

Student Support and Progression

Sree Gokulam Medical College & Research Foundation has student-centric policies and programs that help in their all-round development and wellbeing. Medical students are trained by the dedicated faculty to become devoted medical practitioners and upright citizens of this nation, who are rooted to the needs of the society and develop exemplary psychomotor and soft skills, while expanding their intellectual breadth. The students are also actively nurtured to inculcate the spirit of inquisitiveness and creativity by continual encouragement to participate in various research projects and other co-curricular activities. They are also provided with facilities and opportunities for their well-rounded growth so that they have freedom to explore their proficiency in sports, cultural activities and leadership qualities.

More than a quarter students receive various fee waivers from the government or the management, based on admission category, financial hardships or academic achievements. Students are sensitised and trained for competitive exams. Over 50 % of the students appearing in the entrance exams for higher studies have succeeded in qualifying in the exams.

International Electives Program of the institution encourages students from other countries and institutions to visit our institution and aids our students interested in pursuing electives abroad.

Well-defined grievance redressal policy help the grievance redressal committee to efficiently resolve the grievances of the students if any.

Students have an active Students Council that forms a part of various college committees and organises academic, sports and cultural events annually.

Our institution also has a vibrant and dynamic Sree Gokulam Medical College Alumni Association, which is a registered body that engages in various charitable activities and keeps connected with the alma mater through student related activities and contributions.

Governance, Leadership and Management

Medical college was the brainchild of our Chairman, Sri Gokulam Gopalan, a multifaceted, inspiring visionary and a philanthropic entrepreneur, who is recognised as one of the brightest luminaries in the contemporary business world. Understanding the relevance of education and the significance of health, especially in the rural under-served areas, he took up the responsibility of establishing this institution in Venjaramoodu. Over the last 20 years, this institution has helped thousands of aspiring students, innumerable patients, hundreds of workforce, and the local community.

Vice-Chairman and Director Dr K K Manojan leads from the front to realise the dreams of our Chairman. A physician by profession, he understands the requirements of the patients and faculty. His participatory management methods have resulted in our institution emerging as an institution of repute among its peers.

The institution has clearly defined vision and mission statements and various academic policies. Management and administration firmly believe in decentralisation that is distinctly evidenced in the organogram. All the departments and committees work like cogs in a wheel to realise the goals in our strategic plan document. They form a cohesive unit that aims for the personal and professional excellence of the staff and students using participatory governance, progressive goals, dedicated workforce and quality infrastructure.

Management values its employees and has provided various welfare measures. Institution has organised more than 300 professional and faculty development programs for the staff in the last 5 years. The institution has robust performance appraisal system for faculty and staff that is linked with promotions and increments.

IT department has ensured digitalisation at all the levels, including academic, administration, finance, hospital management, student support, examination, patient concierge, etc.

Management determines the budget allocation based on the inputs from various departments and scrutinising committees. Resource mobilisation and utilisation is optimised by yearly planning, timely distribution and time-bound completion of work. College follows annual internal and external auditing to practice financial transparency.

As a definitive step towards quality enhancement and sustenance, IQAC was established in 2022 which has commenced various measures to improve the work culture and output.

Institutional Values and Best Practices

Sree Gokulam Medical College & Research Foundation promotes inclusivity and harmonious living. It promotes gender equity, with 68% of students, 57% of fulltime teachers and 78% of non-teaching staff being women in the institution. Institution ensures representation of women at all levels, safety of women population on the campus, and provides additional facilities for the women including day care and counselling. Student group 'Samathwa' and the gender sensitisation committee organise sessions for creating gender-related awareness. Institution has taken various divyangjan friendly measures in its buildings and provides assistance if needed. Institution respects socio-economic, religious, geographic and linguistic diversity; celebrates different religious festivals; provides uniform boarding and dining facilities; organises multi-linguistic programs and observes various national and international commemorative days.

Institution is ever environment-conscious and has taken active steps towards conserving energy and natural resources, using alternative sources energy and developing green campus initiatives.

College has clearly stated code of conduct for students, staff and faculty. Awareness classes are conducted for the students during the orientation and a copy is provided to them on the induction day.

Tuesday meeting is one of the best practices that showcases participatory governance. Issues raised in these meetings receive inputs from all levels of administrative staff and faculty. Candid discussions lead to well informed decisions. Matters discussed range from academic activities, procurement of equipment, development of policies, student discipline to infrastructure development.

Hospital Infection Control master rounds is another best practice that ensures early detection, focussed action and developing policies regarding infection control. This has improved patient care practice and increased awareness. It served an exceptional role during the pandemic in keeping the personnel safe, developing safe screening and testing services, improving patient outcome and in containing the disease on the campus.

Geriatric Unit was established as a philanthropic endeavour by our visionary chairman, Sri Gokulam Gopalan. Elderly patients having no caretakers are provided free of cost medical care, hospital stay and nutritionist prescribed food. Student body 'Thanal' also contributes by collection of donations. In a small way, this is an attempt to bring dignity and care to the lives of the neglected elderly people.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SREE GOKULAM MEDICAL COLLEGE AND RESEARCH FOUNDATION
Address	Sree Gokulam Medical College and Research Foundation Venjaramoodu Thiruvananthapuram
City	Venjaramoodu Thiruvananthapuram
State	Kerala
Pin	695607
Website	https://sgmc.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Nandini V R	0472-2815020	7356287676	0472-3041004	deanclinical@sgmc.in
IQAC / CIQA coordinator	Mamata Chimmalgi	0472-3041050	9387122769	0472-3041004	sgmciqac@sgmc.edu.in

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
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Date of establishment of the college	17-08-2005			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name		Document	
Kerala	Kerala University of Health Sciences		View Document	
Details of UGC recognition				
Under Section	Date		View Document	
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NMC	View Document	05-07-2023	60	Recognition valid for UG program

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the college recognized for its outstanding performance by national or international agencies such as DSIR, DBT, ICMR, UGC-SAP, AYUSH, WHO, UNESCO etc.?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sree Gokulam Medical College and Research Foundation Venjaramoodu Thiruvananthapuram	Rural	40	150841.5

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Mbbs ,MBBS	54	NEET	English	150	150
PG	MD,Anatomy,MD Anatomy	36	NEET	English	2	2
PG	MD,Physiology,MD Physiology	36	NEET	English	2	2
PG	MD,Biochemistry,MD Biochemistry	36	NEET	English	2	0
PG	MD,Pathology,MD Pathology	36	NEET	English	2	2
PG	MD,Microbiology,MD Microbiology	36	NEET	English	3	3
PG	MD,Community Medicine,MD Community Medicine	36	NEET	English	2	2
PG	MD,General Medicine,M	36	NEET	English	10	10

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	D General Medicine					
PG	MS,General Surgery,MS General Surgery	36	NEET	English	6	6
PG	MD,Paediatrics,MD Paediatrics	36	NEET	English	3	3
PG	MD,Radiodiagnosis,MD Radiodiagnosis	36	NEET	English	3	3
PG	MS,Ophthalmology,MS Ophthalmology	36	NEET	English	3	3
PG	MS,Orthopaedics,MS Orthopaedics	36	NEET	English	2	2
PG	MD,Anaesthesiology,MD Anaesthesiology	36	NEET	English	6	6
PG	MD,Pharmacology,MD Pharmacology	36	NEET	English	2	1
PG	MD,Emergency Medicine, DNB Emergency Medicine	36	NEET	English	4	4
PG	MD,Dermatology Venereology And Leprosy,MD Dermatology Venereology and Leprosy	36	NEET	English	2	2
PG	MS,Otorhino	36	NEET	English	3	3

	laryngology, MS Otorhino laryngology					
PG	MS,Obg,MS OBG	36	NEET	English	6	6
Post Master's (DM,Ayurve da Vachaspat hi,M.Ch)	DM,Neurolo gy,DNB Neurology	36	NEET	English	1	0
Post Master's (DM,Ayurve da Vachaspat hi,M.Ch)	DM,Gastroen terology,DN B Gastroente rology	36	NEET	English	2	1
Post Master's (DM,Ayurve da Vachaspat hi,M.Ch)	DM,Surgical Gastroenterol ogy,DrNB Surgical Gast roenterology	36	NEET	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	20				39				58			
Recruited	10	10	0	20	17	22	0	39	20	38	0	58
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	33				10				23			
Recruited	16	17	0	33	5	5	0	10	12	11	0	23
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				32				33			
Recruited	0	0	0	0	6	26	0	32	14	19	0	33
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				5				24			
Recruited	0	0	0	0	1	4	0	5	11	13	0	24
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				1336
Recruited	253	1083	0	1336
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				281
Recruited	87	194	0	281
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	6	0	0	2	0	0	6	0	0	14
Ph.D.	2	1	0	0	3	0	0	2	0	8
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	18	38	0	20	19	0	26	40	0	161
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	25	32	0	57
UG	0	0	0	7	30	0	0	0	0	37

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	9	0	0	2	1	0	0	0	0	12
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	8	4	0	0	0	0	0	0	0	12
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	2	0	0	0	0	0	1	0	0	3
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	4	1	0	5
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	4	3	0	7
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	9	0	0	4

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	35	4	7	0	46
	Female	84	4	16	0	104
	Others	0	0	0	0	0
PG	Male	17	0	3	0	20
	Female	33	1	6	0	40
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	1	1	0	0	2
	Female	1	0	0	0	1
	Others	0	0	0	0	0
M.D.	Male	10	0	3	0	13
	Female	24	0	3	0	27
	Others	0	0	0	0	0
M.S.	Male	7	0	0	0	7
	Female	10	0	3	0	13
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	2	4	4
	Female	9	9	6	8
	Others	0	0	0	0
ST	Male	0	1	1	1
	Female	2	2	2	1
	Others	0	0	0	0
OBC	Male	15	10	17	25
	Female	28	28	39	41
	Others	0	0	0	0
General	Male	47	48	32	38
	Female	89	95	104	95
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		193	195	205	213

General Facilities

Campus Type: Sree Gokulam Medical College and Research Foundation Venjaramoodu Thiruvananthapuram

Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes

• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	2
* Qualified Doctor (Part time)	5
* Qualified Nurse (Full time)	11
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Sewage Treatment Plant, Solar panels, Water Purification Plant, Rainwater harvesting, buggy service, Children's Day Care, Beauty Parlor, Shops, Goshala (Cattle Farm), etc.

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	272
* Girls's hostel	3	526
* Overseas students hostel	0	0
* Hostel for interns	2	181
* PG Hostel	2	95

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	New Competency based integrated curriculum focuses on attainment of competencies through humanistic attitude, effective communication and ethical practice. Curriculum emphasizes on integrated/interdisciplinary education fostering analytical abilities, critical thinking and evidence based approach. At Gokulam, professional development is taught in curricular and co-curricular training by medical ethics, professionalism, integrity, confidentiality, and healing with a humanitarian touch. Curriculum adopts immersive community based learning, electives and inter-departmental integration. Interactions with students from technical field are encouraged to discuss innovative ideas. Faculty and students indulge in multi-disciplinary research activities. Students integrate arts, plays, movies, etc. with foundation course, AETCOM modules, co-curricular and extra-curricular activities. Flexible multidisciplinary curriculum awaits approval from the regulatory authority.
2. Academic bank of credits (ABC):	Academic Bank of Credits (ABC) allows academic flexibility, online accumulation and redemption of credits, pacing for the students, inter-disciplinary and inter-institutional transfer of credits and transparency. Electives have been introduced in medical curriculum as a step in the right direction. As per the recent NMC guidelines, our students are presently registering and creating ABC login. We await further steps of implementation of ABC by the regulatory authority.
3. Skill development:	Although clinical skills are always emphasised in medical education, the new curriculum furthers this

	<p>by inculcating documentation, assessment and certification. Our students are trained from the very first year in the skills lab, which provides a non-threatening environment to practice skills, learn the basis and proper method of performing these procedures in a step-by-step manner. Students are also trained through hands-on sessions for clinical examination. Assessment methods include OSCE/OSPE using checklists. This minimises errors in clinical practice, making our students job-ready. Postgraduates are trained in all the skills required for the specialty along with relevant inter-departmental skills.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>Students are taught history of medicine including Indian medicine. Indian languages form a part of foundation course and /or value added course. Multi-lingual training is practiced during clinical training.</p>
5. Focus on Outcome based education (OBE):	<p>Implementation of competency based medical education (CBME) has resulted in increasing use of learner-centric, team-based, interactive and experiential learning that focus on deeper understanding of the concepts. Formative assessments help in ‘assessment for learning’ than ‘assessment of learning’. However, program evaluation necessitated adoption of Outcome Based Evaluation. OBE clearly defines what the students are expected to learn at the end of each course and the program. Graduate attributes, program outcomes and course outcomes have been defined in our institution. CO-PO attainment analysis has led to course correction. Combination of CBME and OBE has resulted in objective improvement in the quality of education through improved delivery of the curriculum, upgradation of resources and focused assessments.</p>
6. Distance education/online education:	<p>Medical education surged into online education mode due to COVID pandemic. Uninitiated faculty were trained, newer methods were explored with increasing expertise and a few became online content creators. Study modules are uploaded in the institutional LMS to access anytime, anywhere. Online instruction includes live classes, pre-recorded lectures, interactive modules, videos, virtual histology and assessments. Even after the pandemic, online resources remain as a supplementary tool providing flexibility and ease of learning at one’s</p>

own pace.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Our institution is yet to apply for ELC through SVEEP division of Election Commission of India.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Our institution is yet to apply for ELC through SVEEP division of Election Commission of India.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Our institution is yet to apply for ELC through SVEEP division of Election Commission of India.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	Our institution is yet to apply for ELC through SVEEP division of Election Commission of India.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	Our institution is yet to apply for ELC through SVEEP division of Election Commission of India.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
913	893	879	872	860
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
166	153	148	144	157
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2023-24	2022-23	2021-22	2020-21	2019-20
213	205	195	193	191
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
183	156	173	167	162
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2.2

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

2023-24	2022-23	2021-22	2020-21	2019-20
183	175	173	167	167
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

3 Institution

3.1

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

2023-24	2022-23	2021-22	2020-21	2019-20
12823.81	11129.97	9630.79	9440.68	7860.13
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning, delivery and evaluation through a well defined process as prescribed by the respective regulatory councils and the affiliating University.

Response:

Sree Gokulam Medical College has implemented Competency Based Medical Curriculum for the undergraduates since 2019-20 as per the curriculum guidelines provided by the regulatory body (MCI/NMC) and the Kerala University of Health Sciences. For the postgraduates, adoption of competency-based curriculum is more recent.

Curriculum Planning:

Faculty were trained through faculty development programs and curriculum implementation support programs conducted at the(a) Nodal Centre, GMC, Kottayam, (b) KUHS, and by (c) the Medical Education Unit (MEU) of our institution. Curriculum sub-committees drafted phase-wise time-tables, annual master schedules and academic calendar based on the inputs from the departments. Institutional Curriculum Committee and the MEU receive inputs from the curriculum sub-committees and from the departmental curriculum committees. Curriculum committee monitors the departments for effective implementation of the curriculum. It conducts meetings with the departments to assess the progress and problems in implementing the curriculum.

Delivery:

Departmental curriculum committees design course curriculum. Departments incorporate teaching-learning methods involving interactive teaching, skill-based training and experiential learning to address psychomotor and affective domains along with the cognitive domain. Early clinical exposure, integrated learning, simulation learning, community-based learning are few such examples. Our curriculum also incorporates training of attitude, ethics and communication, foundation course and family adoption program & disaster management/pandemic module.

Schedules are designed to meet the required number of instruction hours and provide time for interactions and innovative methods. Annual/monthly/weekly schedules are released in advance on the notice board, college website and WhatsApp groups.

Administration and management periodically collect reports from the departments, curriculum committee and the students to monitor the delivery of the curriculum. Any lapse will be addressed in the meetings of Medical Council or the College Council.

Assessment:

To ensure robust and continuous internal assessment, our institution has adopted various academic policies that describe in detail the methods of assessment and frequency of assessment. Students receive advance notice of assessment. All the efforts are made to ensure transparency in assessments. Institutional also provides a mechanism for the students to appeal if there are any exam related grievances.

Since the scores in the internal assessments decide eligibility for the university examinations, the departments identify the low achievers. They are provided appropriate assistance and opportunities for mid-course improvement through remedial teaching and remedial assessment.

Formative and summative assessments have incorporated objective methods of assessment in terms of multiple-choice questions in theory and objective structured clinical/practical examinations (OSCE/OSPE) in practical sessions. In addition to the traditional methods, formative assessment incorporates newer methods with increasing frequency, such as, certification of competencies, logbook, symposia, assignments, group projects, problem-based learning, quiz, etc.

Evaluation:

Departments analyze the effectiveness of the curriculum by post-assessment evaluation of course outcomes. Evaluation is done by systematic analysis of delivery of curriculum, attainment of learning outcomes and feedback from the stakeholders.

Outcome-based education (OBE) has been adopted more recently. Graduate attributes, program outcomes (PO) and course outcomes (CO) are defined. Attainment of CO & PO has enabled more objective evaluation of implementation of the curriculum and success of the program.

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

Other Upload Files	
1	View Document
2	View Document

1.1.2

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

Response: 0.58

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-

wise during the last five years

2023-24	2022-23	2021-22	2020-21	2019-20
2	1	1	1	0

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

1.2 Academic Flexibility

1.2.1

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

Response: 100

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

Response: 438

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

Response: 438

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

1.2.2

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

Response: 68.21

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

2023-24	2022-23	2021-22	2020-21	2019-20
688	734	536	533	528

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

1.3 Curriculum Enrichment**1.3.1**

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

Response:

New students are introduced to the basics of professionalism, medical ethics and health care system during the foundation course. New CBME curriculum formally trains the students in professionalism, ethics and human values using AETCOM modules (Attitude, Ethics & Communication) throughout the program. These modules address the issues ranging from doctor-patient relation, care of the biological tissue, right to health, health care system, bioethics, communication, professionalism, medical errors, medical negligence, medicolegal aspects, doctor-industry relationship, dealing with death, etc.

Health determinants, right to health, emerging demographic issues, national health policies form a part of curriculum in the department of Community Medicine. Medical ethics is addressed in almost all the departments and forms a part of formal curriculum of Forensic Medicine.

Gender

Gender related issues form a part of undergraduate curriculum in Forensic Medicine, Anatomy, Physiology, Community Medicine and OBG courses.

Gender Sensitization Committee and the students' club 'Samathwa' organize activities to promote gender equity and sensitivity. Gender sensitization programs such as 'gender equality benefits everyone', 'break the bias', 'gender identity and sexual orientation', 'gender sensitivity in practical life', 'pride month observance', etc. are conducted. Expert talks, role play, elocution, flash mob, etc. mark the International Women's Day annually. Our institution supports equal representation in student committees, curricular and co-curricular activities. Grievance Redressal Committee is available to address gender/sexual harassment issues if any.

Environment and Sustainability

Environment and sustainability are addressed by Community Medicine curriculum, Green Initiatives Committee and the NSS unit. Students are taught about maintenance and enrichment of the earth's resources, 'reduce, re-use, re-cycle', 'save energy', 'clean environment', biomedical waste management. Green initiatives of the institution include addition of butterfly park, vertical gardens, avian nest boxes, etc. to the campus and planting saplings. An ever-active NSS unit sensitizes students through field excursions, guest lectures, 'swachhata hi seva', programs on hazards of plastic, etc.

Professional Ethics, Human Values and Right to health

Professional ethics is introduced in the foundation course and continues to be taught throughout the undergraduate program through AETCOM modules and Forensic Medicine curriculum.

Human values are taught in first year as respect for the body donors, respect for cadaver, care of biological tissues and patient autonomy and consent. Formal training about compassion, empathy, respect and care for the patients and other fellow human beings, sharing, integrity and accountability are included during the clinical training. Community visits help deal with people of different age, socioeconomic and educational background.

Commemorative days like Independence Day, Republic Day, Gandhi Jayanthi, Teacher's Day, International Yoga Day, World Environment Day, etc. are celebrated to inculcate the importance of national heritage, culture and values. Health awareness days are observed by conducting blood donation camps, health check-up camps, health & hygiene workshops, etc.

Students also participate in various disaster management initiatives and outreach programs. The 'Bioethics Unit' under UNESCO chair conducts sensitization programs on 'World Bioethics Day', such as 'Social responsibility and Health', 'LGBTQ - Clinical, Ethical and Legal Issues', 'Pain and Palliative Care', 'Integrated Bioethics for Health Sciences', etc.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2

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

Response: 12

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

Response: 12

File Description	Document
List of-value added courses	View Document
Institutional data in prescribed format	View Document
Brochure or any other document related to value-added course/s	View Document
Any additional information	View Document
Links for additional information	View Document

1.3.3

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

Response: 4.21

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

2023-24	2022-23	2021-22	2020-21	2019-20
60	07	65	55	0

File Description	Document
Institutional data in prescribed format	View Document
Attendance copy of the students enrolled for the course	View Document
Any additional information	View Document
Link for additional information	View Document

1.3.4

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

Response: 3.18

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

Response: 29

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

1.4 Feedback System

1.4.1

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

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

Response: C. Any 3 of the above

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

1.4.2

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

Response: B. Feedback collected, analysed and action has been taken

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
80	69	52	57	59

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

2023-24	2022-23	2021-22	2020-21	2019-20
80	69	52	57	59

File Description	Document
Institutional data in prescribed forma	View Document
Final admission list published by the HEI	View Document
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	View Document
Any additional information	View Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	View Document
Admission extract submitted to the state OBC, SC and ST cell every year.	View Document
Link for Any other relevant informatio	View Document

2.1.2

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

Response: 96.06

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

2023-24	2022-23	2021-22	2020-21	2019-20
213	205	195	193	191

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

2023-24	2022-23	2021-22	2020-21	2019-20
218	218	202	201	199

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

2.1.3

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

Response: 5.79

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

2023-24	2022-23	2021-22	2020-21	2019-20
21	17	16	2	3

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	View Document
Institutional data in prescribed format	View Document
E-copies of admission letters of the students enrolled from other states	View Document
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	View Document
Any other relevant information	View Document

2.2 Catering to Student Diversity

2.2.1

The Institution assesses the learning levels of the students, after admission and organises special Programmes for advanced learners and slow performers

The Institution:

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

Response: A. All of the above

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

2.2.2

Student - Full- time teacher ratio (data of preceding academic year)

Response: 4.99

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

2.2.3

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

Response:

Sree Gokulam Medical College & Research Foundation encourages the students to participate in creative, literary, cultural and sports activities to nurture their innate talents. Various student clubs are the active hubs of likeminded students to further their interests and hone their talents.

Navodhan, the students' council organizes various activities round the year – co-curricular, arts, cultural and sports. These activities nurture talents of the students, gives opportunities for creativity among the students, and also act as stress buster amidst the rigorous medical curriculum.

'Academic club' nurtures academic interests beyond the classrooms hours through group discussions, seminars, journal clubs, blogs and quizzes. In association with 'Sharp Vision', a medical blog group, they conduct classes for freshers regarding study techniques.

'Martial Arts club' helps in furthering training in martial arts and organizing self-defense classes.

'Media and Publication Club' is for the nerdy who indulge in graphic designing, digital media and photography. They conducted "Break the Bias" photography competition on the international women's day.

'Sports club', 'cycling club' and 'chess club' are for the sports buffs to play sports, exchange sports statistics and develop college/university teams. Students in these clubs have brought laurels to our college by winning multiple inter-college and zonal competitions in football, basketball, chess, etc. Some of these students have also made it to the university team.

'Dance and music club' nurtures the artistic talents of the students but also contributes to the college teams.

Awareness about gender equity and gender sensitization is the goal of the 'Samathva' club. 'Samathva' has organized flash mob PRISM in a local mall to create awareness about the spirit of PRIDE.

The literary club 'Prathidhwani' in collaboration with 'Samathva' organized a letter writing competition "Dear Society" and "Savage Comeback Challenge", where the students reply to offensive and demeaning comments aimed at LGBTQ in the social media. 'Pratidhwani' also conducts 'reading week' where the students discuss and debate literary works. They have initiated 'book pool' for the readers to share and exchange books.

The 'Popcorn Project' club is for the movie-lovers who relish watching the movies and critique them. Contributing to the activities of 'Samathva', the 'Popcorn Project' organized movie nights to showcase the movies focusing on LGBTQ issues as a part of PRIDE month.

Some of the students are the members of student-initiated groups such as 'Thanal' that contributes time and resources to Gokulam Geriatrics Ward, which is a charity initiative of our Chairman, Sri Gokulam Gopalan.

Yet another enterprising group is 'Jeevan' which organizes and helps in blood donation.

Students join these clubs voluntarily based on their innate talent or interests. Some are members of more than one club. Each club has its own regulations, schedules, frequency of meetings and is managed by

student coordinators and treasurers. The activities by these clubs are mostly conducted after the class hours.

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

2.3 Teaching- Learning Process

2.3.1

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

- **Experiential learning**
- **Integrated/interdisciplinary learning**
- **Participatory learning**
- **Problem solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-Based Learning**
- **Learning in the Humanities**
- **Project-based learning**
- **Role play**

Response:

Based on the guidelines provided by the regulatory body (NMC) and the university (KUHS), institution currently follows competency based curriculum. Methods of teaching are carefully chosen to meet the curricular demands. Appropriate hours are allocated for theoretical, practical and clinical training. Both undergraduate and postgraduate training utilize student-centric, occasionally innovative methods for effective delivery of curriculum focusing on global trends, current societal needs and relevant healthcare issues.

I. Undergraduate training:

Implementation of the new competency-based undergraduate curriculum in 2019 resulted in the mandatory use of newer teaching-learning methods such as procedural skills, early clinical exposure (ECE), learner-doctor method, electives, attitudes, ethics & communication (AETCOM) modules, aligned and integrated teaching, self-directed learning, learning by reflection, etc. as shown in the annual, monthly and weekly schedules of I MBBS, II MBBS, III MBBS parts I & II (including clinical postings).

ECE provides context to basic sciences through experiential learning. Electives nurture individual aptitudes. AETCOM modules inculcate soft skills through project based learning, problem solving methodologies, role play, etc. Aligned & integrated teaching sessions eliminate redundancy through inter-departmental collaboration. Learning procedural skills in clinical skills-lab aids experiential learning in a

simulated environment. Learning by reflection, an andragogy practice, allows deeper understanding and application.

Practical training for undergraduates includes sessions of dissection, laboratory sessions, autopsy, field visits, community based project works, and clinical training (bed-side clinics, exposure to out-patients department, operation theatres, labour rooms, clinical procedure rooms, emergency department, intensive care units, etc.). These methods provide opportunities for participatory & experiential learning in small groups. Clinical training focuses on patient-centric, evidence-based learning. Newer learner-doctor method allows following a patient from point of first contact to discharge and grooms the students for clinical practice through problem solving.

Community based projects works or other student research projects help the students in project-based learning and to hone analytical skills.

Other methods used in the institution for the undergraduate training include:

- (a) interactive lectures, small group discussions, DOAP, role play utilize participatory learning
- (b) problem-based learning, library assignments, case based discussion utilize problem solving methodologies and self-directed learning
- (c) Interactive learning in dissection hall (ILDH) is an innovative participatory learning method.
- (d) poster making, video making, peer-assisted learning are all examples of team-based learning.
- (e) Seminar/symposia, assignments, projects, quizzes and e-learning are the methods requiring self-directed learning

II. Postgraduates:

Postgraduate training mirrors the activities of the faculty in the respective departments. Faculty act as the role models. Other teaching-learning methods include:

- (a) Problem-based & participatory learning: PG lectures, PG topics /case discussions
- (b) Participatory learning: Hands-on training in surgical branches, BLS & ALS, etc., participation in UG teaching program, micro-teaching, skills lab training
- (c) Research & project-based learning: Training in research methodologies, dissertation/thesis and other research project related activities, attending conferences/CME/workshops, oral & poster presentations
- (d) Integrated Inter-departmental or inter-disciplinary training: Speciality posting
- (e) Community based activities
- (f) Self-directed learning: Seminars, symposia, journal club activities

(g) Patient-centric & evidence-based learning: Clinical work, participation in clinical audits, clinicopathological and clinicoradiological meetings, medical record review meetings, monthly Gokulam Academic Meets, etc.

File Description	Document
Link for learning environment facilities with geotagging	View Document
Link for any other relevant information	View Document

2.3.2

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

The Institution:

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

Response: A. All of the above

File Description	Document
Report on training programmes in Clinical skill lab/simulator Centre	View Document
Proof of patient simulators for simulation-based training	View Document
Proof of Establishment of Clinical Skill Laboratories	View Document
Institutional data in prescribed format	View Document
Geotagged Photos of the Clinical Skills Laboratory	View Document
Details of training programs conducted and details of participants.	View Document
Any other relevant information	View Document
Link for additional information	View Document

2.3.3

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

Response:

Faculty members of Sree Gokulam Medical College are trained to use the digital and online resources. Training is through the in-house talks for faculty and the Revised Basic Course of Medical Educational Technologies (RBCMET). Faculty members are also trained to create online resources and use Learning Management System (Moodle & institutional LMS) through a 15 days' training workshop conducted initially by KUHS & subsequently by the Medical Education Unit of SGMC.

The faculty members are using a variety of ICT-enabled tools and online resources to support and enhance teaching experience. The use was increased exponentially during the COVID pandemic, as the students had to be engaged mandatorily through online interactions.

Commonly used ICT enabled tools and/or online resources include:

1. PowerPoint or Keynote presentations are used extensively by most faculty members during the lectures with incorporated text, images, graphs, charts, animations, videos, etc.
2. Instructional videos available on the YouTube are used to highlight the topic being taught.
3. Surgical and procedural videos available on the YouTube or created locally by our faculty members are used to demonstrate the procedures.
4. Content development: Instructional videos have been created by our faculty and are uploaded to the YouTube as instructional videos (e.g., <https://youtu.be/nfy4lV1JnZ0>, <https://youtu.be/vfVGjz4XKc4>, <https://youtu.be/6bSJ9NE-2Pg>)
5. Instructional websites: Content developed by our faculty are uploaded to the instructional sites,

which are free and can be accessed anytime, anywhere, e.g.,
<https://sites.google.com/view/histologywithchimmelgi/home>,
<https://sites.google.com/view/neuroanatomywithchimmelgi/home>

- 6.e-learning @sgmc: Departments have uploaded teaching materials in digital repository, that includes PowerPoint presentations or YouTube videos developed by the faculty. These are available on website or in the LMS software adopted by the institution.
- 7.Institutional LMS: Departments use institutional LMS to share instructional material and assignments. This helps the students access the class notes at any time of convenience.
- 8.Online classes: Faculty members have been using Google Meet or Zoom platforms for conducting online classes, and Google Classroom for delivering instructional material in the form of document files or images or videos or assignments before / during / after the pandemic and/or to engage the students after the working hours. This was followed most frequently during the COVID pandemic period.
- 9.Online formative assessments: Google Forms / Google Classroom / Zoom / Google Meet platforms are being used to conduct online examinations with objective questions or descriptive questions / assignments or online viva or seminars respectively.

10. WhatsApp platform is being used for transferring online study resources in the form of documents or presentations or videos or images. It is also used for sharing notices, schedules, mark lists, attendance, etc.

11. WhatsApp platform has been used for conducting online Problem Based Learning.

12. Virtual histology images have been used to teach microscopic structure.

13. Self-directed learning using online resources (teachers suggest the resources).

14. Mentimeter (Audience Response System)

15. Digital writing pads / Pen tabs

16. Smart boards

17. Digital Microscopes for teaching histopathology.

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

2.3.4**Student :Mentor Ratio (preceding academic year)****Response:** 6.09**2.3.4.1 Total number of mentors in the preceding academic year**

Response: 150

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

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

Training of the students follows multi-modal approach to provide best fit for the given topic and cater to all learning styles (VARK: visual, auditory, reading, kinesthetics). Methods are chosen to allow student participation, team work, critical thinking, analysis and problem solving.

Interactive lectures use asking questions, inviting opinions, exchanging ideas through open forums to nurture analytical skills and sometimes innovation. Small group discussions are intense buzz groups allowing critical thinking and analysis. Self-directed learning provides a platform for research and creativity.

Practical sessions in the laboratories and dissection hall expect the students to identify the structures in the cadaver or identify an unknown biochemical ingredient, or identify the normal/abnormal microscopic structure, etc. All these activities allow the students to explore a specific area in-depth, conduct experiments, analyse the data, and arrive at a logical conclusion.

During bedside clinics, students take history, examine the patient and arrive at clinical diagnosis based on clinical findings. Discussion that follows explores differential diagnosis, investigation possibilities, management plans and outcomes. These sessions allow the students to incrementally delve deeper into a

clinical case, critical thinking and solving the clinical puzzle through meticulous analysis of the clinical data.

As a part of semi-formal training, departments also conduct poster making competition, model making competition, video making competition, slogan competition, etc. These not only help understand the concepts better, but, nurtures creativity.

Other methods used include quiz, clinical case discussions in pre-clinical departments, case-based vignettes in pathology magazine - Pathway, etc. to nurture analytical skills.

Students are trained in research methodologies and are provided opportunities for innovation, analysis, and creativity by encouraging to conduct community-based research. They nurture creativity, analytical skills, innovation and hone the writing skills through writing protocols and final reports on the student research projects.

Problem based learning sessions are informal research opportunities that encourage collecting data, analysis, critical thinking, and problem solving. Students are expected to give oral presentations using appropriate audio-visual aids and write a report after PBL exercise in the Department of Anatomy. In addition to learning the course content, these activities provides opportunities for innovation and creativity, improve presentation skills, team work and self-directed learning.

AETCOM modules provide opportunities for creativity through innovative / semi-formal methods chosen for delivering the content, e.g., role-play, skits, art, discussions based on a movie-clip, etc.

Reflection writing allows the students to analyse an event and apply the learning to the clinical practice in future, thus facilitating analytical skills and creativity.

OSPE/OSCE are the assessment methods based on interpretation of a clinical setting or on performance stations. Training sessions for OSPE/OSCE help in developing the analytical skills.

Postgraduate students, in addition to the routine training, regularly deal with the clinical cases and undergraduate training. These activities provide ample opportunities for furthering analytical skills. It is also mandatory for them to design, plan and execute a research project for the thesis/dissertation as a part of fulfilment of the requirement of the program. This latter activity gives plenty of opportunities for planning, critical thinking, analysis, creativity and innovation.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of fulltime teachers against sanctioned posts during the last five years**Response:** 97.23

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

2.4.2

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

Response: 47.63

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

2023-24	2022-23	2021-22	2020-21	2019-20
77	82	79	82	79

File Description	Document
Institutional data in prescribed format	View Document
Copies of Guideship letters or authorization of research guide provide by the the university	View Document
Any additional information	View Document
Link for additional information	View Document

2.4.3

Average teaching experience of fulltime teachers in number of years (preceding academic year)

Response: 4.07

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

Response: 745.40

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the insitution	View Document

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

Response: 37.23

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

2023-24	2022-23	2021-22	2020-21	2019-20
123	35	50	50	61

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	View Document
Any additional information	View Document
Web-link to the contents delivered by the faculty hosted in the HEI's website	View Document
Link for additional information	View Document

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

Response: 7.96

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

2023-24	2022-23	2021-22	2020-21	2019-20
33	23	7	5	3

File Description	Document
Institutional data in prescribed format	View Document
e-Copies of award letters (scanned or soft copy) for achievements	View Document
Link to additional information	View Document

2.5 Evaluation Process and Reforms

2.5.1

The Institution adheres to the academic calendar for the conduct of Continuous Internal Evaluation and ensures that it is robust and transparent

Response:

Regulatory body releases academic calendar before the admission of the new batch for undergraduate program every year. Institution prepares its academic calendar adhering to the guidelines from the regulatory body and the University. Students and parents are provided the academic calendar at the beginning of the academic year.

A master schedule specifying teaching-learning sessions and assessment details is uploaded on the website at the beginning of every year for the students of each phase of MBBS as per the academic calendar. This allows the students to plan their study and other activities including leave of absence. Although occasionally there have been minor changes, departments adhere to the announced dates for the conduct of exams. If there are changes, they are announced well in advance.

Before every formative assessment, students are given an advance notice as per our institutional policy on internal assessment notification, either displayed on the notice board or in the WhatsApp group. Weekly and monthly schedules reinforce this information. Announcements are also made in the classrooms to alert the students regarding the upcoming events. Students are provided sufficient time to prepare for the assessments.

All the departments follow the measures elaborated in the institutional policy for transparency in internal assessment. Transparency is ensured by maintaining confidentiality of question papers, distributed

evaluation of answer books to avoid evaluator bias, provision of grievance redressal system for the students without fear of reprisal, increasing the weightage for objective questions, deploying multiple examiners in conducting practical exams, etc.

Frequency of internal assessments is detailed in the institutional policy on internal assessment based on the NMC guidelines. Evaluation is done using multiple methods as outlined in the policy on methods of internal assessment. To make the process robust, apart from the minimum number of sessional examinations specified by the regulatory body, additional formative assessments are carried out by the departments, e.g., short exams, online tests, end-region practical exams, end-posting clinical exams, OSPE/OSCE, viva-voce, spotters, assessment of subject-wise competencies, and day-to-day assessment through log books, records, assignments, small group discussions, seminars/symposia, quiz, problem based learning, poster making competitions, etc.

Multiple assessment methods ensure robust evaluation. Theory exams include descriptive answers to assess understanding, objective questions to assess precision, case-based essays that assess analysis and critical thinking, and the reasoning questions. Practical and clinical assessments test the skills, affect and application. During internship, in addition to theoretical and clinical assessments, independent conduct of procedural skills is assessed.

For postgraduate students, the assessment is spread over the entire program duration. In addition to the above mentioned methods, they are assessed for independent conduct of the duties expected from the respective specialties, e.g. provide pre-op and post-op care to the patients & perform surgeries in the surgical specialties; provide antenatal & postnatal care and conduct deliveries in the OBG department, etc. Postgraduate students are also assessed for their understanding in research methodologies, ability to conduct research, write research protocol and thesis, etc.

File Description	Document
Link for academic calendar	View Document
Link for dates of conduct of internal assessment examinations	View Document
Link for any other relevant information	View Document

2.5.2

Mechanism to deal with examination related grievances is transparent, time-bound and efficient

Response:

Institution follows transparent and robust continuous internal evaluation. Various methods of formative assessments are used to assess cognitive, psychomotor, affective and communication domains through theory, practical & clinical exams. Summative assessment is conducted by KUHS as per the NMC regulations.

Format of conducting the internal assessment is broadly as follows: initial announcement of examination

dates & topics – question paper setting or preparation for practical/clinical examination – conducting the examination – valuation of answer papers – tabulation of provisional mark list – distributing the answer books to students – modification of mark list if required – displaying the final mark list on the notice-board/WhatsApp group – year-end calculation of Internal Assessment scores to determine eligibility for the University examination.

Mechanism for grievance redressal in the institution is outlined in the policy on transparency in internal assessment and policy on grievance redressal for students.

To reduce grievances, all the departments follow these measures:

1. provide advance notice to give sufficient time to prepare,
2. maintain confidentiality of question papers by restricting the people involved, password protect the question paper file, printing the question papers as late as possible, keeping the papers under lock and key,
3. Avoid bias in scoring by deploying multiple examiners to evaluate answer scripts.

Most grievances include counting errors, unvalued answers or inappropriate scores awarded. They are reported to the concerned faculty or the Head of the Department and are resolved immediately at the department level by modifying the marks or by explaining the scoring rationale.

Some grievances are regarding the dates of the examination. Students approach head of the department if the exam is held by a single department or the academic coordinator/Principal if multiple departments are involved (sessional exams). Merit of the reason decides the outcome. Decision is taken after hearing the concerned faculty and the students and may take 1 to few days.

Other grievances revolve around the eligibility for the university examination due to lesser internal assessment marks or attendance shortage. These are resolved by conducting remedial classes &/or exams to make up for the attendance or marks if there is merit in the grievance. If not, the concerned student and the parents are counselled by the head of the department and the Principal. As most grievances are swiftly and efficiently dealt at the department level, appeal to Grievance Redressal Committee is extremely rare.

Regarding University exam results, there was provision for re-totalling of marks before the introduction of digital evaluation. They can also obtain a copy of answer books by remitting appropriate fees through the college office. There is no provision for revaluation as the answer books are valued by multiple examiners before the results. Students can appeal directly to the University Grievance Redressal Committee if they find the valuation unsatisfactory or for grievances regarding malpractice. Competent authorities in the committee hear the case and give the decision prior to the upcoming examination.

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

2.5.3

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

Response:

Competency based curriculum has shifted the emphasis on the assessment of psychomotor, affective and communication domains in addition to the cognitive domain. Reforms include:

1. Summative and formative theory assessments incorporate clinical case-based questions to test application, reasoning questions to assess depth of understanding and objective questions to assess knowledge and application.
2. At least one question on AETCOM (Attitude, Ethics & Communication) modules is mandatory in both university and sessional theory examinations.
3. Practical examinations in non-clinical specialities test psychomotor skills through procedures / experiments and also assess affect and communication through performance stations of OSPE.
4. Interpretation stations of OSPE test critical thinking, reasoning and application.
5. Clinical examination is a culmination of testing all the domains. Clinical departments also utilise OSCE for objective assessment.
6. AETCOM modules are also tested by OSPE/OSCE.
7. Other recent reforms in assessments include robust assessment through problem-based learning, seminars/symposia, small group discussions, log books / portfolio, etc.
8. Skill based competencies are tested by individual departments.
9. Procedural skills are also assessed by workplace based assessments for the interns and postgraduates. Details are documented in the log book.
10. Departments utilise quiz, poster making competition, video making competition or other novel methods of formative assessment.
11. Self-assessment is done by assessment at the end of self-directed learning, assessment at the end of early clinical exposure activities, assignment discussions, online tests provided in the institutional LMS, practice/mock tests, etc.
12. COVID pandemic has increased the acceptance and implementation of IT enabled tools both in teaching-learning and in assessment. Some of the online assessments done during that time include theory tests using objective questions through Google Forms, viva-voce Using Zoom or other video-conferencing platforms, sessional theory exams using Institutional Google Meet domain and online supervision, online Problem Based Learning using WhatsApp platform by Department of Anatomy, online seminars/symposia, etc.

13. Routine continuous internal assessment held in the offline mode also utilise digital tools e.g., for sending circulars, preparing question papers, tabulation of marks, calculation of internal assessment scores and attendance percentage, displaying marks, communicating with the parents, etc.
14. For the University examinations, communications and information to the examiners are via emails or website portals. Exam fees are paid through online transfers. Student registration, uploading of the internal assessment scores and attendance, uploading the practical and viva-voce marks on day-to-day basis, downloading the results are done through university portal. For theory exams, question papers are downloaded prior to the examination from the university portal and the permitted number of papers is printed. University monitors the theory examination through the cameras in the exam hall. Video recording of the same is sent to university on a CD.
15. Digital valuation of theory answer scripts has commenced in the Digital Evaluation Centre of the institution.
16. Recent addition of the institutional student information system software has enabled digitalisation of the entire process of examination.
17. Introduction of OBE has resulted in streamlining assessment to test attainment of course and program outcomes.

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

Other Upload Files	
1	View Document

2.5.4

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

Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Undergraduate and postgraduate curricula follow the guidelines provided by the regulatory body National Medical Commission (previously MCI) and the Kerala University of Health Sciences.

New undergraduate curriculum guidelines define five roles an Indian Medical Graduate (IMG) assumes at the end of the training and include:

1. Clinician, who provides preventive, promotive, curative, palliative and holistic care with compassion.
2. Leader and member of the health care team and system.
3. Communicator with patients, families, colleagues and community
4. Lifelong learner committed to continuous improvement of skills and knowledge.
5. Professional, who is committed to excellence, is ethical, responsive and accountable.

Recent regulations dated 01.08.2023 added two more roles:

1. Critical thinker who demonstrates problem solving skills in professional practice.
2. Researcher who generates and interprets evidence.

Along with the implementation of new competency based curriculum, institution has made an active effort to implement outcome based education. Institution has well defined graduate attributes, program

outcomes and course outcomes. These were arrived at with detailed discussion with the senior faculty and referring with the guidelines provided by the National Medical Commission. The documents stating the graduate attributes, program educational objectives and program outcomes are available on the website for the students and faculty. These are also communicated to the students during the introduction classes.

Program Educational Objectives (PEO) is adapted from the roles of an ‘Indian Medical Graduate’ defined in the Graduate Medical Education Regulations of 2019 and 2023.

PEO1: Clinician, who provides preventive, promotive, curative, palliative and holistic care with compassion

PEO2: Leader and member of the health care team and system.

PEO3: Communicator with patients, families, colleagues and community.

PEO4: Lifelong learner committed to continuous improvement of skills and knowledge.

PEO5: Professional, who is committed to excellence, is ethical, responsive and accountable to patients, community and profession.

PEO6: Critical thinker who demonstrates problem solving skills in professional practice

PEO7: Researcher who generates and interprets evidence

The graduate attributes, the program outcomes and course outcomes and their assessment is detailed in the attached files.

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

2.6.2

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

Response: 93

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

2023-24	2022-23	2021-22	2020-21	2019-20
159	164	153	139	155

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

2023-24	2022-23	2021-22	2020-21	2019-20
168	169	178	154	162

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

2.6.3

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

Response:

Graduate Medical Education Regulations has implemented competency based medical education.

National Medical Commission (NMC) has clearly defined the national goals, institutional goals, five roles of the Indian Medical Graduate (IMG), and the competencies to be achieved. Our institution has additionally adopted outcome based education.

Accordingly, the graduate attributes, program educational objectives and program outcomes are identified. Course outcomes are defined for each course.

Teaching-Learning Process

Multi-modal approach is used for effective delivery of the curriculum and enable attainment of course outcomes (CO). Traditional methods include didactic/interactive lectures with appropriate audio-visual aids, laboratory sessions, dissection, bed-side clinics, community visits, etc.

Newer methods include small group discussions, self-directed learning, seminars/symposia, aligned & Integrated Teaching, DOAP (Demonstration, Observe, Assist, Perform), problem based learning (PBL), skill training in skills lab or by hands-on training, case based learning (CBL), E-learning / blended learning, role play, etc.

Assessment methods:

Theory examinations are conducted with descriptive & objective questions as multiple short formative assessments & 2-3 sessional examination. Questions are checked to address core competencies and mapped against CO. Practical/clinical internal examinations are conducted similarly, using practical/clinical assessment, spotters, OSPE/OSCE and viva-voce. Competencies/procedural skills are certified and are documented in the log book. Day-to-day assessment is done by assessing the performance in seminars, PBL, assignments, SGDs, skills Lab, other Lab sessions, records, logbook, reflections, etc.

University examinations are summative assessments (theory & practical/clinical).

Departments calculated CO attainment level of respective years using the internal assessment & university examination scores. CO attainment scores from different departments were plotted for the program outcomes. This will form the direct assessment. Indirect assessment tools include graduate exit survey and alumni survey. Direct assessment is awarded 80% weightage and indirect assessment tools 20% for calculating PO attainment.

At the end of calculation of CO & PO attainment, analysis will be done to compare with previous year's performance. If the performance in the current year is equal or better than the previous year, the course of action may be continued. However, if gap is identified, appropriate actions would be taken to refine the course, thereby improving the CO and the PO. Details of CO & PO attainment assessment using direct and indirect methods are detailed in the attachment.

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

2.6.4

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

Response:

Sree Gokulam Medical College maintains open-door policy with all the stakeholders. Faculty and students maintain constant contact through academic, mentoring, co-curricular and extra-curricular activities. Staff advisors and hostel wardens establish yet another route of communication with the students. The third corner of the education triangle is formed by the parents and college maintains constant contact with them.

Contact with the parents is established through:

- A. Contact details collected by college office at the time of admission.
- B. Contact details collected by departments through biodata forms of the students.
- C. WhatsApp groups with parents and faculty/hostel wardens.

Through emails or telephone calls or WhatsApp messages, parents are communicated important circulars, mark lists, attendance, etc. WhatsApp group with hostel in-charge/warden also intimates movements of students outside the hostels, holidays or students' health issues.

Parents can visit the college / faculty at any time when needed. But they are invited to visit the college on the day of Induction, White Coat Ceremony, Convocation Day, PTS meeting day and if any Disciplinary action is involved.

Each academic year, at least two PTS meetings are held following the announcement of the results of sessional examinations. On these days, initially a brief meeting will be held with all the parents, faculty and Principal to discuss any common issues. This is followed by the actual PTS meeting, where individual parents and the student meet the faculty of different departments. Discussion mainly revolves around the academic progress, attendance, eligibility for university exams, and any other relevant matter involving the individual student. Faculty collects verbal feedback about department and college. When needed, study strategies, health issues (physical or mental), inter-personal issues or any grievances are addressed.

Often certain issues affecting all the students are raised during such meetings. Faculty conveys the same to Principal for appropriate actions. E.g. prior to COVID pandemic, overuse of mobile phone was complained by most parents, resulting in its restricted use. Similarly, when misuse of after-class hours was pointed out, mandatory library study was imposed for that batch. Last year, restricted use of mobile phones was imposed for I MBBS students in the ladies' hostel. Parents have also requested shift in mess timings in the past and the same was implemented. Parents have appreciated such timely measures and convey the same through telephone calls or during subsequent PTS meetings.

Such meetings and interaction has resulted in (a) harmonious relation with the parents, (b) better

academic performance by students and (c) collaborative policies for the betterment of our students.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.38

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 59.93

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

2023-24	2022-23	2021-22	2020-21	2019-20
110	99	105	98	92

File Description

Document

List of full time teacher during the last five years.

[View Document](#)

Institutional data in prescribed format

[View Document](#)

Copies of Guideship letters or authorization of research guide provide by the university

[View Document](#)

Any additional information

[View Document](#)

3.1.2

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

Response: 9.77

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

2023-24	2022-23	2021-22	2020-21	2019-20
31	22	15	06	09

File Description	Document
Institutional data in prescribed format	View Document
Fellowship award letter / grant letter from the funding agency	View Document
E-copies of the award letters of the teachers	View Document
Any additional information	View Document
Link for Additional Information	View Document

3.1.3

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

Response: 4

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	0	0	2

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

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

Institution's administration and the management encourage innovation and research involving generation of knowledge. There are mechanisms in place to provide ample opportunities for creativity to the undergraduate and postgraduate students as well as for the faculty.

There is a designated Incubation Center for the students to discuss innovative ideas, check the feasibility and viability. Students can meet in the Incubation Center to discuss the initial ideas with or without being under faculty supervision. The new ideas are improvised by the inputs from fellow students and the supervising faculty (if available). Such ideas are then discussed with appropriate research guides. If the idea is established as novel and feasible, necessity for collaboration with technical personnel is explored. If necessary, the technical people are invited from other institutions or industries. Once the research idea is fully developed, the research protocols are written and submitted to the Institutional Research Cell for approval and later to the Institutional Ethics Committee for approval. Funding possibilities are explored.

If there is requirement of prototype development, technical assistance is sought by the appropriate agencies. In such cases, the investments are sought to ensure that the project is maintained viable.

Once the necessary prototype is developed or the project has been worked out, the institution encourages the investigators / innovators to apply for patenting (as applicable) and/or publish the findings.

File Description	Document
Link for details of the facilities and innovations made	View Document

3.2.2

Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

Response: 11

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

2023-24	2022-23	2021-22	2020-21	2019-20
2	4	2	1	2

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

3.3 Research Publications and Awards

3.3.1

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

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

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

Response: B. Any 3 of the above

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

3.3.2

Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.

Response: 0.34

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 170

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

Response: 504

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	View Document
Institutional data in prescribed format	View Document

3.3.3

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

Response: 1.24

File Description	Document
Institutional data in prescribed forma	View Document
Any additional information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

3.3.4

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

Response: 0.01

File Description	Document
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Link for additional Information	View Document

3.4 Extension Activities

3.4.1

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

Response: 153

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

2023-24	2022-23	2021-22	2020-21	2019-20
50	53	5	11	34

File Description	Document
Photographs or any supporting document in relevance	View Document
List of students in NSS/NCC/Red Cross/YRC involved in the extension and outreach activities year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	View Document
Link for Additional Information	View Document

3.4.2

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

Response: 19.17

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

2023-24	2022-23	2021-22	2020-21	2019-20
288	53	208	119	181

File Description	Document
Institutional data in prescribed forma	View Document
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated and amount generated Photographs or any supporting document in relevance	View Document
Link for additional information	View Document

3.4.3

Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the last five years

Response:

Our institution actively participates in various community activities as a partner, as a medical aid provider and as a patron. Our hon'ble chairman Sri Gokulam Gopalan is recognized for his countless philanthropic activities across the state and the nation. Vice-Chairman Dr K K Manojan steers the institution to help the community through consistent outreach activities. He was conferred the prestigious IMA National Award in 2022 for his excellence in the field of medical service. Our institution has received appreciation award as highly valued service provider in the region from the ECHS (Ex-Servicemen Contributory Health Scheme) recognising our commitment towards healthcare of ex-servicemen.

Department of Paediatrics has organised activities for promoting 'healthy babies and health mothers' and in recognition of their tireless service, Government of Kerala has honoured them by presenting MBFHI (Mother and Baby Friendly Hospital Initiative) certificate on 2nd August 2023. Dr P Chandramohan, Dean Emeritus was honoured by Palpu Foundation in 2023 for his untiring services for promoting cardiac health of the community.

Dr K T Shenoy was honoured as Inspiring Gastroenterologist of India at the Economic Times Doctors' Day Conclave in 2022 for his service in establishing registry of liver cirrhosis in the district and his contributions for inculcating healthy habits in the community.

Department of Community Medicine spearheads most of the outreach activities. In recognition of these activities, head of the department Prof Benny P V was awarded JC Daniel Award by the JC Daniel Foundation of Kerala in recognition of dedicated service given to the society.

Dr Benny P V has actively worked towards uplifting marginalized communities, promoting education, and advocating for the rights of the underprivileged. The Kerala State Award for social commitment acknowledges Dr Benny PV's exceptional work in this domain. The Indian Medical Association (IMA), State Chapter, has presented the IMA State President Appreciation Award to Dr Benny P V. This prestigious award is bestowed upon Dr Benny P V in recognition of his outstanding contributions and unwavering commitment to the cause and in recognition of the sincere and dedicated services rendered as the Director of Studies, CGP Kerala Chapter, and South Zone Joint Secretary of Act Force Against Violence on Doctors during the period of 2021-2022.

Dr Regi Jose, another emerging leader in helping the society acts through her project 'Snehita' which helps in early detection of breast cancer for women. In recognition of her commitment and her initiatives, she has been awarded grant award by both National Institution of Health, USA (2017-2019) and Conquer Cancer (2022).

Many more working diligently at the grassroot levels are recognised by the local community for their selfless service.

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

3.4.4

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

Response:

Our students are trained to be a part of outreach activities throughout the undergraduate program.

Purpose:

- To make the students into competent and confident physicians of first contact
- To make the students understand the functioning of the health care system at all the levels
- To make the students learn to connect with the members of the community.
- To involve student participation in outreach programs.

Activities:

The interns and postgraduate students accompany and participate in the frequently conducted health

camps. Students visit the local primary health centres, rural and urban health training centres and observe the functioning of the hospital and health care staff in the peripheral setting. Such activities will allow them to learn the societal fabric, disease prevalence in local geographic area and age-based distribution. This participation serves as an experiential learning opportunity for providing primary health care.

They visit the families in the neighbouring panchayats to (a) understand the health needs of these families, (b) knowledge, attitude and practice regarding certain lifestyles and (c) understand the impact of gender, educational background and socio-economic strata in health seeking behaviour. These family visits have become furthermore regularised with the recent NMC guidelines about Family Adoption Program.

Students also observe and participate through roleplays or other activities in various awareness programs for the public that are conducted as a part of social responsibility activities. This helps in introducing them to the duty of a physician as an educator for the community regarding various health and hygiene practices such as education on ORS, rabies, monkey pox, COVID, Down syndrome, cardiac conditions, etc to cite a few.

NSS unit of the institution conducts various activities round the year and students actively participate in these. They visit the neighbouring tribal settlements to interact with them and learn about the lifestyle. They also help them by educating them about health and hygiene practices and about the available treatment opportunities. Through NSS activities, students are involved in preserving the local flora and fauna (Bird Nest Program, environmental day activities including planting of trees, green wall initiative, creating a butterfly park, etc.). They learn and educate the public about waste segregation, re-using the waste to create life ('Praana') and spreading awareness about cleanliness through campus cleaning to cleaning the neighbourhood areas ('Swachhata hi seva'). The institution involves the students in other social responsible activities such as providing food and medical supplies along with medical aid for the flood victims, blood donation camps, spreading awareness about fitness through walkathons, yoga and meditation camps, training in first aid, etc.

Involving the students in these activities from the very beginning of their entry into the medical profession inculcate the sense of responsibility towards society during the entire career in the future. It also sensitises them to choosing the appropriate management options based on the socio-economic strata. These activities also help in developing appropriate attitude and other soft skills among the medical students.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	View Document
Link for any other relevant information	View Document

3.5 Collaboration

3.5.1

Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years**Response:** 18.6

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

2023-24	2022-23	2021-22	2020-21	2019-20
16	12	21	19	25

File Description	Document
Institutional data in prescribed format	View Document
Any other Information	View Document
Link for Additional Information	View Document

3.5.2**Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years****Response:** 12

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 12

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Sree Gokulam Medical College is well equipped with teaching-learning facilities for both undergraduate and postgraduate students and provides facilities that exceed the requirements by the statutory regulatory authorities.

Medical College is a multi-storeyed building that houses four designated **lecture halls**, a fifth lecture hall that acts as a mini-auditorium, an exam hall. The multi-storeyed hospital building houses a **lecture theatre**. Between these two buildings, there are over 65 **demonstration rooms, seminar rooms** and/or **departmental library** which help in small group teaching. All the departments in the college building have appropriate **laboratories** ranging from dissection hall, histology laboratory, experimental laboratories to research lab. Teaching departments also have **museums** stocked with specimens, models, charts, radiographs, viewing equipment, catalogues, etc. Institution also has the **Central library, Digital Evaluation Centre cum Digital lab, Animal House, Herbal Garden, and Medical Education Unit.**

Medical College Hospital is a multi-storeyed, well-equipped, multi-speciality hospital with various OPDs, in-patient wards having 760 teaching beds, super-speciality departments, operation theatres, pre-op & post-op rooms, various ICUs, labour room complex, Central laboratory (Biochemistry, Microbiology and Pathology), sample collection centres, blood bank, pharmacies, state of the art emergency room, X-ray, CT, MRI, ultrasound and interventional radiology facilities etc. Both undergraduate and postgraduate students are exposed to all the parts of the hospital during their clinical postings.

Institution has a **Skills Lab** with numerous mannequins and tools required for skill training. It can train 50-75 students at a time. Additionally, certain clinical departments have wet labs and departmental skill labs attached to the departments to train the postgraduate students.

Technology-enabled learning: Campus has 1GB wi-fi connection. Institutional LMS that was used earlier is recently replaced with a cloud-storage based student information system and LMS software. Hospital has in-house HMS (Hospital Management System) that is linked to NMC (statutory regulatory authorities) portal. Library has integrated library management system and subscription for e-resources. Classrooms have provision for LCD projectors and wi-fi connection apart from other audio-visual aids. Two lecture halls have smartboards. When required, Institutional IT department makes arrangements for live streaming and recording of lectures. Conference room, IT department, Principal's office have facilities for teleconferencing and are chosen based upon the number of participants required.

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

4.1.2

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

Response:

Institution places great importance in the fitness, well-being and all-round development of our students and hence prioritises sports and games facilities. This is reflected in the number of outstanding achievers in sports since the beginning of the college. Students organise sports week and arts fest annually and are encouraged to participate in inter-college competitions. The college has created facilities for both individual and team events, where students can train, practice and compete.

Outdoor: Sports and games facilities include sports ground and basketball court. The large college sports ground with natural turf is a multifunctional facility acting as football ground, cricket ground, hockey ground, volleyball court or 400m running track. Basketball court established in 2005 has standard size, concrete floor, 2 baskets and permanent markings. College has proficient boys' and girls' basketball teams.

Institution has a cycling club that was inaugurated as a part of world health day initiative. Both geared and non-geared bicycles are available to encourage physical activity.

Institution has a **swimming pool** for students and staff. A trainer cum lifeguard is available at all the times. Pool is maintained with regular cleaning and chlorination. Separate timings are maintained for men and women.

Indoor games: Our students represent university Chess team. Two tables are provided with all the accessories for table tennis. Well-lit indoor badminton court of standard size is available within the campus.

Gymnasium is a well-equipped facility for aerobic and non-aerobic activities. Trainer is available to guide the users.

All sports and games facilities are constructed with standard specifications and dimensions, and are provided with relevant equipment and accessories.

Yoga: Earmarked areas are used for yoga training.

Cultural Activities: For cultural activities, main exam hall with seating capacity for 1000 is available on the top floor of the college building. The hall has an expansive stage, dedicated audio-visual aids, 2 green rooms and washroom facilities. For smaller functions, Lecture Theatre and Mini-auditorium are used. Smaller rooms are available for display of art work during the art fests. For very large functions like college day and convocation, temporary structure is erected on the sports ground.

Staff advisors for the students, students union, sports and cultural committees (having faculty and student representation) plan and oversee the sports and cultural activities. Institution provides the infrastructure and equipment to facilitate these activities.

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

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Sree Gokulam Medical College & Research Foundation is established on a picturesque, verdant campus spread over 40 acres. It has an eight-storeyed college building and a 760-bedded eight-storeyed hospital building, having an immaculate blend of strong traditional exterior and modern and functional interior that in a sense, defines our approach to our functioning. Both buildings have adequate equipment, ventilation, space, lighting, amenities aided by service and supporting departments.

Residence: Ten-storeyed Staff Quarters has one/two/three bedroom apartments. Men's hostel has blocks for undergraduates, postgraduates & interns with 276 rooms. Five ladies' hostels (A to E blocks) have 94, 89, 120, 89 & 51 rooms respectively, with attached or twin-sharing bath.

Eateries include cafeteria in college and hospital buildings, mess facilities in hostels and catering for patients with dietician services.

Shops & Parlour: Include stationery shop, beauty parlour and general stores.

Bank & ATM: Banking service is provided by Federal bank extension counter.

Post office is located on the main road. Designated courier service is on the campus.

Transportation: College has buses, cars, and ambulances for ferrying students, faculty and patients. State

transport bus service is also available on the campus.

Roads and signage: All parts of the campus are connected by roads with adequate signage.

Greenery: Located in God's own country, the campus has lush greenery within and around the campus, further enhanced by green initiatives including annual planting of saplings, butterfly park, nest box program, etc.

STP: Maintenance department ensures efficient functioning of the sewage treatment plant.

Water purification plant uses triple process of filtration, RO plant and addition of chlorine/GeoBlue. Sources of water include corporation supply, water tankers, ground water, rainwater harvesting and constructed water tank. Campus strictly follows reduce & reuse water.

Alternative sources of energy: Campus has installed solar panels(1,570 polycristine solar panels, each with 72 cells). Hospital uses battery run Buggy Serviceto transport the elderly and/or disabled patients.

Energy conservation: Campus uses LED bulbs and strictly follows 'need-based use of electricity' and 'reduce & reuse water' policy.

24h **Sample Collection Centre** and **Pharmacy Facility** are available for patients and public.

Campus provides **parking facility**, facilities of **lifts**, **drinking water** dispensers and **restrooms** in the college, hospital and hostels and **ramp** in the hospital.

Security: Campus is under 24h **camera** and **security surveillance**.

Ambulance Services is provided for the neighbouring locations.

Inter-facility shuttles: Shuttles transport doctors, staff and students between satellite centres and campus.

Blood Bank facility is availed by patients and public.

Help desk are available for insurance assistance and health scheme beneficiaries.

Hospital provides 24h Mortuary services.

COVID-specific facilities: During the pandemic, college provided Fever clinic, screening and testing facility, COVID ward, ICU facility and 24h service from health personnel. Hostels were converted into quarantine areas.

Go-shala (Cattle farm) has 60 cattle, sheep and vegetable garden with organic farming.

Other amenities: Include common rooms for boys and girls, round the clock engineering & maintenance, electrical, water supply, IT, housekeeping, health tourism, billing, biomedical, laundry, catering departments.

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

4.1.4

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

Response: 16.94

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

2023-24	2022-23	2021-22	2020-21	2019-20
1458.13	2356.49	1005.94	2362.26	1311.15

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities are as stipulated by the respective Regulatory Bodies

Response:

Sree Gokulam Medical College Hospital is a tertiary care centre that provides patient care and clinical training for the undergraduate and the postgraduate medical students, nursing and paramedical students.

The **OPDs** in broad specialities and super specialities see an average of 1500 patients per day. Hospital has 760 **teaching beds**, in various departments as per the requirements of statutory regulatory authorities and more than 140 **private rooms** for the patients requiring additional amenities. Each ward has nursing stations, side labs and other ancillary services.

Hospital has 14 **ICUs**, 17 **Operation Theatres** with pre- and post-anaesthesia care areas, pre- and post-op wards. Hospital houses an expansive **labour room** complex. **Imaging facilities** are available 24h and include static and portable x-ray units, ultrasound machines, CT scan, MRI, mammography, contrast studies, interventional studies, etc.

The hospital **blood bank** releases around 15 units of blood per day with all the blood products being stored as per norms.

Central Laboratory houses clinical pathology, microbiology and biochemistry labs and is coordinated by the Department of Microbiology. Pathology lab handles approximately 1500 blood specimens, 20-30 histopathology samples, 12 FNAC and 25 cytology specimens per day. Clinical microbiology lab houses facilities for research into bacteriology, serology, mycology, parasitology. A new virology / molecular biology wing is functioning in medical college building. Facilities such as RT-PCR, CBNAAT are available. The lab is **NABL** accredited.

Other facilities in the hospital include Cath Lab, Dialysis Unit, Dermatology laser room including NdYag, diode and carbon dioxide lasers, Endoscopy Service, Speech therapy & Audiometry, Physiotherapy Unit, EEG, EMG, Echocardiography, ECG, TMT, Colposcopy Room & Minor procedure Room, Semen Collection Room, IUI / Infertility Clinic, ICTC Lab, Antenatal Counsellors Room, Feeding Room, Dietician service, MSW Room, Sleep Study Room, PFT Room, Child Development Clinic, Immunization Room, Plaster Rooms, Minor OTs in OPDS, Wound Dressing Rooms, Injection Rooms, Specimen Collection Room, Geriatric Unit, Critical Care Unit, Interventional Radiology, etc.

Hospital management system maintains patient records, connecting OPD services, IP services, lab services, imaging services, pharmacy services and billing services, front desk, etc. The HMS is also ported to NMC portal to share the daily clinical data with the statutory regulatory authorities. Hospital has received NABH accreditation in 2024.

The students are trained in all the hospital facilities mentioned above. In addition, the lecture theatre of gallery type, Cardiology Conference Room, demonstration rooms, seminar room and departmental library in all the clinical departments, skills lab and museums make up other avenues for training in the hospital. Lecture theatre, IT department and Cardiology Conference Hall are used for teleconferencing whenever necessary.

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

4.2.2

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

Response: 488377.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
485071	446037	401483	353602	535932

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

2023-24	2022-23	2021-22	2020-21	2019-20
45153	44277	43062	35655	51615

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

4.2.3

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

Response: 883.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
750	750	750	750	750

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

2023-24	2022-23	2021-22	2020-21	2019-20
163	143	129	122	110

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	View Document
Institutional data in prescribed format	View Document
Details of the Laboratories, Animal House & Herbal Garden	View Document
Detailed report of activities and list of students benefitted due to exposure to learning resource	View Document
Link for additional information	View Document

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	View Document
Geotagged photos of health centres	View Document
Documents of resident facility	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

4.3.1**Library is automated using Integrated Library Management System (ILMS)****Response:**

Institution has a central library located in the college building and departmental libraries in individual departments.

Central Library uses the integrated Library Management System, BookMagic. Automation commenced in 2020. The BookMagic software has numerous features necessary for smooth functioning of the library. Some of its features are:

1. OPAC (Online Public Access Catalogue)
2. Management: This helps in cataloguing, searching documents through master list and master files using key words, title, authors, subject or publishers, etc., printing spine labels, reporting based on various parameters, managing status or accession date, etc.
3. Circulation: This feature manages book issue, return, borrowers, fines on late returns, book reservation, reports on transactions, circulation statistics, tracer, library user log, etc.
4. Acquisition: It includes wish list (request, selection, approval, ordering, print/cancel order, reminder, bill details, cataloguing, wish list status), recommendation, budget, and reports such as processing reports or purchase summary.
5. Periodicals section manages display, binding, circulation, and reporting regarding periodicals.
6. Stock verification: Of library resources, books and non-books.

URL for OPAQ: [http://117.232.108.182/webopac/\(S\(ajdma23brj4jgc55nmbbpg55\)\)/OPAC/opac.aspx](http://117.232.108.182/webopac/(S(ajdma23brj4jgc55nmbbpg55))/OPAC/opac.aspx)

Institution is currently in the process of implementing RFID cataloguing for the library resources.

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

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

Central Library of Sree Gokulam Medical College & Research Foundation is amply stocked with textbooks, reference books, journals, etc. New books are added annually to stay updated. Central Library

currently (in 2024) has 9345 titles and 13,435 books, of which 12,244 are textbooks and 1191 are reference books. In 2023, the library had 12837 books.

Books pertaining to broad specialities include 734 books of Anatomy (including gross anatomy, histology, embryology, neuroanatomy, clinical anatomy, surface anatomy, etc.), 229 on Anaesthesia, 344 on Biochemistry, 460 of Community Medicine, 46 on Dentistry, 248 on Dermatology, 259 of Forensic Medicine, 678 of General Medicine, 570 of General Surgery, 563 on Microbiology, 773 of OBG, 441 on Ophthalmology, 470 of Orthopaedics, 252 of ENT, 547 on Pathology, 697 on Paediatrics, 385 on Pharmacology, 272 on Psychiatry, 455 on Physiology, 469 on Radiology, 104 on pulmonology, and 134 on Emergency Medicine.

Similarly, there are books on super-specialities, namely, 147 on Oncology, 235 on neurology, 39 on nephrology, 47 on urology, 46 on endocrinology, 356 on cardiology, 13 on critical care and 116 on gastroenterology. There are 116 titles on nursing.

In addition to these books, there are 118 journals in hard copies, of which, 70 are Indian journals and 48 are international journals. Library also stores back volumed journals. Reference books, atlases, question banks, medical education related books, dictionaries are also available in the library.

Through the online database manager EBSCO, more than 2000 national and international journals are available for the members of the library to browse and do the literature search. Journal articles are available both in the form of full articles and the abstracts.

URL for EBSCO:

<https://sgmc.in/medical-college/library/about-library>

The Central Library stores hundreds of digital resources in the form of CDs and DVDs in addition to providing computers connected with LAN & Wi-Fi to access web-based digital resources. Central library is under CCTV surveillance. Central library also subscribes to local Malayalam and English newspapers and magazines for general reading. All the members can avail these facilities.

Acquisition of books and journals is decided by the library committee. It collects the requests from the departments and prepares the list of books to be procured. Except in 2020, when the procurement was affected by COVID, each year library committee recommends acquisition of new titles and new editions. The library staff then proceed with classification, cataloguing, display in new books arrival section, entry into OPAC, etc. Books are usually arranged subject-wise, with new arrivals being highlighted. Journals and periodicals are in separate sections.

New books procured in the last 5 years:

Year	2019	2020	2021	2022	2023
Books procured	337	7	250	329	469
Total Number of Books	11782	11789	12039	12368	12837

Library conducts annual orientation sessions for the undergraduate and postgraduate students. Librarian conducts refresher and induction courses for faculty and postgraduates regarding how to access the online resources and databases. Library also provides facilities for conducting self-directed learning,

problem based learning, journal clubs, etc.

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

4.3.3

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

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: E. Any one of the above

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

4.3.4

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

Response: 34.67

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

2023-24	2022-23	2021-22	2020-21	2019-20
68.54	20.51	43.97	11.86	28.45

File Description	Document
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Chartered Accountant and Head of the institution	View Document
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	View Document
Institutional data in prescribed format	View Document
Audit statement highlighting the expenditure for purchase of books and journal library resources	View Document
Any additional information	View Document

4.3.5

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

Response:

The Central library is located in the college building and works from 8.30 am to 9.00 pm from Mondays to Saturdays. On Sundays and holidays, it works from 10.00 am to 4.00 pm. External reading room remains open from 6.00 am to 11.00 pm. It has an extended working time on the days prior to university exams for the students. Serene ambience and studious atmosphere of the library makes the students frequent visitors, especially in the evening hours and on the days before the examinations.

Central Library is visited for text and reference books, journals, other reading materials, reading room facilities, referring digital resources, computer facilities. Departments send the undergraduate students for library sessions as a part of self-directed learning (SDL) or problem-based learning (PBL) activities, when the students are required to refer to various library resources.

Postgraduate students use library for accessing textbooks, reference books, recent editions, for accessing the journals for the journal club, preparation for seminars, thesis work and exams, for reprography and binding services.

Faculty members visit library for the journals and the reference books. Non-teaching staff access library for periodicals. Library is also used remotely for the journal articles through the EBSCO database.

Library usage in one year is as follows:

SI No.	MAY 2023	JUNE 2023	JULY 2023	AUG 2023	SEP 2023	OCT 2023	NOV 2023	DEC 2023	JAN 2024	FEB 2024	MAR 2024	APRIL 2024	TOTAL
TEACHING STAFF	63	24	25	19	38	11	5	27	32	68	14	20	346
PG STUDENTS	68	49	19	46	31	21	33	43	34	47	49	440	
UG STUDENTS	917	1361	1355	1279	2480	1305	2632	2315	1818	2489	1280	1332	20563
OWN BOOK READING HALL	612	702	944	813	1755	804	1927	1789	1210	1693	700	844	13793
REFERENCE BOOK Reading Area	507	639	685	802	1490	722	1525	1217	1123	1574	700	836	11820

Librarian conducts annual orientation sessions for the newly enrolled undergraduate and postgraduate students, refresher and induction courses for the faculty and postgraduates to educate regarding accessing the databases. Recent programs organised in the library:

- 1.SDL for 2021 batch: 28.05.2022
- 2.Undergraduate orientation of 2022 batch: 19.11.2022
- 3.Postgraduate Orientation 2021 Batch: 20.04.2022
- 4.Postgraduate Orientation 2022 Batch: 22.12.2022
- 5.EBSCO Orientation & Refresher Course: 23.11.2022
- 6.SDL Library session for 2022 batch: 20.04.2023
- 7.SDL Library Session for 2022 batch: 30.06.2023
- 8.EBSCO Orientation & Refresher Course: 09.06.2023
- 9.Undergraduate orientation of 2023 batch: 08.09.2023
- 10.PG Induction 2023 Batch: 12.10.2023
- 11.SDL Library session for 2023 batch: 28.10.2023
- 12.SDL Library session for 2023 batch: 25.11.2023
- 13.SDL Library session for 2023 batch: 16.12.2023
- 14.SDL Library session for 2023 batch: 10.02.2024
- 15.SDL Library session for 2023 batch: 24.02.2024
- 16.SDL Library session for 2023 batch: 23.03.2024
- 17.EBSCO Orientation & Refresher Course: 18.01.2024

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Three of the above

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

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 75

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

Response: 75

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

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

We have a total of 854 devices connected in computer network (Windows systems: 404, Ubuntu: 103, Linux: 51, Android: 21, Debian: 23, and Wi-Fi Access points, Routers, Switches, etc.: 252). We maintain three high-speed Internet Leased Lines (ILL) and regularly upgrade our bandwidth to ensure seamless internet availability and accommodate changing internet usage demands.

Education: Smart classrooms with computers, projectors, and interactive smart boards are available in the institution. Students can access these resources during classes for a richer immersive learning experience. Sree Gokulam Medical College & Research Foundation maintains computer lab with a sufficient number of desktops and variety of software applications. Our institution encourages the students to bring their own laptops, tablets, smartphones, providing them with Wi-Fi access and power outlets in common areas. However, use of smartphones or other devices during the class hours is restricted, unless permitted by the faculty. New Student Information System and Learning Management System (LMS) is deployed to facilitate online learning, virtual classrooms, and content management. Libraries offer computer workstations for research, document preparation and internet access. Central Library also provides access to digital resources and e-books.

Patient care: Our Hospital Information System is upgraded with new functionalities, including integration of Microsoft Power BI tool for data analytics, reorder level creation, Management Information reports, etc. Electronic Medical Records (EMR) has been implemented in the General Medicine, Pulmonology, and Super Specialty departments. EMR is integrated with HMIS for seamless data transfers and access. Telemedicine Platform is being implemented to enable remote patient consultations and virtual care. Integration with the existing HMIS and EMR systems are incorporated for seamless data exchange. Digitized medical records data and CCTV footage is regularly submitted to National Medical Commission (NMC) as per the requirements. Software for Patient Concierge is implemented through which patients can create service requests, and the staff in each department can create internal tickets for service requests and track the entire workflow progress. Call Centre Software, Food Ordering System, etc. are also implemented. Deto phone was added to call centre software for the

doctors to provide verbal updates and details about the patients discharge. PACS integration was done with all the biomedical instruments that support DICOM compatibility. Patient Self Care Kiosk are installed including the display, touch screen, and peripheral devices.

Miscellaneous: Maintaining cybersecurity is crucial in protecting data. Our institution employs firewalls, antivirus software, and access controls. New enterprise-grade firewall enhances network security and protects against cyber threats. Implementing new door access control system has led to safe environment for patients, staff and visitors by controlled access to sensitive areas. College maintains a solid network infrastructure, including servers, routers, and switches to ensure reliable connection. College utilizes cloud services for email, storage, and collaborative tools such as GoogleWorkspace. Implementing face recognition and biometric attendance system has improved operational efficiency and compliance with regulations, leading to better management of staff attendance and security protocols. IT help desk assists students, faculty and administration by providing support with account access, software problems, and other IT-related concerns.

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

4.4.3

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

Response: 500 MBPS - 1 GBPS

File Description	Document
Institutional data in prescribed format	View Document
Details of available bandwidth of internet connection in the Institution	View Document
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View Document

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 38.27

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

2023-24	2022-23	2021-22	2020-21	2019-20
4949.13	3974.77	3913.50	3597.64	3008.66

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

4.5.2

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

Response:

A system has evolved in our institution since its inception for proper utilizing and maintaining the physical, academic and support facilities.

A. Utilization:

i. Academic facilities:

1. Department facilities: The facilities within the department e.g. laboratories, clinics, demonstration rooms, seminar rooms are utilised as per the department schedules. Faculty responsible for planning the schedule in each department ensures that there is no double booking of the classes.

2. Common facilities: Lecture halls and lecture theatres are shared by all the departments. The schedule of each batch is sent to the audio-visual department. The A-V department ensures that there is no double booking of the classrooms.

3. Skills Lab: Students use skills lab to gain proficiency in the procedural skills. The skills lab is a shared facility under the Department of Anaesthesia. The students use the skills lab as per the schedule. Individual departments send their faculty to train the students.

ii. Other physical facilities:

1. Library: Students visit Central Library and utilize the reference rooms or reading rooms as per the need. Adequate seating capacity is available in the library. In addition, departments direct the students to Central Library for self-directed learning. PGs and staff access at any time as they have separate reading section. Books are issued to the faculty. Online journals can be referred through remote access as well. Library also provides reprographic services and computers for using digital resources in repository or through web search.
2. Computers: Computers are distributed across the institution. Access at multiple points is restricted. Undergraduate students requiring computers use them in library.
3. Sports facilities: Sports grounds are basically utilised as first-come first-serve basis. The competitions and participants in the events however get preference.

B. Maintenance:

All the facilities are maintained periodically. Housekeeping unit, in-charge departments or the end users can all report maintenance requirements to the maintenance department for minor works (change of a light, fan, water leakage, etc.). Such requests were mostly done telephonically or through the HMS and such works are attended to within 24 hours. Recently a new QR code based software is being used that has increased speed and efficiency of service.

In case of major repairs (furniture, IT concerned replacements, fire safety, plumbing, wiring, tiling, etc.) the in-charge departments submit the request in written format to the respective maintenance departments. Work will be attended to on prioritisation basis.

For major upgradation or augmentation, the departments submit the requests to the Vice-Chairman. The matter will be discussed in the maintenance committee for approval and sanctioned based on priority and budget availability.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 28.98

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

2023-24	2022-23	2021-22	2020-21	2019-20
319	255	255	233	221

File Description

Document

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

[View Document](#)

Institutional data in prescribed format

[View Document](#)

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

[View Document](#)

Attested copies of the sanction letters from the sanctioning authorities

[View Document](#)

Link for Additional Information

[View Document](#)

5.1.2

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

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development**7. Employability skill development****Response:** A. All of the above

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

5.1.3

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

Response: 11.94

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

2023-24	2022-23	2021-22	2020-21	2019-20
96	116	98	101	116

File Description	Document
Year-wise list of students attending each of these schemes signed by competent authority	View Document
Institutional data in prescribed format	View Document
• Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centers	View Document
Link for institutional website. Web link to particular program or scheme mentioned in the metric	View Document

5.1.4

The Institution has an active international student cell to facilitate study in India program etc.,

Response:

Institution has an active international student cell otherwise known as International Electives Program. True to our commitment to make our students globally competent, the institution has taken yet another proactive step in this direction. The International Electives Program began working actively since 2019 and encourages students to apply for electives abroad to enrich their learning experience and become ambassadors of our institution in bringing about exchange of culture, ideas and practice. It also encourages students from other countries and other institutions within India to be the observers for a period, wherein they also get to interact with our students. This helps in opening up communication, establishing contacts, getting new ideas and learning the methods on both the sides. Functions of International Elective Program are:

1. Coordinate with international Electives Centres / Coordinators (IEC).
2. Guide the students throughout the process.
3. Provide assistance in the application process.
4. Establish contact with international elective students to our institution.
5. Advise our students regarding visa & travel, accommodation, insurance & expenses.
6. Collect feedback from IEC, students, parents and faculty.
7. Review & restructure the program, as needed.

Our students have visited UK (University Hospitals of Leicester, NHS, UK) for 4-6 weeks' elective courses through this program. Institution is currently in the process of tying up with hospitals in US and Australia for the electives and exchange programs.

The students from other countries regularly visit our institution for observer-ship. They visit different departments based on earlier request and placement possibilities. They also interact with our students during this time, which is in informal learning session. These interactions broaden their horizons and learn about each other's' culture. So far, we have had around fifty students coming from UK, Germany, Australia, Malaysia, Jamaica, etc. They have started visiting since 2016, except during the COVID pandemic travel restriction years. Each year, they visit for a period of four to six weeks. Some of these students are in the gap year. Others are already attached to a medical school and at different years of progression – both UG and PG.

In the recent years, as per the guidelines, we ask these applicants to send the application to NMC for approval for electives.

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

5.1.5

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

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

Response: Any 3 of the above

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

5.2 Student Progression**5.2.1**

Average percentage of students qualifying in state/ national/ international level examinations during the last five years

(eg:GATE/AICTE/GMAT/GPAT/CAT/NEET/GRE/TOEFL/PLAB/USMLE/AYUSH/Civil Services/Defence/UPSC/State government examinations/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)

Response: 0.82

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

2023-24	2022-23	2021-22	2020-21	2019-20
03	01	00	00	00

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg:GATE/AICTE/GMAT/CAT/NEET/GRE/ TOEFL/ PLAB/ USMLE/AYUSH/Civil

Services/Defence/UPSC/ State government examinations / AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2023-24	2022-23	2021-22	2020-21	2019-20
94	109	75	45	74

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.2.2

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

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

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

5.2.3

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

higher education**Response:** 0.6

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

Response: 1

File Description	Document
Supporting data for students/alumni as per data template	View Document
Institutional data in prescribed format	View Document

5.3 Student Participation and Activities**5.3.1**

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

Response: 3

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

2023-24	2022-23	2021-22	2020-21	2019-20
00	03	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
Duly certified e-copies of award letters and certificates	View Document

Other Upload Files

1

[View Document](#)

5.3.2

Presence of a Student Council, its activities related to student welfare and student representation in academic & administrative bodies/ committees of the Institution

Response:

Student council / union of Sree Gokulam Medical College, Navodhan is constituted each year by the final year students. The student union follows the guidelines of Kerala University of Health Sciences in formation and functioning. The student union comprises of a chairperson, vice-chairperson, general secretary, joint secretary, treasurer, University Union Councillor, secretaries for sports, arts, entertainment and hostels, organizing secretary, creative head, media head and a magazine editor.

The union advocates for the rights and interests of the students in the general, academic and cultural areas. Union organises events approved by the principal and college administration. Union represents the college in intercollege, state and national level meets and promotes various opportunities for the students.

Student union also acts as a platform to receive any complaints from the students. Students can text or call or can directly meet the union members to discuss about their concerns and the matter would be dealt with consideration for privacy and safety of the student. Regular batch visits are conducted for addressing any problems in each batch. Open discussion forums are also conducted and regular meetings are conducted with union members of each batch to identify issues and address them quickly.

Student union conducts annual inter-batch sports and arts competitions. These events showcase the talents of our students and also help in forming the college teams for the inter-college competitions. Union organises activities for the students on National Holidays like Independence Day, Republic Day and Gandhi Jayanti. It organises celebration of festivals, be it Onam, Ramadan or Christmas. In collaboration with various departments, it conducts various activities like quiz, role plays, community education, poster or oral presentations as a part of observations of various health days.

Students Union represents student body in various committees in the college, thus taking part in formulation of academic policy, e.g. CCM. They help in planning to organising various activities through participation in Physical Education and Sports Committee or Cultural Committee. They take active role in advocating the hostel policies by being part of hostel committees. They are part of the Students Grievance Redressal Committee to project the students' point of view.

College Union constantly coordinates with administration and management for organising large functions like Annual College Day and Convocation Ceremony. They also participate in organising Orientation, White Coat Ceremony and Freshers Day for the new entrants to the institution.

The Union also organises various activities to help the students cope with the academics, such as, organising talks for stress management, study plan pointers, and peer mentoring for the junior batch students to help the low achievers. To maintain discipline and decorum on the campus, they organise talks annually on issues such as anti-ragging policies, substance abuse, etc. Thus the Student Union acts as a centre point that connects the students, faculty, administration and the management.

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

Other Upload Files

1

[View Document](#)

5.3.3

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

Response: 8.8

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

2023-24	2022-23	2021-22	2020-21	2019-20
5	8	7	12	12

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

Other Upload Files

1

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Sree Gokulam Medical College Alumni Association (SGMCAA), registered under the Societies Registration Act XXI (Registration No: 297/IV/2019 dated 30.12.2019, SRO TVPM), is a distinguished network of former students from Sree Gokulam Medical College. The association has been active for the past 18 years, encompassing a diverse membership that includes super specialists, clinicians, academicians, and students pursuing further studies. Members are engaged in various professional roles both within India and internationally, contributing significantly to the healthcare field.

Alumni members meet for quarterly executive committee meetings, annual general body meetings and various batch-wise get-togethers.

Some of the objectives of the SGMC Alumni association include promoting networking among the alumni; help the alumni achieve professional goals; improve the infrastructure in the institution; engage in various charitable activities including conducting free health camps, run hospitals, orphanages, and old age homes; promote academic, cultural, social and scientific activities for the staff and the students of SGMC; provide financial assistance to the deserving students, etc.

The alumni association has over the years contributed to the students and to the institution. They conduct talks for our students regarding career counselling and to help pursue postgraduation or study abroad. They have organized prizes to the best outgoing students every year and have contributed to the Central Library.

Activities of the Alumni Association:

Regular Meetings:

- Quarterly Executive Committee and Annual General Body Meetings: To review the association's progress, discuss new proposals, and engage all members in decision-making.
- Batch-Wise Get-Togethers: Facilitate reunions and networking opportunities among different graduating batches, strengthening professional and personalties.

Career Development

- Career Counselling Talks: Regularly organized sessions where experienced alumni provide guidance on career options, postgraduate studies, and international opportunities.

Institutional Support:

- Infrastructure Contributions: Financial and material support aimed at enhancing the facilities and resources of Sree Gokulam Medical College.
- Student Prizes: Annual awards for outstanding graduating students, recognizing academic excellence and achievements.
- Library Support: Contributions to the Central Library to improve its resources and support academic research and learning.

Charitable Initiatives:

- Free Health Camps: Organized to provide essential medical services to underserved communities.
- Support for Charitable Institutions: Financial and material assistance to hospitals, orphanages, and old age homes, reflecting the association's commitment to social responsibility.

Promotion of Academic and Cultural Activities:

- Academic Events: Sponsoring and organizing events that support academic growth and research within the institution.
- Cultural and Scientific Activities: Supporting and promoting cultural events and scientific research to enrich the educational experience of both staff and students.

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

5.4.2

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

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

Response: D. Any two of the above

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision & mission statements of our institution guide the management, administration and faculty to work cohesively with the students and parents to bring academic excellence.

Management encourages excellence by employing high quality manpower, providing state of the art infrastructure and constant upgradation of learning resources. College Council meetings make policy decisions regarding academics and administration. Medical Council and Administrative Council meetings ensure swift action on the academic, infrastructure or administrative demands. Curriculum committee, inter- and intra-departmental meetings ensure coordinated academic activities and improvement in learning outcomes. The institutional academic policies bring standardisation in training, assessment and administration.

Medical Education Unit and the departments conduct faculty and professional development programs through CMEs, workshops and expert talks round the year to update the faculty about medical education and healthcare practices.

Implementation of the competency based undergraduate curriculum in 2019-20 resulted in holistic development of the medical students which is reflected in the vision/mission/objectives of the departments. Curriculum emphasises on development of cognitive, psychomotor, affective domains and soft skills. Effective delivery of curriculum is evidenced by high pass percentage and ranks in the university examinations. Students also bring laurels in co-curricular activities.

Rigorous training is given to the students to make them competent to practice preventive, promotive, curative and rehabilitative medicine keeping up with the technological advances. Formal and informal training emphasises on respecting diversity; cultural sensitivity; responding appropriately to socio-economic and psychological factors; and acquiring basic management and communication skills through team-based learning opportunities. AETCOM modules, value added courses, community-based training nurture professionalism and strong working relationship with the community. Successful clinical training is evidenced by the number of alumni who are successfully employed or have proceeded to higher studies.

In our endeavour to contribute to meaningful medical research, both undergraduate and postgraduate students are encouraged to conduct and disseminate quality research activities. Research protocols are submitted through online portal on the website for scrutiny by the institutional research cell and ethical clearance by institutional ethics committee and/or institutional animal ethics committee. Quality research by both undergraduates and postgraduates is evidenced by numerous prizes won for poster and oral presentations in the conferences. Students are also encouraged to participate in arts and sports to enable all-round development and to cope with stress of the curriculum.

To provide compassionate and quality healthcare to patients of all strata in our society, our hospital protocols are constantly evolved based on the government policies, medical updates and technological innovations. Service and supporting departments work round the clock to facilitate the medical fraternity in delivering the quality health care. This is exemplified by the recognition of Department of Paediatrics by the Government of Kerala as ‘Mother and Baby Friendly Hospital Initiative’.

Management, administration, faculty and staff maintain constant contact with the with patients and bystanders in the hospital, and with the students, parents and the alumni in the college. Feedback is collected from all these stakeholders for quality enhancement.

File Description	Document
Link for Vision and Mission documents approved by the College bodies	View Document
Link for additional information	View Document
Link for achievements which led to Institutional excellence	View Document

6.1.2

Effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Institution is managed by the Foundation of Non-Resident Indians Trust. At the helm of the affairs is our visionary chairman, Sri Gokulam Gopalan, who inspires excellence in his employees by creating a medical institution that contributes to the society through medical education, healthcare and research.

Vice-Chairman and Director Dr K K Manojan, a brilliant administrator who translates chairman’s vision into reality, is a firm believer of participatory management. Under his able leadership, employees feel empowered to openly express their opinions and concerns.

Day-to-day administration is efficiently carried out by the Principal and the Dean Emeritus. College Council (of management) is the statutory body that decides academic and administrative policies.

Institutional organisation framework follows a decentralised pattern, allowing individual departments to run as an independent unit, be it medical, service or supporting departments. Heads of the departments make necessary decisions in consensus with the other members in the department, for the smooth running of the departmental activities. Each teaching department has further decentralisation, where it functions through departmental committees such as curriculum committee, grievance committee, examination committee, etc. College administrative office works as four sections (HR/Establishment, Accounts, Academic & Exam sections) under the Administration Officer.

On the hospital side, Medical Superintendent and Deputy Medical Superintendent help manage the

hospital administration. Chief Nursing Officer, Administrator – Medical, Administrator – General Affairs, Administrator – Technical, Accounts Section, HR and Quality Departments manage different supporting and service departments assigned to them.

The service departments (e.g., Blood Bank, Central Sterilisation Service Department, Hospital Infection Control Department, Mortuary, Nutritionist, Medical Records Department, Medical Stores/Pharmacy, Nursing services, Physiotherapy, quality department, social work department, ambulance, etc.), supporting departments (e.g., billing, biomedical, biomedical waste management, cafeteria& catering, corporate/credit, health scheme beneficiary assistance, health tourism, housekeeping, laundry, etc.) and technical departments (engineering, IT, etc.) contribute independently and collectively for smooth functioning of the hospital and the college. In any department, members are given independent charge of duties, ensuring decentralisation at grassroots level.

In addition to departments, committees serve specific purposes. Appropriate members from different departments with niche expertise constitute a committee and help in decentralised decision making.

Medical Academic Council and Medical Administrative Council hold meetings fortnightly, where medical and administrative staff meet to take swift and effective decisions with the inputs and consensus of all the stakeholders. Follow-up ensues on the actions taken. These are the forums where program evaluation, infrastructure enhancement and policy decisions regarding healthcare are discussed. These meetings are presided by Vice-Chairman and are convened by Dean or Principal. Principal convenes meetings of the heads of the departments, senior and junior faculty members periodically to discuss the academic and administrative matters. To coordinate the activities of the hospital, daily audit meetings are being held for the duty doctors and the unit chiefs. For the activities requiring inter-departmental coordination, meetings of the stakeholders are conducted. To supervise the progress of UG and PG programs, curriculum committee meetings are held to collect constructive inputs and to enable timely action and continuous improvement.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Our Institution has a well-defined organisational structure. Chairman Shri Gokulam Gopalan is at the

helm of affairs. Vice-Chairman Dr K K Manojan guides all the activities on the campus. Principal is the administrative Head of the Institution. The medical college side has a college administrative office and various departments – broad specialities and super specialty – managed by the heads of the departments.

Hospital has Medical Superintendent and Deputy Medical Superintendent managing with the help of the RMO. Chief Nursing Officer, Administrator – Medical, Administrator – General Affairs, Administrator – Technical, Accounts Section, HR and Quality Department perform specific duties and manage different supporting and service departments assigned to them.

College Council is the statutory body that convenes quarterly meetings to discuss academic and administrative matters. Hospital Council of Management is the apex committee that decided hospital related policies. Program Advisory Committee and PG Committee help program execution.

Institution has Academics committee, Curriculum committee and medical education unit that guide curriculum implementation and organise faculty development programs.

Institutional Ethics Committee, Institutional Animal Ethics Committee and Institutional Research Cell scrutinise research protocols and guide the investigators.

Various other committees serve specific functions or help in monitoring or are involved in welfare or in maintenance. Every committee has specific set of rules and guidelines that they adhere to. Some of these guidelines are also academic policies that are binding to everyone in the institution. Various committees meet as per the requirements. They maintain a detailed minutes of the meetings and necessary actions taken reports.

Institution has a clearly defined strategic plan document. It defines the core values of the institution, SWOC analysis, summarises the short and long term goals, risk analysis, and strategic operational plans of the institution. The document also describes the parameters used for measurement of success of realising the short and long term goals and evaluation of the strategic plan. This is monitored by the college management and the administration authorities. Regular checks are made to ensure effective deployment of the plan, for budgetary allocation and to handle other logistic hurdles.

File Description	Document
Any additional information	View Document
Link for organisational structure	View Document
Link for strategic Plan document(s)	View Document
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	View Document
Link for additional information	View Document

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies**6.3.1**

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

Response:

Sree Gokulam Medical College & Research Foundation values its employees and has started a series of welfare measures to add to their wellbeing.

Higher education among faculty: Faculty members are encouraged to pursue higher studies.

Faculty development: Faculty are funded for attending faculty development programs.

Personal growth: Both teaching and non-teaching staff are provided training sessions about personal financing, health/life insurance, etc.

Leave incentives: Faculty and other non-teaching staff are provided leave incentives for attending conferences, & CMEs, for attending exams or courses for personal growth, and avail long personal leave such as, maternity leave, medical leave or for any other purpose deemed reasonable.

Employees Provident Fund: Non-teaching staff that draw salary up to 15,000/- per month are provided the benefit of employees' provident fund. They are eligible for pension on attaining the age of 58 years and on completion of 10 years of service or more.

Employees State Insurance Scheme: Staff who draws monthly salary of up to 21,000/- per month are covered under ESI. Employees covered under ESI scheme get medical benefit, sickness benefit and maternity benefit.

Employees Bonus: Staff drawing monthly salary of up to 15,000/- per month are provided annual bonus for Onam.

Staff Day & other celebrations: Birthday of our Chairman, Shri Gokulam Gopalan is celebrated as a grand function each year as staff day and both teaching and non-teaching staff are awarded for various achievements through prizes. Entire campus celebrates Onam celebrations funded by the management.

Transportation: Management provides free transportation from Trivandrum city to college for both teaching and non-teaching staff.

Subsidised canteen facility: Staff is provided clean and nutritious food in the canteen at a nominal charge.

Health Care benefits:

1. Staff and the immediate relatives receive concession in the medical bills from the management. Medical bill discount for the staff is 25%, for the relatives of the staff it varies from 2.5% up to 10% based on the closeness of the relation.
2. Pre-employment health check-up is mandatory for all the SGMC staffs. There will be no charge for this health check-up.
3. Yearly health check-up is done for SGMC staff (those who are directly dealing with patient care) and the results are documented in the personal file of the employee. Staff members are not charged for the health check.

Housing: Both teaching and non-teaching staff requiring stay on the campus are provided comfortable residence in staff quarters or hostels at a nominal charge.

Miscellaneous: In case of death of an employee, or incapacitation of an employee, family members are provided with support if the dependent family is unemployed.

Employees' children's education concession: If the children of our employees take admission in our institution, they are eligible to fee concession as applicable on case to case basis.

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

6.3.2

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

Response: 12.66

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

2023-24	2022-23	2021-22	2020-21	2019-20
37	27	14	12	17

File Description	Document
Relevant Budget extract/ expenditure statement	View Document
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	View Document
Office order of financial support	View Document
Institutional data in prescribed format	View Document
Link for additional information	View Document

6.3.3

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

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

Response: 66.4

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

2023-24	2022-23	2021-22	2020-21	2019-20
193	72	18	11	38

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

6.3.4

Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..

Response: 59.81

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

2023-24	2022-23	2021-22	2020-21	2019-20
132	102	91	85	94

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

6.3.5

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

Response:

Sree Gokulam Medical College & Research Foundation has an established performance appraisal system. This performance appraisal policy sets guidelines for the evaluation, enables employees to achieve career goals and growth within the institution and promotes accountability among the employees.

Faculty performance appraisal applies to all the faculty members of all ranks who have worked for a significant duration in the academic year. Faculty are obliged to submit the Performance Evaluation Form annually and the heads of the departments or their designee are obliged to evaluate the faculty members on annual basis and submit the report to the office of Principal / Dean. This evaluation will be considered for increment and promotion as applicable.

General Principles of evaluation:

- The objectives of evaluation should be in alignment with the overall objectives and goals of the institution and the objectives of the specific department.
- The evaluation should be flexible to accommodate the needs of different departments and the responsibilities of different cadre.
- Evaluation should be constructive and should provide directions for an individual's professional growth.

Procedure & Timeline:

Self-assessment: All the faculty members employed in the posts of senior resident, assistant professor, associate professor and professor, who have worked for more than six months in this institution in the previous academic year, must submit their self-assessment form, by summarising their professional activities and scholarship, to their Department Heads in August every year. The individual must focus on

the progress in the previous academic year and mention the long term projects only in relation to their progress in the previous academic year.

Rating and feedback by Department Heads: Department Heads or their designee must rate the self-assessment forms and provide constructive feedback to the faculty members based on the self-assessment forms and 360 degree feedback collected from the stakeholders (students, other faculty, non-teaching staff, patients, etc.) before mid-September. The feedback and discussion should be documented.

Appraisal by Principal / Dean: Heads of the Departments forward the completed Faculty Performance Evaluation Form along with the documented feedback to the office of Principal / Dean by the end of September. The Principal / Dean shall rate and forward the appraisal reports to the Office of Director/Vice-Chairman by November. This appraisal provides an insight about the individual's and the department's contributions and justification for the faculty development and resource allocation.

Final Appraisal by the Office of Director/ Vice-Chairman: Director/ Vice-Chairman reviews the final reports sent from the office of Principal / Dean before 31st December and makes the decisions regarding faculty increment and progression.

Satisfactory performance assures timely increments and promotions. Excellent performance assures incentive increments.

Unsatisfactory Performance: Failure to perform the assigned duties or failure to contribute to the mission of the department / institution amounts to unsatisfactory performance or below par grading. In such cases, the individual must seek a meeting with the Director for further course of action.

Similarly, the annual performance appraisal form for the non-teaching staff exists in the institution, which helps in deciding promotions, professional developments and increments of the employee.

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

Other Upload Files	
1	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Annual budget is prepared by the management, principal, and Finance Department. Finance department maintains the records and ensures conduct of internal and external audits at appropriate time.

Main sources of income to the institution are from the hospital and college fees. Miscellaneous income includes interests, rent, canteen/mess, etc. College fee is determined by the state appointed Fee Regulatory Committee.

Adequate funds are utilised for the academic and administrative activities, running the hospital, salary, infrastructure development, infrastructure augmentation, upgrading IT infrastructure, infrastructure maintenance, welfare activities, taxes, scholarships, fee waivers, incentivising research and scholarship activities, funding CMEs, conferences, co-curricular and extracurricular activities on the campus, celebrations, etc.

Requirement of departments is submitted to academic and finance committee and are approved on the basis of priority.

Infrastructure Committee periodically assessed and proposes the infrastructure development and augmentation requirements to the management. Upon approval,

(a) Purchase department procures approved purchases by selecting best quotation for the assured quality;

(b) Maintenance department and management proceed with planning and budgeting the construction works. Capital expenditure is planned in advance and all endeavours are made to have the work completed within the appropriate time.

Measures to be used for optimum utilisation of resources in our institution are:

- a. Timely release of funds.
- b. Preventive maintenance to avoid large maintenance expense
 1. Time-bound completion of works to minimise overshooting the budget.
 2. Warranty and AMC are utilised for optimisation.
 3. Revenue expenditure strictly adheres to budgetary allocation.

Utilisation of the physical facilities:

1. Maintenance:

Heads of the departments, IQAC, Infrastructure and Library Committees assess the requirement for maintenance works and convey the same to management. Management, Purchase and Finance departments finalise the prioritised budgetary allocations for approved activities.

1. Accessibility of physical facilities:

A. Teaching facilities, like class rooms, laboratories, museums, libraries, skills lab, and research labs are available to all the faculty and the students.

B. Sports ground, basketball ground, and indoorsports facility are available to all the staff and the students.

C. Common rooms and other student facilities are available to all the students.

D. Hospital (for treatment), book stores, grooming facilities, café and canteen, gymnasium, swimming pool, e-facilities, hostel & mess facilities are paid facilities.

1. Utilisation of physical facilities:

Facility	Utilisation	Procedure	Authority
Lecture halls	Conducting classes	Schedules	Principal's Office
Lecture halls & Mini-auditorium	Co-curricular & extra-curricular activities	Written requests	Principal's office
Mini-auditorium & Exam hall	Examinations	Schedules	Principal's office
Demonstration & Seminar Rooms	Small group teachings	Schedules	Department Head
Lecture Theatre	Co-curricular activities, Meetings	Schedules/brochures	Secretary to Chairman
Laboratories	Practical sessions & exams	Schedules	Department Head
Research Laboratories	Research by Faculty & PGs	Written requests	Laboratory In-charge
Conference Rooms	Conferences, meetings	Written requests	Principal's office (CR1) & Secretary to Chairman (CR2)
Outdoor & indoor sports facilities	Sports and games	Requests for events	Physical education Department
Gymnasium & Swimming pools	For use	Membership	In-charge Officer
Library	Reference & other services	Membership. Written request for outsiders	Librarian
Hostel	Residing and mess	Written requests	Hostel Warden
Parking Area	Parking facility	Sensors on vehicle	CSO

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	View Document
Link for procedures for optimal resource utilization	View Document

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Institution conducts both internal and external audits each year. Income and expenses are accounted meticulously by the Finance Department using Tally software.

Finance department takes following into account while budgeting:

1. Salary & wages
2. Academic and administrative activities
3. Running the hospital, including medicine & consumables, housekeeping, maintenance, purchase, etc.
4. Infrastructure development & augmentation - construction and procurements
5. Upgrading IT infrastructure – hardware & software.
6. Infrastructure maintenance: Buildings, machinery, etc.
7. Library: Purchase of books, journals, digital resources, etc.
8. Welfare activities: For staff, students, and community
9. Taxes
10. Scholarships and fee waivers for the students
11. Incentivising research & scholarship activities like presenting in conferences, membership fees, faculty development programs, etc.
12. Funding CMEs, conferences, workshops, co-curricular and extracurricular activities, celebrations, etc.
13. Payment of bills (water, electricity, internet, telephone, renewals, AMC, etc.)
14. Purchase and/or enhancement requests from different departments

The finance department ensures that all payments are made and duly presents the expenses for auditing.

Internal Audits:

Internal auditing procedure is adopted to ensure integrity of financial reporting and regulatory compliance. The internal audit policy is formulated to comply with laws and regulations, and prevent fraud. These audits help in improving operational efficiency by ensuring that budgets are adhered to, policies are followed, capital shortages are identified, and accurate reports are generated. Internal audits are conducted half-yearly by M/s H Vinod & Associates, Chartered Accountants. As per the suggestions from the internal auditors, necessary steps are taken before presenting the statements for external audit.

Internal audits ensure:

1. Proper books of accounting are maintained using appropriate software.
2. Income and expenditure statements audited are within the allocated budget.
3. Adequate system is in place to procure and purchase goods and services.
4. Appropriate system exists for financial reporting to prepare for ITR and claims for reimbursements.
5. Adequate records are maintained of all the assets acquired.

Internal audits suggest (i) if there are any deviations / irregularities, (ii) any incorrect or incomplete information (iii) lapse in accounting, (iv) deficiencies in the system (v) any controls to improve the system, etc.

Statutory Audit:

The statutory audit is conducted at the end of every financial year by M/s Chandran & Raman, Chartered Accountants. The institution files all the statutory returns like ITR, GSTR, etc. in a timely manner. Audit reconfirms all the income and expenditure details and the details of taxes and tax returns. External statutory audit is carried out as per the provisions of the Trust Act. Suggestions from the audit team are implemented from time to time for optimal use of resources.

Both Internal and External audits check and report to the finance department if there are any objections. If the objections are regarding the system followed, the Finance department resolves the issue after consulting with the management. If the objections are regarding irregularities in book keeping, they are rectified immediately. Based on these objections and corrections, measures will be taken to prevent recurrence of similar issues in the future.

File Description	Document
Any additional information	View Document
Link for documents pertaining to internal and external audits year-wise for the last five years	View Document

6.4.3

Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)

Response: 0

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

2023-24	2022-23	2021-22	2020-21	2019-20
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1

Institution has a streamlined Internal Quality Assurance Mechanism

Response:

Steering Committee was constituted in December 2019, replaced by Internal Quality Assurance Cell in May 2022. Members discussed the quality initiatives, quality sustenance and quality enhancement measures leading to the establishment of policies and practices.

Following quality assurance mechanisms have been established:

A. General:

- 1.College website was created to document college & hospital data.
- 2.Freezing the vision and mission statements of the institution.
- 3.Update faculty on new competency based undergraduate curriculum through concerted efforts with MEU.
- 4.Sensitise faculty regarding early clinical exposure, self-directed learning, electives, AETCOM, aligned and integrated teaching, learning by reflection, training in skills lab, etc.
- 5.Annual Report of the college
- 6.Mentoring program
- 7.E-governance
- 8.Outcome based education

B. Academic activities: Policies were prepared based on the guidelines from the regulatory body and university:

- 1.Develop academic calendar
- 2.Attendance policy
- 3.Continuous Internal Assessment: Notifications, frequency, methods, transparency, eligibility for university examinations, post-examination evaluation.
- 4.Slow learners and high performers: Measures to identify, methods to help, protocols to measure the learning outcome.
- 5.Remedial teaching and on-demand examinations.
- 6.Honour roll to award the achievers.
- 7.Curriculum committee meetings
- 8.Strengthening curriculum: program quality assurance, development of instructional tools, innovative teaching methods, new program development and approval.

C. Learner-friendly campus:

- 1.Policies on academic freedom, academic integrity, positive learning environment, inclusivity and equal opportunity.
- 2.To inculcate behaviour befitting the profession, code of conduct, ethical and professional behaviour, honour code& students' dress code were detailed.
- 3.To ensure safety and health, we are smoke-free and substance-free campus.

D. Empowerment:

1. Faculty development programs, professional development programs, quality improvement programs were conducted.
2. Add-on & Value added courses
3. Mechanisms of grievance redressal both for students and staff were established.
4. Academics decision appeal policy was drafted.
5. Internal Complaints committee has been established.

E. Research:

1. Research policy
2. Postgraduate research activities
3. Incentivising research and scholarly activities
4. Responsible conduct of research.

F. Administration:

1. Strategic plan document was developed
2. Hostel & Library rules & membership were detailed.
3. Leave policy
4. Students course completion & clearance policy, withdrawal policy
5. Policy on International electives & international visiting students

G. Monitoring:

1. Performance appraisal policy
2. Designed and established mechanism for online collection of feedback from the students, teachers', parents' alumni, patients, library, employers, professionals, etc. Analysed the feedback for actions.
3. Academic and administrative audits

H. Decentralisation

1. Participatory governance through Medical & administrative councils.
2. Development of organogram
3. Formation of various Committees and SOPs

I. External quality assurance

1. Standardised system in management of medication, patient education, hospital infection control and prevention, clinical audit, quality improvement projects, incident reporting system, facility management (Biomedical & Engineering), employee health check-up and credentialing & privileging has led to NABH accreditation.
2. Stringent quality control measures, internal/external audits to evaluate quality of service and upgradation of protocols have resulted in NABL accreditation of the Department of Laboratory Medicine.
3. Preparation for NAAC accreditation & participation in NIRF

4.Green & energy audits.

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

6.5.2

Average percentage of teachers attending programs/workshops/seminars specific to quality improvement in the last 5 years**Response:** 13.44

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

2023-24	2022-23	2021-22	2020-21	2019-20
123	0	0	0	0

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

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

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

Response: A. All of the above

File Description	Document
Report of the workshops, seminars and orientation program	View Document
Report of the feedback from the stakeholders duly attested by the Board of Management	View Document
Minutes of the meetings of IQAC	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual report of the College	View Document
Link for Additional Information	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 24

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

2023-24	2022-23	2021-22	2020-21	2019-20
8	5	5	2	4

File Description	Document
Report gender equity sensitization programmes	View Document
Institutional data in prescribed format	View Document
Geotagged photographs of the events	View Document
Extract of Annual report	View Document
Copy of circular/brochure/ Report of the program	View Document
Any additional information	View Document
Link for additional information	View Document

7.1.2

Measures initiated by the institution for the promotion of gender equity during the last five years.

Response:

Sree Gokulam Medical College and Research Foundation has promoted gender equity since its establishment. Following measures are initiated in the institution:

a. **Employment equity:** Institution employs faculty and staff at all the levels based on the merit of the individual and the requirements of the job, irrespective of the gender. This is reflected in the greater number of female employees in most departments in the institution.

b. Representation: Women are represented at all the levels including departments, committees and other

important responsibilities. The institution is headed by a woman. Most department heads are women. Most students (more than 2/3rd of the class) are women. Most committees have more than 50% members as women.

c. Safety and security: Women are provided safety and security round the clock under Chief Security Officer. Most areas are made women friendly on the campus with sufficient security personnel, well-lit corridors and roads, etc. so that the women including lady students find it comfortable to move freely within the campus even in the late hours. In addition, separate security is provided for the ladies hostels. Institution also provides gender harassment grievance redressal opportunity for everyone. Women are also provided self-defence classes periodically.

d. Facilities: There are four ladies hostels to provide accommodation for lady students. Ladies are provided a separate common room in the college, so that they can relax and have privacy. Separate rest rooms are provided for ladies in both in the college and in the hospital buildings. Separate rest rooms are also provided for lady staff. In addition, ladies have access to a beauty parlour within the campus. Sports facilities including swimming pool and gym have either have equal opportunities for access and/or specified timings. Similarly, smaller details like separate changing rooms in OT, separate duty rooms, etc. are also provided by the institution for smooth functioning in all areas.

e. Child care: Institution has provided creche facility for those women having infants and toddlers to take care.

f. Performance: Women students compete in most inter-college events and have won medals and honours in these competitions, be it sports or arts. They have also consistently excelled in academics and research. This is a result of equal opportunities for everyone.

g. Gender sensitisation: Gender sensitisation committee organises expert talks periodically to educate the novice and reinforce the idea among the students regarding gender sensitivity and gender equity. The students gender equity group 'Samathva' similarly organises expert talks, movie discussions, 'Pride' to educate and create sensitivity towards LGBTQ, etc. for the students.

h. Counselling: Women are provided opportunities for counselling in the institution.

g. Health care: Equitable health care access at an affordable cost and ESI benefits are provided by the institution.

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

7.1.3

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

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

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

7.1.4

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Sree Gokulam Medical College & Research Foundation, a tertiary care health and reference centre handles its waste responsibly. Various types of waste are generated at medical college, hospital, hostels, staff quarters and various other smaller facilities. All types of waste are properly segregated at source before being treated appropriately. Faculty, non-teaching staff and students are periodically trained for biodegradable waste segregation. Appropriate signage and conveniently placed waste disposal areas help the patients and other visitors to the campus to properly handle the waste. Housekeeping team conducts periodic inspections and takes immediate actions that help correct and timely segregation and disposal of the waste.

Medical college hospital primarily handles biomedical waste amounting to 800-900 kg/ day. According to the Biomedical Waste Management Rules 2016 (Principal) and (Amendments 2018 & 2019), National IPC Guidelines 2020 and CDC and WHO update Jan 2020, the generated biomedical wastes are segregated, at source, into five colour coded bags namely Green bags (biodegradable- food and stationary- wastes), Red bags (non-bio-degradable infectious plastic wastes), Yellow bags (non-bio-degradable infectious non-plastic wastes), Blue bags (glass vials, broken ampoules and prosthetic implants) and White bags (puncture proof containers exclusively for needles and sharps items).

All these bags are tied when 3/4ths full, tagged with the name of the hospital location and are transported by housekeeping staff in closed trolleys to the Central Biomedical Waste Storage Area of the hospital.

Periodic emptying takes place once every shift (i.e., thrice daily) and/or as and when requested by the in-charge staff of a location depending on the patient inflow and the procedures performed on the given day.

Green bags are recycled through the biogas plant. Part of the food wastes are also sent to the piggeries. Yellow bags are incinerated and disposed into the ash pit. Red and Blue bags are autoclaved and sent to the local State Pollution Control Board (SPCB) registered vendor for recycling. White puncture proof containers are disinfected with freshly prepared 1% Sodium hypochlorite solution and disposed in a secured sharp pit.

Liquid wastes generated from specific locations – e.g., dental department, radiology department, laboratory, run-off water from the floor wash are pre-treated and directed to the sewer system (sewage treatment plant).

X-ray films are handed over to the SPCB registered local vendor.

According to the 'E-waste Rules, 2011, 2016: Extended Producer Responsibility', the e-wastes generated from the hospital is further segregated after salvaging the mother board, hard disk, UPS Battery, microprocessor, and Switched Mode Power Supply (SMPS). An institutional Contamination Committee, comprising of members from the Biomedical Department, Purchase Department, Accounts Department, Quality Assurance Department and Nursing Department, meets and decides on the status of the reusability and disposal of these e-wastes. The E-wastes that are discarded are handed over to a SPCB registered local vendor. For the e-waste generated, the parts are further segregated into re-usable and non-re-usable parts. Re-usable parts are re-assembled into useful devices. Condemning Committee will then verify the selected condemnable parts which are finally approved to be discarded.

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: All of the above

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

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways

4. Ban on use of plastics**5. Landscaping with trees and plants**

Response: A. All of the above

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

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

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

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	View Document
Geo tagged photos of the facilities as per the claim of the institution	View Document

7.1.8

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

Response:

Sree Gokulam Medical College is located in the state of Kerala, a state known for communal harmony. The tolerance and harmony is also seen in the culture of the institution. Both staff and students become a part of Gokulam Family, irrespective of diversity. Institution holds Onam celebrations alongside the Ramadan feast and Christmas celebrations. All the students/staff have freedom to follow and practice their faith. The southern state of Kerala is known for tourism and its tolerance to people from different regions. College has enrolled students from other states and the NRI students coming from other countries. College temporarily receives visiting students from other institutions, international visiting students from different countries. Campus also has faculty and staff from other parts of the country. All of them are made to feel at home and form a part of the ever growing Gokulam family for the entire duration of association and beyond..

The linguistic diversity is also similarly accommodated by communications through the common languages like English or Hindi. Institution makes concerted efforts to help the outside students to communicate through the local language Malayalam as may be required for the clinical practice.

Students are not discriminated based on socio-economic diversities. All the students board and dine at the shared common facilities/hostels irrespective of the socio-economic diversity or family backgrounds.

The students are also allowed peer-mentoring to eliminate academic diversity.

Being located in the rural area, the college contributes to the local community in many ways. It has provided access to tertiary healthcare facility for the local community at an affordable cost. It caters to local and surrounding population with the specialist care. Through educational programs, health camps and family adoption programs, our institution connects with them on their turf, making it easier for them to come to the hospital when need arises.

Our institution has provided employment to the local community. Institution needs local hands to help in many departments, be it in ancillary branches or in management or local doctors. It has also established a relationship with the local governing authority to implement national health and other beneficiary policies. It has contributed to improvement in local amenities like roads, street lamps, etc. Our institution has also created avenues of income by catering to various needs of its ever increasing number of student community, staff, families, patients and patient attendants through multiple small businesses. This is evidenced by Venjaramoodu adding many shops, restaurants, shopping complexes, housing and local transportation (rickshaw, taxi, etc.) ferrying to from the college, etc. and transforming from a rural hamlet into a township.

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

7.1.9

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

- 1. The Code of conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the code of conduct**
- 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff**
- 4. Annual awareness programmes on the code of conduct are organized**

Response: A. All of the above

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

7.1.10

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

Response:

Institution celebrates various commemorative days, events and festivals throughout the year organised at the institution level, department level or student body level. College celebrates national commemorative days like 15th August and 26th January by unfurling the flag and associated cultural events. College also celebrates Kerala statehood day on 1st November. Gandhi Jayanthi on 2nd October is celebrated by cleaning drives or other activities organised by NSS. NSS also organises various activities on International Yoga Day and on World Environment Day. Entire college celebrates Founder's Day on 23rd July as Staff Day.

College also organises events to observe World Day for Safety and Health at Work, Secretaries Day, International Labour Day, International Nurses Day, Doctor's Day, etc.

Festivals like Onam, Ramadan feast; Christmas, etc. are celebrated by all organised by the college. New Year, valentine day, etc. are celebrated by student union. Student union also organises observance of National Science day, Technology day, international day of family, Mother's Day, Father's Day, Bicycle Day, Food Safety day, International Day against Drug abuse, Youth Day, Friendship Day, Human rights day, etc.

National girl child day, women's day, women & girls in science are observed by Gender Sensitisation Committee.

Institutional Ethics Committee organises observance of World Book and Copyright Day and World Intellectual Property Day. Institutional Animal Ethics Committee organises observance of World Animal Welfare Day.

Different departments organise observance of various health days such as:

World Braille Day and World Sight Day by the Department of ophthalmology;

International Day for Elderly, Alzheimer's Day, World Malaria Day, Diabetes Day and World Hypertension Day by the Department of General Medicine;

World Leprosy Eradication Day by the Department of Dermatology;

World Cancer Day and National Cancer Awareness Day by the Departments of Oncology & Onco-surgery;

National Deworming Day, World Down Syndrome Day, World Autism Awareness Day, World Asthma Day, World Thalassemia Day, International Albinism Awareness Day and Children's Day by the Department of Paediatrics;

World Hearing Day, International Day of Sign Languages and Day of Deaf by the Department of ENT;

World Kidney Day by Department of Nephrology;

World TB Day, No Smoking Day and Anti-tobacco Day by Department of Pulmonology;

World Health Day, World Population Day, World AIDS Day and National Pollution Control Day by the Department of Community Medicine;

National Safe Motherhood Day and World Contraception Day by Department of OBG;

World Liver Day and World Hepatitis Day by Department of Gastroenterology;

World Brain Tumour Day by Departments of Neurology & Neurosurgery;

World Blood Donor Day by Department of Transfusion Medicine,

World Mental Health Day by Department of Psychiatry,

World Day of the Handicapped by Departments of Physical Medicine & Orthopaedics,

World Heart Day by the Department of Cardiology, etc.

These departments conduct educative programs for the patients and bystanders through talks and/or role plays. They also conduct special clinics on these days. They conduct awareness activities for the undergraduate and postgraduate students by expert talks, quiz competitions, various activities like poster competition, face painting competition, etc.

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

Other Upload Files	
1	View Document

7.2 Best Practices

7.2.1

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

Response:

1. HOSPITAL INFECTION CONTROL (HIC) MASTER ROUNDS (no. 89 on weblink provided)

The primary objective of conducting master rounds is to ensure that the policies and protocols documented in the Hospital Infection Control Manual are implemented diligently across all locations. Secondly, it helps us understand the location specific challenges during implementation of these prescribed protocols and amend them without compromising the standards of care. Thirdly, it enables us

to evolve and adapt to the current evidence-based infection control practices.

CONTEXT

COVID 19 pandemic exposed the lacunae in the availability of health care resources and the preparedness of our health care personnel in dealing with medical emergencies. Post-COVID 19, infection control has become an indispensable core component of every hospital's care pathway algorithm for infectious disease management. The HIC master rounds helped us to contextualize both education and training of our health care personnel.

PRACTICE

Nine teams are constituted for conducting the HIC rounds, each comprising of an Infectious Disease specialist/Consultant, Clinical Microbiologist/Quality Assurance Team Member, Infection Control Nurse, one member each from Antimicrobial Stewardship Committee, Nursing and Housekeeping Department. Two teams audit one hospital location each with a check list drafted based on the following parameters, in compliance with the 5th Edition standards of National Accreditation Board for Hospitals and Health Care Providers (NABH), a constituent body of Quality Council of India (QCI).

The following points highlight the uniqueness of HIC rounds.

1. The facility rounds take place over one week, so that the team members opt their convenient date and time to go for rounds.
2. The hospital location is disclosed to the individual team member only on the day of commencement of rounds to ensure an unbiased auditing of the designated hospital location.
3. After the rounds, the team members are encouraged to submit their feedbacks on modifying the check list components, if needed according to the latest practice guidelines. The resulting modifications validate the audit process to the recent advancements in infection control practices.
4. The individual member reports are then compiled as a draft document by the infection control officer for correction by the auditor.
5. This consolidated draft document is shared with the stakeholders of the audited hospital location (nurse/doctor in-charge) for authenticating the observations.
6. A focussed group discussion between the stakeholders and the medical superintendent of the hospital follows.
7. This whole process is more of a fact-finding than a fault-finding exercise where an inclusive participation of all the HCW in updating the HIC manual is ensured.

EVIDENCE OF SUCCESS

Implementation of this practice in our institution has enabled effective administrative involvement to factually discuss the infection control protocols. The audit checklists were revised after receiving feedbacks from the team members. These revisions helped us to prioritize discussions towards outcome-

based interventions resulting in improved patient care standards. Personal and closed-door discussions with the beneficiaries reinforced their commitment to the administrative policies. Consequently, even our students were experientially trained during their clinical posting hours in the hospital.

2. ADMINISTRATIVE AND MEDICAL COUNCIL MEETINGS - AN EPITOME OF PARTICIPATORY GOVERNANCE (no. 90 on weblink provided)

OBJECTIVES

Council meetings are quintessential to 'outcome-oriented' work culture of Sree Gokulam Medical College and Research Foundation. They bridge the gap between the administrative and academic functions and promote a 'sense of unity' among its employees.

Academically, these meetings are aimed at identifying and promoting opportunities for trans-disciplinary collaborations, for a seamless delivery of curricular content.

Administratively, matters of human resources, operations and finance are discussed to standardize patientcare and enhance quality in our services.

CONTEXT

The meetings help gather 'first-hand information' of the functioning of all the departments. They help to streamline 'standardized process' for both patient care and academics, identify the core departments involved in that process, delineate the functions, assess the impact in terms of patient satisfaction and/or course outcomes, ponder over the feedback analysis to make necessary modifications, after a mutual consensus by the functionaries. Our "Tuesday Meetings" play a pivotal role in acknowledging, addressing and documenting a problem; discussing and emerging with a solution; tracking, re-testing and evolving best practices. Such deliberations have opened up newer frontiers in pursuit of improving healthcare delivery systems and academic practices.

PARTICIPANTS

Every meeting is attended by Vice-Chairman, Dean Emeritus, Principal, Medical Superintendent and Deputy Medical Superintendent as administrators. 'Tuesday meetings' in pre-COVID period were attended by both faculty and administrative staff every week. In the post-COVID period the meetings continue to be conducted every Tuesday, but, faculty and administrative staff meet on alternative Tuesdays and these meetings are re-labelled as Medical Council Meets and Administrative Council Meets.

AGENDA FOR DISCUSSIONS

Medical Council Meetings address National Medical Commission affiliation status, implementation of Aadhar Enabled Biometric Attendance System(AEBAS), Graduate Medical Education Regulations(GMER), curricular governance of undergraduate and postgraduate Competency Based

Medical Education curriculum, family adoption programs, Kerala University of Health Sciences(KUHS) guidelines, vertical and horizontal integration across all phases of MBBS, faculty training on newer medical education technologies, induction and training of house surgeons and post graduates, conduct of add-on and value-added courses, research, publication, collaborations, periodic conduct of Continuing Medical Education by various departments, review of mentorship programs, academic progression appraisals, parent-teacher-student meetings, honouring academic and professional milestones, preparations for NABH, NABL and NAAC accreditations, academic policies, need for additional infrastructure or learning resources, issues raised by departments or individuals, etc.

Administrative Council Meetings deliberate on accreditation of NABH & NABL, infrastructural modifications of college, hospital and hostel blocks, immunisation (prophylactic or contacts) of all cadres of health care workers, pre-employment health check of new staff, installations of alternate energy sources, green campus initiatives, upgradation of patient services and Divyangjan - friendly initiatives, annual department-wise resource and budgetary allocations, management etiquettes and continuous professional training schedules for staff, etc. These meetings emphasise on infrastructure development, budget allocation, human resource allocation, quality improvement in healthcare practices or ancillary services, etc.

The success of these meetings is due to participatory governance practiced during these sessions where staff of all cadre, administration and management put their heads together for improving the practices at Sree Gokulam.

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

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

Our visionary chairman Sri Gokulam Gopalan, known for philanthropy, established the Geriatric unit in Sree Gokulam Medical College and Research Foundation in 2008 with the objective of providing comprehensive preventive, curative and rehabilitative service to the elderly citizens completely free of cost.

Fast growing demographic transition towards the elderly population has resulted in geriatric issues posing social, financial and healthcare challenges. Small family size, rapid urbanisation, nuclear families, migration of children abroad, poverty or disregard have resulted in neglect of the elderly. Elderly are often economically and socially dependent, suffering from the dual burden of communicable and non-communicable diseases besides impairment of vision, hearing and cognitive functions. Our geriatric unit has been specially designed to address these problems of this vulnerable group and promote healthy ageing. It provides outstanding services to the destitute and abandoned senior citizens. The care also encompasses providing psychological support and ensuring dignity to these members of our society during their last days.

Our motto is to provide holistic medical, physical, mental and emotional support and ensure the wellbeing of our inmates. Special features of this 75-bedded unit are as follows:

- **Medical Personnel:** Delivery of high-quality health care through Acute Care, Intermediate Care and Long-term care with focus on improving the functional status, independence and quality of life. At present, there are seventeen caretakers, four nurses, five doctors and interns to provide round the clock care to the inmates.
- **Medical Management:** All investigations and medicines are provided free of cost as per the medical needs.
- **Diet and nutrition:** Balanced nutritious food prepared hygienically in our hospital kitchen is provided. Services of the dietician is utilised for devising special diets for patients with special needs. Special meals are made on festival occasions.
- **Quality of life:** Special facilities for leisure and recreation e.g., televisions, radios, library facility with books, magazines and newspapers, yoga, prayers, exercises, listening to music are arranged for the mental and psychological well being.
- **Celebrations:** Various art programmes are conducted on special occasions like Onam and Christmas.
- **Visitors:** Medical and nursing students and staff of our institution visit and spend time with the inmates. Students Union conducts activities in the geriatric ward.
- **Student Contributions:** Medical students group THANAL (meaning ‘shade’ in Malayalam) spend time interacting and mingling with the elderly inmates of our ward. Special programmes named as ‘Birthday Bliss’ are arranged by the students to celebrate birthdays of the inmates. Thanal collects donations from the students and others which is used for improving the facilities in the ward.

The inmates are grateful for the care received. Most of them remain with us till their final moments. There is no age bar for admitting inmates. Social activists and Panchayat members often identify senior citizens in need of special care and refer them to us. We consider it as an extreme privilege to provide a home away from home filled with love, compassion and care for our beloved inmates and ensuring dignity for human life and sustained medical services.

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

8. Medical Part

8.1 Medical Indicator

8.1.1

NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.

Response: 94.2

8.1.1.1 Institutional mean NEET percentile score

Response: 94.2049

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	View Document
Upload for list of students enrolled for the MBBS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

8.1.2

Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Response:

Medical students are exposed to quality of care right from day one. Orientation/Foundation session and the first three AETCOM modules introduce the first MBBS students to the quality of care in the hospital using interactive sessions. They observe the professional qualities of the doctor, physician's responsibility towards his patient and community, and empathy towards the patient. The training continues in senior years, interns & for the postgraduates about following the standard operating procedures that are pertinent to the concerned department, other protocols, upholding the ethical principles, and ensuring the basic human dignity.

Students are taught patient safety procedures including personal safety, hygienic handling, fire safety measures, evacuation procedures, food safety measures, response to codes, drug safety measures, etc.

Hospital Infection Control Committee (HICC) coordinates infection prevention and control activities

based on the WHO Infection Prevention and Control Assessment Framework. The aim of HICC is to improve hospital infection control practices and prevent/minimize the potential for nosocomial infections in patients, relatives, and healthcare providers including the students.

Activities of HICC:

1. Day-to-day functioning of infection control program.
2. Periodical training of staff about Infection Control Protocols and Policies.
3. Develop a Manual of policies and procedures for aseptic, isolation and antiseptic techniques for the entire hospital.
4. Updating of the antibiotic policy and the infection control manual.
5. Establish standard operational procedures for Infection Control practices.
6. Ensure sterilization and disinfection, of all patient-care areas. Monitor the use and quality control of disinfectants
7. Maintain and implement biomedical waste management protocols.
8. Supervision, monitoring and documentation of Environmental & Water Surveillance.
9. Capture, monitor and analyse infection control data to ensure quality improvement.
10. Outbreak investigation
11. Auditing: HandHygieneaudit, Bundlcareaudit, Safeinjectioninfusionpracticesaudit, etc.
12. Pre–exposure prophylaxis: HBsAgVaccination&monitoringofAnti-HBstires
13. Needle stick injury reporting system
14. Provide relevant information on infection problems to the Management.

Student training for quality of care & patient safety procedures:

- **Phase I:**
 - Add-on course (AOC-001) on basic skill module: 2h hands-on session on universal precautions, hand hygiene & biomedical waste management.
- **Phase II:**
 - Microbiology: On Standard precautions(2h),Biomedical waste management(2h),Personal protective equipment(2h),Transmission based precautions(3h),Hand hygiene(2h),Hospital Infection Control Committee(2h), Antimicrobial Surveillance Program(2h),Needle Stick Injury(1h). Annual sensitisation program on World Antimicrobial Awareness Week.
 - Pharmacology: Prescription writing
- **Phase III:**

- General Medicine: Cardiac resuscitation, Ryle’s tube insertion, aerosol therapy/nebulization, urinary catheterization, basic life support in a simulated environment.
- Paediatrics: Assessment of airway and breathing, assisted ventilation by bag and mask, provide BLS, nasogastric tube insertion in a simulated environment; emergency treatment to a child with convulsion, practice infection control measures and appropriate handling of sharps.
- OBG: Self-protection against HIV and Hepatitis; counsel patients; observe and assist conduct of normal vaginal delivery; new-born care in a simulated environment; diagnose and provide emergency management of antepartum and postpartum haemorrhage in a simulated environment.

• **Interns and Postgraduates:**

During induction programs, interns and postgraduates are taught about documentation, prescription writing, and informed consent among other things.

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

8.1.3

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

Response: 37.23

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

2023-24	2022-23	2021-22	2020-21	2019-20
90	83	78	64	61

File Description	Document
Uploads for List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc during the last 5 years	View Document
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

8.1.4

The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India

Response:

Sree Gokulam Medical College & Research foundation adheres to the curriculum specified by the MCI / National Medical Commission and the Kerala University of Health Sciences.

Preparation:

1. Orientation of the trainers: Faculty were introduced to competency evaluation through a series of 'Curriculum Implementation Support Programs', revised basic course workshop on medical education technologies, interactive lectures by the MEU members, one day workshops conducted by the Kerala University of Health Sciences, etc.
2. Training the trainers: A set of trainers were trained by the University in the use of skills lab mannequins. These trainers trained the faculty in the institution regarding use of various skill modules in mannequins, so that the faculty were able to guide the students properly.
3. OSCE / OSPE: All the departments selected and prepared a set of OSCE / OSPE stations and pertinent checklists.
4. Log books: Log books were designed to incorporating certification of procedural skills and provision for remediation.

Training:

Competency based undergraduate curriculum was introduced since the academic year 2019-20. Emphasis is laid on training the clinical and procedural skills and certifying them. It includes training cognitive domain, psychomotor skills, affective domain and communication skills, as each component is assessed.

Students are taught using interactive lectures, small group discussions, training in the Skills Lab using DOAP (Demonstrate – Observe, Assist, Perform) method and instructional videos.

Skill lab training: During first year, the skills are demonstrated to the students in the Skills Lab. In the senior years, they are trained to assist while performed by a trainer, perform under supervision and finally perform independently.

Certification:

Certification of the competencies is done in a non-threatening environment. Certification of the competency is done during all the years of training and during the internship based on the complexity of the procedure. The students / interns demonstrate clinical skills and execute procedure skills in a step-by-step manner in the skills lab. Log book records the performance level and certification. If a student did not perform optimally in the first attempt, there is provision for remediation.

Assessment:

Use of Objective Structured Clinical / Practical Examination (OSCE / OSPE) in practical exams: Attainment of competencies is assessed by OSPE/ OSCE during the practical examinations. Objective structured evaluation is done using checklists, designed specifically for each competency.

Pre- and para-clinical departments use OSPE for assessment. Clinical departments use OSCE to assess the attainment of the clinical skills. Two types of OSPE / OSCE stations are used to assess.

1. Interpretation station: The student is given a clinical scenario and with the help of objective questions, student is required to interpret the case. This tests his analytical thinking and application.
2. Performance station: The student is instructed to perform a clinical skill on the subject provided. Examiner scores the performance based on the checklist provided.

Interns:

1. Interns are assessed using the assessment method 'Direct observation of procedure skills' (DOPS) and documented through entry into the logbook.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document
Any additional information	View Document
Link for Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years	View Document
Link for Additional Information	View Document

8.1.5

Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Response:

Sree Gokulam Medical College trains the students about principals of organ transplantation, encompassing medical, legal, ethical and social Issues involved in it.

Instructional Sessions:

1. Introductory session on body donation is taught to the first year students in AETCOM 1.5 module (cadaver as the first teacher) in the department of Anatomy.

- This covers:

1. Eligibility criteria, reasons for body donation, procedure, documents required (doner registration form, will form, ID proof, etc.) for body donations.
2. Sensitising towards the care of biological tissues and donated body.
3. Information regarding eye donation (cornea retrieval), before the body is procured.
4. The laws that govern body donation as per the Kerala Anatomy Act 1956 and Kerala Anatomy amendment act 1964.
5. Students are also familiarised with the documents of Sree Gokulam Medical College (Will form and Registration form) related to body donation.

2. Department of Microbiology teaches the role of HLA in organ transplantation to the II MBBS students.

3. The department of Forensic Medicine conducts the following sessions

1. Thanatology and related topics: Sessions cover changes in the body accompanying death-somatic and molecular death; the time for retrieval of organs after death.
2. Seminar on Transplantation of Human Organs Act: Regulations of the Transplantation of Human Organs Act, regarding the removal, storage and transplantation of Human organs, for therapeutic purpose are discussed. Measures to prevent the commercial dealing of organs and tissues are also covered.
3. Medical certification as to the cause of death: Primary and contributing factors leading to death, brain death and its legal implications, retrieval of organs from unclaimed bodies are discussed.
4. Students are also taught about the national level policy, on declaring brain death, cadaver organ transplantation, non-transplant organ retrieval, responsibilities of transplant centres, altruistic & exchange donation, brainstem death certification and other similar policies.

4. Students of final year are taught about the ethical conflicts and medicolegal issues involved in organ transplant through the conduct of AETCOM module 4.3(5hrs) by the department of surgery.

Sessions include

- Introduction of a case scenario, through a role-play: 1hour
- Self-directed learning: 2hours
- Anchoring lecture: 1hour
- Discussion and closure of case: 1hour

Importance of informed consent, role of financial incentives, prevention of commodification of donated organs and provisions of the Transplantation of Human Organs Act are discussed. For this session, the students are divided in batches of 9-10 students and posted in surgery units I to IV. Sessions are handled by faculty in the corresponding units. Feedback and reflections are then obtained from students.

5. The department of Ophthalmology conducts sessions (Seminar and lecture) regarding eye donation for undergraduates and post graduates, to teach:

1. Medical issues such as doner eligibility, tissue quality and recipient selection.
2. Social issues such as increasing awareness about the importance of eye donations.
3. Ethical issues such as resource allocation, Beneficence and Non Maleficence
4. Legal aspects such as informed consent.
5. Simulated sessions are given to Post Graduate students regarding corneal transplantation.

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

8.1.6

Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

Immunization is an important preventive practice for the survival and is given paramount importance in our institution. The Immunization Clinic of SGMC provides vaccination services for all the age groups to reduce and eliminate the burden of vaccine-preventable diseases. All vaccines according to the National Immunization Schedule are available in the clinic. The clinic also provides vaccines for high-risk patients, for special medical indications, and to those exposed to occupational risk.

Our institution follows the WHO guidelines for maintenance of cold chain and preservation of vaccines. All vaccines are preserved in Ice lined Refrigerator(ILR). Temperature indicator is attached to the

refrigerator and the records are maintained by the staff nurse in-charge and counter-checked by the medical officer. Adverse effects are promptly reported. Quality is ensured through periodic sensitization programs for the staff regarding working pattern of the vaccination clinic, techniques, schedule of vaccination and maintenance of cold chain.

As knowledge about immunization is a key competency for the Indian medical graduate, classes on immunization begin from the first year itself during the foundation course. The immunization status of the students is reviewed and it is ensured that the requirements are met.

The epidemiology of Vaccine-preventable diseases, vaccine description, classification of vaccines, strain used, dose, route, schedule, risks, benefits, side effects, indications and contraindications are discussed in detail as a part of Community Medicine curriculum.

During the Pediatrics posting, the students are taught how to assess a patient regarding fitness for immunization, prescribe an age-appropriate immunization schedule, educate and counsel a patient for immunization. This skill is practiced in outpatient clinics and assessed during case presentations and viva voce. They are also taught about the components of safe vaccine practice, adverse events following immunization, safe injection practices, handling of sharps, documentation and medico-legal implications. This is done as part of AETCOM training also.

In the immunization clinic, they get the opportunity to observe the handling and storing of vaccines and administration of UIP vaccines as a DOAP procedure.

In the skill lab, the correct administration of different vaccines in a mannequin is shown to them following which, they practice it as DOAP session and document it in Log Book. They are also taught how to document immunization in an immunization record.

Immunization in special situations like HIV positive children, children with immunodeficiency, pre-terms, those with organ transplants, those who received blood and blood products, splenectomised children, adolescents and travelers are discussed. In the final year Gynecology posting, they are taught about cervical cancer and the role of HPV vaccines in preventing it. During the pandemic, students were also taught about the COVID vaccination.

National programs pertaining to immunization including Mission Indradhanush are discussed as integration sessions between departments of Paediatrics and Community Medicine. Lectures with PowerPoint presentations, small group and focused group discussions are conducted.

Assessment of the student's knowledge is done by formative assessment using short notes. Immunization is an exclusive viva station in Paediatrics where their knowledge about the different competencies related to vaccination is assessed in detail.

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

8.1.7

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

Response:

Competency based undergraduate curriculum was implemented in the academic year 2019-20. This new curriculum is an outcome based strategy where cognitive, psychomotor, and affective and communication domains form its framework. As such, it measures the performance outcome of students in these domains. Outcome based curriculum emphasises on defining the outcomes the students are expected to achieve at the end of the program, assess if the students have achieved them and modify teaching-learning methods to enable the process through continuous review and quality improvement. Quality assurance requires evaluation of the program. This can be achieved objectively by clearly defining the program outcome, course outcome and analysis of their attainment. Since such practices are not a common place for the health care institutions in India, guidelines prescribed by NBA are being followed here and the analysis of program outcome attainment by some other medical colleges is also referred.

Since the introduction of the new curriculum, the concept of outcome based education is introduced in the institution at various levels, such as intra- and inter departmental meetings, CCM, medical council meetings on Tuesdays, curriculum committee meetings and in the meetings of steering committee prior to constitution of the IQAC.

Once it was decided to adopt OBE, the following measures were taken:

1. The vision & mission of the institution were reaffirmed and discussed at length in all forums.
2. Graduate attributes were defined, refined and re-defined.
3. Program educational objectives, program outcomes were formulated after detailed discussion and based on the institutional vision and mission statements.
4. Views were sought from faculty, administration and alumni and based on the inputs, fine-tuning was done.

5. Final version was sent to program advisory committee. PEOs and POs were frozen. Graduate attributes were also finalised by then.
6. Individual departments were then informed to design course outcomes.
7. The faculty was trained to assess the CO and PO attainment. Course and program outcome attainment is described in detail in the attachment.
8. The graduate attributes mirror the program outcomes and attainment of POs indicate attainment of graduate attributes.

The following definitions are being followed to describe the terminology:

Graduate attributes: 'The graduate attributes are exemplars of the attributes expected of a graduate from an accredited programme' (Washington accord). They are brief statements of the expected capability appropriate to the program that indicate the graduate's potential to acquire competence to practise.

Program Educational Objectives (PEO): These are the broad statements that describe the professional achievements of the graduates after graduation from the program. They can be measured by PO-PEO matrix.

Program Outcome (PO): POs are narrower statements that describe what the students are expected to achieve and do in terms of knowledge, skills and attitudes (attributes) the graduate of a formal program should have at the time of graduation.

Course Outcome (CO): Core courses help attain program outcome. Each course defines its course outcomes, which are domain-specific and can be measured.

File Description	Document
Any additional information	View Document
Links for Medical graduate attributes as described in the website of the College	View Document
Link for Additional Information	View Document

Other Upload Files	
1	View Document
2	View Document

8.1.8

Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.

Response:

MEU was established in 2005 and since then it is conducting various faculty development programs. It

sensitises the faculty to the current standards of teaching-learning methods, assessment, and student support services as prescribed by the Competency Based Medical Education (CBME) curriculum in compliance with GMER ,2019 & 2023 guidelines adopted by the National Medical Commission.

Objectives of MEU are:

- to promote faculty development by adopting the latest medical education technologies including e-learning,
- to facilitate the implementation of Competency Based Medical Education (CBME) curriculum,
- to impart the best standards of learner-centred medical education to the Indian Medical Graduate with the requisite knowledge, skills, and attitude necessary for becoming an ethical and professional first contact physician in the community and
- to support periodic review of curriculum in compliance with the guidelines prescribed by National Medical Commission for both undergraduate and postgraduate courses.

MEU has conducted Revised Basic Course Workshop in Medical Education Technologies almost annually for the faculty (induction & refresher) to keep them abreast with newer teaching learning methods, e-learning and (formative and summative) assessment methods. It has conducted several sensitization programs to promote Attitude, Ethics and Communication (AETCOM) and professionalism among the medical students mandated as per the CBME curriculum.

Several workshops were conducted for Curriculum Implementation Support Program(CISP) for the faculty. MEU has coordinated with the Curriculum Committee to streamline, review and revise the conduct of the UG and PG programs.

MEU has promoted optimal utilization of skills lab for acquisition of certifiable skill-based competencies among undergraduate and post graduate medical students. It has conducted orientation programs for the postgraduates to introduce the basic concepts of medical education including pedagogy and microteaching skills. It has promoted student feedback and support services by the faculty to improve the process of curriculum delivery in the institution.

It has facilitated the conduct of mentorship programs to promote holistic development of the Indian Medical Graduate.

MEU had also conducted annual online Moodle workshop for the faculty. Faculty are given a set of exercises that are required to be completed to be certified.

MEU also motivates faculty to enrol in Advanced Course in Medical Education.

The programs are conducted in the form of 1 to 3 days long workshops or expert talks that last one to few hours. Sessions include interactive lectures, small group discussions, buzz groups, role play, etc.

File Description	Document
Any additional information	View Document
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	View Document
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	View Document
Link for Additional Information	View Document

8.1.9

Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

- 1.NABH Accreditation of the teaching hospital**
- 2.NABL Accreditation of the laboratories**
- 3.ISO Certification of the departments / divisions**
- 4.Other Recognized Accreditation / Certifications**

Response: B. Any three of the above

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

8.1.10

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

Response: 100

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

2023-24	2022-23	2021-22	2020-21	2019-20
213	205	195	193	191

8.1.10.2 Number of first year Students admitted in last five years

2023-24	2022-23	2021-22	2020-21	2019-20
213	205	195	193	191

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	View Document
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	View Document
Institutional data in prescribed format	View Document

8.1.11

Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

Our institution plays a pivotal role in preparing future healthcare professionals for the contemporary medico-legal practices and the third-party payers and insurance mechanisms.

Firstly, during the foundation course, new students are introduced to medical ethics, documentation, medical negligence/malpractice and medicolegal aspects.

The II MBBS curriculum incorporates course material that deals with the legal aspects of healthcare. The Forensic Medicine course and the AETCOM modules cover topics such as medical ethics, malpractice laws, and regulatory frameworks. Students and faculty are taught about Indian penal code and criminal penal code necessary for the medical practitioners. Through lectures and discussions, students gain an understanding of the professional responsibilities and the legal implications of their actions. Practical sessions are provided by case scenarios involving medico-legal cases or making the students enact role plays simulating situations that might arise in the future professional lives. AETCOM modules introduce

the students to medicolegal dilemmas which the healthcare professionals are likely to face in the professional life. This experiential learning allows the students to learn by reflection. This also prepares them to handle medico-legal challenges with confidence in future by applying this knowledge. During this stage, the students are also taught about the importance of informed consent, reasons for obtaining the consent and the procedure to be followed to obtain the consent. Importance of documentation in medicolegal cases, unethical and unprofessional behaviour involved in medical practice and laws related to these practices are also taught both in theory and in practical sessions by the departments of Forensic Medicine and Community Medicine.

Guest lectures and seminars by legal experts also provide the students with valuable insights. This direct interaction with legal experts allows students to ask questions and gain practical perspectives in dealing with legal matters. Third-party payers, insurance schemes and financial management are taught through expert talks. This teaches the students about the role of insurance in safeguarding both healthcare providers and patients.

College also facilitates clinical rotations during internships to directly engage with third-party payers and insurance processes whenever possible, allowing the interns to witness the interactions between healthcare providers, insurance companies, and patients. During internship orientation and in casualty postings, the interns are also taught the importance of issuing of medico-legal certificates and death certificates. They are also educated about record keeping and retrieving.

Students are trained to know the importance of professional liability coverage for clinicians, the difference between negligence and malpractice and the financial safeguards available in terms of indemnity insurance. Both faculty and students are informed about the medical indemnity insurance by the Indian Medical Association as well as private insurance companies.

Our institution thus provides both formal and informal education to the students regarding the medicolegal practices, third party payers/insurance mechanisms and indemnity insurance protection over the duration of the program. This holistic education will ensure that the graduates are job ready not only in their medical knowledge and skills, but can also face legal challenges if need be.

File Description	Document
Any additional information	View Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document

5. CONCLUSION

Additional Information :

Institutional Objectives

- To provide curriculum that abides by the guidelines of the regulatory body.
- To train the medical students to make them competent in diagnosing and managing the common health problems and to practice preventive, promotive, curative and rehabilitative medicine.
- To train the medical students to respect the diversity, to develop cultural sensitivity, to respond appropriately to variations in socio-psychological and economic factors.
- To train the medical students to acquire basic management skills so as to be able to work as the leading member of the health care teams and to be able to communicate effectively.
- To train the medical students to develop appropriate attitude to possess personal integrity, sense of responsibility and dependability.
- To establish social commitment to provide quality health care and to develop strong working relationship with the community.
- To encourage conducting and dissemination of quality research activities.

Concluding Remarks :

Sree Gokualm Medical College & Research Foundation is now on the verge of completion of two decades. At this juncture, it is aiming for growth as an excellent centre for medical education, to achieve the status of university in near future, to develop global partnerships for developing multi-disciplinary programs and for research collaborations. It aims to serve the local and global community by dedicated workforce, state of the art infrastructure, adopting technological advances to provide world-class health care and by producing globally competent medical graduates.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Number of value-added courses offered during the last five years that impart transferable and life skills.</p> <p>1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills. Answer before DVV Verification : 25 Answer after DVV Verification: 12</p> <p>Remark : DVV has made necessary changes</p>																				
1.3.3	<p>Average percentage of students enrolled in the value-added courses during the last five years</p> <p>1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>660</td> <td>661</td> <td>643</td> <td>643</td> <td>641</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>07</td> <td>65</td> <td>55</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have excluded courses on regular curriculum</p>	2023-24	2022-23	2021-22	2020-21	2019-20	660	661	643	643	641	2023-24	2022-23	2021-22	2020-21	2019-20	60	07	65	55	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
660	661	643	643	641																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
60	07	65	55	0																	
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships, research projects, industry visits, community postings Answer before DVV Verification : 754 Answer after DVV Verification: 29</p> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have considered completion certificate shared</p>																				
1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:</p> <ol style="list-style-type: none"> 1. Students 2. Teachers 																				

3. Employers
4. Alumni
5. Professionals

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any 3 of the above

Remark : DVV has made necessary changes as per supporting document shared by HEI and any 3 of above option has been selected as we have received the feedback of Students, Teachers and Alumni which is duly signed by principal.

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

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

Answer After DVV Verification: B. Feedback collected, analysed and action has been taken

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
23	17	18	5	4

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
21	17	16	2	3

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded based on domicile certificate and admission letter shared.

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)

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

Answer before DVV Verification : 2816.42 years

Answer after DVV Verification: 745.40 years

Remark : DVV has made necessary change as per prescribed format shared by HEI and value have been downgraded as we have excluded faculty less than 10 months

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

professional associations / academies during the last five years

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
41	38	16	7	18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
33	23	7	5	3

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered E-copies of awards and recognition letter

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
107	75	40	50	87

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
31	22	15	06	09

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as we have considered teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20

12	10	7	7	12
----	----	---	---	----

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
0	2	0	0	2

Remark : DVV has made necessary changes as per supportings shared by HEI and value have been downgraded as we excluded grants by own concern and sister institution

3.2.2 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good Clinical, Laboratory, Pharmacy and Collection practices, writing for Research Grants and Industry-Academia Collaborations during the last five years

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
3	8	2	2	5

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
2	4	2	1	2

Remark : DVV has made changes as per supporting shared by HEI and value have been downgraded as we have considered workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
72	68	16	12	42

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
50	53	5	11	34

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded day celebration like Yoga Day, AIDS Day, Mental Health Day, World Health Day, Suicide Prevention Day, ORS Day , Malaria Day etc

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
700	625	642	119	700

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
288	53	208	119	181

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have excluded day celebration like Yoga Day, AIDS Day, Mental Health Day, World Health Day, Suicide Prevention Day, ORS Day , Malaria Day etc

4.3.6 E-content resources used by teachers:

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

Answer before DVV Verification : Any Four of the above

Answer After DVV Verification: Any Three of the above

Remark : DVV has made necessary changes

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

Answer before DVV Verification : ?1 GBPS

Answer After DVV Verification: 500 MBPS - 1 GBPS

Remark : DVV has made changes as per supporting document shared by HEI and option B has been selected as we have received bills of 1000 MBPS

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

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

Answer before DVV Verification : All of the above
 Answer After DVV Verification: Any 3 of the above
 Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
61	62	37	23	38

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
03	01	00	00	00

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
94	109	75	45	74

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
94	109	75	45	74

Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded in 5.2.1.1 based on qualifying certificate and score card shared

<p>5.2.2</p>	<p>Average percentage of placement / self-employment in professional services of outgoing students during the last five years</p> <p>5.2.2.1. Number of outgoing students who got placed / self-employed year- wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>153</td> <td>137</td> <td>124</td> <td>90</td> <td>107</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and input value "0" has been considered as there is no professional services, registration with MCI or any other professional Body</p>	2023-24	2022-23	2021-22	2020-21	2019-20	153	137	124	90	107	2023-24	2022-23	2021-22	2020-21	2019-20	0	0	0	0	0
2023-24	2022-23	2021-22	2020-21	2019-20																	
153	137	124	90	107																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
0	0	0	0	0																	
<p>5.2.3</p>	<p>Percentage of the batch of graduated students of the preceding year, who have progressed to higher education</p> <p>5.2.3.1. Number of last batch of graduated students who have progressed to higher education</p> <p>Answer before DVV Verification : 11</p> <p>Answer after DVV Verification: 1</p> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been downgraded as we have received 1 score card of student pursuing to higher education.</p>																				
<p>5.3.1</p>	<p>Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1653 1046 1787"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>61</td> <td>92</td> <td>27</td> <td>42</td> <td>66</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1865 1046 2000"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>00</td> <td>03</td> <td>00</td> <td>00</td> <td>00</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per supporting document shared by HEI and value have been</p>	2023-24	2022-23	2021-22	2020-21	2019-20	61	92	27	42	66	2023-24	2022-23	2021-22	2020-21	2019-20	00	03	00	00	00
2023-24	2022-23	2021-22	2020-21	2019-20																	
61	92	27	42	66																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
00	03	00	00	00																	

downgraded as we have excluded inter college awards

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
13	30	9	34	31

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
5	8	7	12	12

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded as event under closure date has been counted as one

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
43	28	14	12	18

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
37	27	14	12	17

Remark : DVV has made changes as per prescribed format shared by HEI and value have been downgraded due to repetitive names

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

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

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
171	135	75	75	150

Answer After DVV Verification :

2023-24	2022-23	2021-22	2020-21	2019-20
123	0	0	0	0

Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded based on claimed certificate shared by HEI as per below link
https://assessmentonline.naac.gov.in/storage/app/hei/SSR/103891/6.5.2_1723287723_3349.pdf

7.1.1	<p>Total number of gender equity sensitization programmes organized by the Institution during the last five years</p> <p>7.1.1.1. Total number of gender equity sensitization programmes organized by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>5</td> <td>5</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2023-24</th> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> </tr> </thead> <tbody> <tr> <td>8</td> <td>5</td> <td>5</td> <td>2</td> <td>4</td> </tr> </tbody> </table> <p>Remark : DVV has made necessary changes as per supporting document shared by HEI and value have been downgraded as we have excluded activities beyond 1 June 2024</p>	2023-24	2022-23	2021-22	2020-21	2019-20	10	5	5	2	4	2023-24	2022-23	2021-22	2020-21	2019-20	8	5	5	2	4
2023-24	2022-23	2021-22	2020-21	2019-20																	
10	5	5	2	4																	
2023-24	2022-23	2021-22	2020-21	2019-20																	
8	5	5	2	4																	
7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : B. Any four of the above Answer After DVV Verification: C. Any three of the above Remark : DVV has made necessary changes</p>																				

2.Extended Profile Deviations

ID	Extended Questions
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1.1 Number of full time teachers year-wise during the last five years

Answer before DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
183	175	173	167	167

Answer After DVV Verification:

2023-24	2022-23	2021-22	2020-21	2019-20
183	156	173	167	162