



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**PONDICHERRY INSTITUTE OF MEDICAL SCIENCES**

VILLAGE NO. 20, GANAPATHYCHETTIKULAM, KALAPET,  
605014

[www.pimsmmm.com](http://www.pimsmmm.com)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**January 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Pondicherry Institute of Medical Sciences is the outcome of the vision of the Madras Medical Mission, a charitable organization under the Orthodox Syrian Christian Church under the leadership of H.G. Dr. Yuhanon Mar Dioscoros, the Metropolitan of Madras Diocese of the Malankara Christian Orthodox Church to create a medical school offering innovative medical education with international participation. The aim is to produce health professionals with a commitment not only to provide high quality medical care but also do research to prevent and alleviate disease processes. The hospital and college are set up in serene environment of greenery on the East Coast Road near seacoast, 12 miles north of Pondicherry town.

### **Our Motto: “To Reach the Unreached”**

Pondicherry Institute of Medical Sciences, a Christian Minority Institutions aims ”To Reach the Unreached’ in the community through compassionate practice in the profession of medicine through committed teaching and advance in the science of medicine through constant research.

The college and hospital spread across 45 acres of land close to the Bay of Bengal, has separate buildings constructed for Basic Sciences, outpatients and inpatients. The hostels for students are in the same campus which also has recreational facilities.

At present, the institution also offers postgraduate programmes in all disciplines with emphasis on education, research and treatment with international inputs to give the best care to the people from India and abroad. The hospital at present has 740 beds and is to be expanded to 1000 beds in the coming years.

### **Community Health Programmes**

Consistent with our motto “To reach the unreached”, PIMS has established various Community Health Outreach centers.

### **Education at PIMS**

Our students are mentored with a vision of training them in all aspects of life. The students are encouraged to participate in sports, cultural, religious and academic activities both intramurally and extramurally with strong emphasis on ethics.

Our faculty are from across India and help in nurturing our students to become competent medical professionals to provide holistic service to the community. A mentorship program is also in place to support the students.

PIMS is a home away from home for all those who study and work here.

### **Vision**

### **Vision**

The vision of Pondicherry Institute of Medical Sciences is to serve the community through holistic health services and an excellent system of education where we follow the defining principles of ethics, excellence, care and research, in line with our motto “To Reach The Unreached”.

## **Mission**

## **Mission**

- Provide excellent health services to the community.
- Provide quality education to our students to make them holistic health care providers, who will practice their profession with ethics, empathy, compassion & excellence.
- Educate the community around us on how to prevent diseases and improve their quality of life with the available resources.
- Conduct excellent, ethical research which helps in enhancing the knowledge of diseases, its treatment and prevention.

We will achieve excellence in holistic care, education and research within the frame work of Christian ethical values

## **Values**

We, at P.I.M.S constantly endeavour.

To serve those seeking our expertise with altruism, excellence, integrity and respect.

To be accountable for every action, regardless of the position we hold.

To educate our students to-

- work as a team
- communicate well with the team, the patients and their relatives
- apply the knowledge and ethical principles they have learnt
- empathize with those seeking their help.

To follow ethical research practices that will benefit the community in prevention and treatment of disease. To join hands with one another in the institute and with the outside world so that research can benefit the community at large.

To conserve resources and to follow all the principles of preserving the environment.

We believe in team work to provide excellence in patient care, education and research.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

Institutional Strengths:

- Ours being a **charitable organization**, we try to “ To reach the unreached” in terms of community service and offering free treatment to the needy with full support from the management.
- An excellent infrastructure in terms of a **green** environment spread over 35 acres of land with the hospital having **well equipped laboratories** and departments with state of the art equipment and the college, having facilities in addition to lecture theatres and laboratories, courts for various games.
- We have a **large team of senior faculty**. Our faculty are from different parts of the country, well trained, with some trained abroad in specialized skills.
- The concentration **on holistic development** of the students admitted here- Apart from routine curriculum, the institute also focuses on human values, ethics, communication skills and extracurricular activities.
- The institution has a **skills laboratory** already in place with numerous mannequins.
- **Medical Education Department** is one of the strongholds of the institution which plans faculty development and the curriculum.
- Built into our curriculum are **life skills** like Evidence Based Medicine and Humanities in Medicine to mention a few.
- Our **student populations** are also from various parts of the country, resulting in unity in diversity.
- Large numbers of student population are sincere and motivated.
- We have a **strong students’ council** which organizes academic, cultural, sports and social work programmes throughout the year. They form the strongest link between student community and the administration/faculty.
- During the **second wave of COVID pandemic**, our hospital was greatly appreciated for critical care management of the patients. Our faculty were awarded in various forums.
- Our Emergency and Trauma Care is one of the best in the area and cases are referred here from nearby districts of Tamilnadu, especially for head injury and industrial injury cases.
- The institution is also known for spine surgery, interventional cardiology and gastroenterology.
- Ours is the only **NABL accredited laboratory** in Microbiology, including Molecular testing, Genetic testing, Biochemistry, Histopathology, Clinical Pathology and Immunohistochemistry in this region.
- We have all **super-speciality departments** including Cardiology, Cardiothoracic Surgery, Neurology, Neurosurgery, Medical Gastroenterology, Nephrology and Urology. In Department of Plastic Surgery we have an M.Ch programme running.
- Focus on **research** is good where we have received grants from external agencies. Currently ICMR has selected our institute for Clinical Trials (**ICMR Center for Clinical Trial – ICCT**) this year.
- The institute has **Memorandum of understanding with two foreign Universities** currently – namely Lithuanian University of Health Sciences and MAHASA University in Malaysia, both of which are active.

## **Institutional Weakness**

Weakness:

- Our institution is 20km from the town, and not on the highway. Being in a thinly populated area of rural Pondicherry, the institution is not freely accessible.
- Few unmotivated, uninterested students who do not improve in spite of offering extra mentoring and training.
- Lack of proper documentation of mentor Logbook
- Lack of proper documentation of few T-L and evaluation activities
- The institution being only 20 years old, the oldest alumni are still in their 30's. Our alumni ties need to be strengthened.

## **Institutional Opportunity**

### ◦ **Opportunities:**

- With our current infrastructure, and our strong faculty with well established super-speciality departments, we are poised to take rapid strides in the hospital front.
- With a supportive management, we are in the process of setting up a Department of Reproductive Medicine.
- The CBME guidelines have made it simpler to train our students. With this we are sure we will be able to train our students to be better doctors.
- With the support of our management, students' software is being planned to smoothen the process of admission, assessment, communication to parents and fee management.
- Our Alumni are doing well in various fields all over the world. The Alumni association can help the institute to grow in various fronts.
- With ICMR recognizing the institute as a centre for Clinical trials, we can take rapid strides in the field of Research, by our motivated faculty applying for grants under the guidance of our Dean Research, Institute's research and Ethics Committee.

## **Institutional Challenge**

- Challenges:
- To improve the visibility of the college in the national and international front.
- To disseminate information to all around us on the good work being done by the institute.
- To make the institute more accessible to the common man.
- To improve our community outreach programmes so that we "reach the unreached".
- To educate the community around us on healthy living.

- To motivate our slow learners to become good professionals
- To promote our mentorship programme to greater levels.
- To ensure that each and every student receives help at all times whenever they need.
- To ensure that all our students are competent in all the roles as mandated by the NMC.
- To make available the latest technology for students like Virtual Reality laboratory.
- To improve the strengths of our existing faculty by supporting them for training in higher skills.
- To attract foreign grants for research.
- To collaborate with other centres of excellence within and outside our country for wider exposure for our students and faculty.
- To promote student/ faculty exchanges with the foreign universities with which we have memorandum of understanding.
- To make the campus energy efficient in terms of conserving electricity, water and decrease our waste generation.

## 1.3 CRITERIA WISE SUMMARY

### Medical Part

The NEET percentile score is 76.86% for the preceding academic year the highest score being 96.39%.

The undergraduate and postgraduate students are exposed to quality of care, patient safety, infection prevention and control practices, biomedical waste management from the very beginning of their course at our institution. In the orientation program itself, both theory and practical sessions are conducted for the students on hand hygiene, biomedical waste management and use of personal protective gears. In the beginning of the second year a module on infection prevention and control sessions is conducted. In this module both theory and hands on sessions are conducted. During clinical postings, the students are taught blood collection techniques, urinary catheterization in skill lab on mannequins. Visit to the central sterile supply unit is arranged for the undergraduate students by the microbiology department.

Basic communication skills are emphasized throughout the programme. The Institute conducts numerous OSCE and OSPE sessions as a part of formative and summative assessment. At the end of the internship there is Interns Exit Exam conducted to assess their clinical competencies. Those who fail to attain the high standards for the exit exam have to take up remedial measures. By this we ensure that the students are trained as per the competencies stated in the curriculum. Students are exposed to the medico legal, ethical and social aspects of organ transplantation. In addition to being taught, immunization schedule as per WHO guidelines. They are exposed to immunization schedule even in the clinical posting.

As per NMC guidelines the students are trained to be;

1. Good clinicians with adequate knowledge and empathy towards patients.
2. A leader and member of health care team who knows to work in every situation.
3. A communicator who knows how to talk to patients, their families, the community and mostly with the other members of health care team.
4. Life long learner since they are exposed to Evidence Based Medicine & research
5. Ethical and accountable professional since they are exposed to humanities and

AETCOM session which are dealt in interactive mode than lectures.

## Curricular Aspects

Pondicherry Institute of Medical Sciences follows the competency based medical education as per the NMC guidelines. The undergraduate and postgraduate courses have well defined objectives and learning outcomes aligned with the Vision and mission of our institute. The institution has different levels of curriculum committees to plan the delivery of the syllabus to the undergraduate and postgraduate students. The curriculum committees meet regularly and reviews the learning outcomes. Interdisciplinary and interdepartmental training and sessions are offered to the students. Many innovative value-added courses have been introduced to bring about a holistic healthcare approach. Some of them are humanities, Psychology, communication skills, Re orientation of Medical Education (ROME) and Biostatistics.

The American heart association certified Basic Life Support (BLS) and Advanced Cardiac Life Support (ACLS) courses are offered to the undergraduates, interns and postgraduates. These courses are conducted in collaboration with TACT/CFLS training academy Chennai.

Evidence based medicine (EBM) course has been introduced which involves the judicious use of current best evidence in the context of patient preferences using the clinical expertise of the physician. It is now accepted at the standard of health care practice worldwide. The NMC regulations also emphasize that Indian Medical Graduates must become life-long learners, able to critically look at medical literature and apply to patient care.

To inculcate ethical research principles in our students, research methodology workshops are offered to undergraduate and postgraduate students. They are encouraged to do research projects through ICMR STS and PIMS fellowship programs.

Feedback is collected from all the stake holders and analyzed. The comments and suggestions are utilized for curricular development.

## Teaching-learning and Evaluation

- The institution is involved in undergraduate and many postgraduate educational courses. We believe that the fundamental purpose of any teaching school is learning and not teaching.
- Our institution tries to deal with the students of different backgrounds and abilities. During admission process the due consideration is given to all categories. The students from reserved categories – SC, ST, OBC and others are admitted as earmarked by State Government.
- 100% seats are filled up for UG course, while most seats are filled up for our PG courses as some departments have no takers for postgraduate seats.
- There is reasonable national spread in the admission of students with average 54% of students from other states.
- The institution assesses the learning levels of the students after admission based upon participation in teaching-learning processes and performance in 1st Internal Assessment test. Following this, slow performers and advanced learners get appropriate guidance although they are not segregated in groups. We have a reasonably good ratio of students to fulltime teachers.
- The teaching faculty is well qualified, experienced and enthusiastic. The institute is very active in arranging many 'beyond the classroom activities' such as academic, cultural and sports festivals,

student club activities as well as social activities. Students are encouraged for higher order thinking by utilizing student's centric learning methods such as problem-based, patient-centric, participatory learning. For this, a well equipped skill laboratory is also utilized. Many teachers use modern and student-friendly ICT tools such as MOODLE, Whatsapp groups, G Suit account and Zoom platform. Various innovative methods to nurture student's creativity and analytical skill are used.

- We have a 3:1 student teacher ratio. Teaching faculty is enthusiastic in using student-friendly methods and willing to learn new techniques. Many experienced faculty are active members in their respective professional associations.
- We believe in the strong role of continuous and regular assessment in the teaching-learning process. Internal assessment tests and end-of posting evaluation is regularly done adhering to the academic calendar. OSCE/OSPE methods are often utilized. During COVID lockdown periods, innovative methods using IT were utilized by most of the faculty. Based on performance in IA, students are given report cards, and appropriate feedback is given for midcourse improvement. Teaching-learning and assessment methods are based on university and MCI/NMC guidelines. Currently CBME is being followed.
- On an average 81% of students in final year passes the exam successfully.
- 8 % of faculty have achieved awards and recognition nationally and internationally. Some of them are members of different committees at national level like NACO, RNTCP etc.
- Institute has regular PTM and feedbacks are given to the parents and students.
- Institute also helps students to address their grievances with the University.

### **Research, Innovations and Extension**

Pondicherry Institute of Medical Sciences has been actively promoting research activities among undergraduate, postgraduate, faculty members and collaborative research projects at the inter-departmental, inter-institutional, District level, State level, Regional, National and International levels. The research projects have been supported by State, National and International funding partners and the same have been shared / published at various academic forums and scientific journals. The Standard Operating procedures for the Institute Research Committee, Institute Ethics Committee and Publication of research findings that have been displayed on our website are aimed to improve transparency, efficiency and set a conducive atmosphere to promote scientific temper at PIMS areas and strive to impart the ethical values to health professionals and constantly motivates the professionals to master the art of healing and explore the new frontiers of Medicine through committed research. PIMS has collaborated for the Phase II/III study of the COVID 19 Vaccine and Dengue vaccines in India. This has resulted into the large number of scientific publications and presentations as per the details given.

The Innovations that have been done include setting up a dedicated office co-ordinated by the Director-Principal, Dean-Research & Vice-Dean Research with the support of the Members of Institute Scientific Advisory Committee duly constituted as per the guidelines of the Pondicherry University (A Central University). This has resulted into innovation in the areas of Medical Education and Curriculum implementation in teaching and training activities, co-ordinated by the Dean and Vice Dean (MEU). There have been innovations in patient / clinical care / laboratory services which has led to accreditation by the NABL.

PIMS with the motto 'To Reach the Unreached' has been partnering with State / National / international agencies for working in priority areas of public health at the community level. We have been extending promotive, preventive, curative and rehabilitative health care services to the rural and urban residents in the surrounding community. Several outreach medical camps are being conducted at villages and towns aimed



towards health education and early detection of health related conditions. These have been enlisted in this section.

### **Infrastructure and Learning Resources**

The institution has adequate number of lecture halls, as per the guidelines of the regulatory authorities, with sufficient capacity to cater to the students. More than the required number of demonstration rooms and seminar rooms are also present. Most of these facilities are provided with required IT facilities like LCD projectors, computer, Wi-Fi or LAN network etc.

Clinical learning is also of good standard with facilities like wards, beds, OP clinics, laboratories, radiology, ICUs, operation theatres and emergency services available and maintained as per guidelines of NMC. Patients attending the hospital are of adequate number and have a variety of disease profiles.

Learning is enhanced by establishing a connect with the community, through three community centers and liaison with PHCs and other local health centers. Additionally, the presence of well-equipped NABL accredited laboratories, a licensed animal house and a herbal garden caters to the varied learning needs of students.

The central library is well-appointed with adequate number of books and journals which are regularly replenished and updated, and subscriptions to multiple e-book consortia, as well as 2 well-known e-journal consortia which are available remotely. An adequate proportion of the annual budget is allocated for updation of library facilities.

The institution uses the MOODLE interface for delivering e-content to the students, and to maintain such infrastructure, a networking with broadband lease lines is maintained. Maintenance and troubleshooting of IT infrastructure is carried out by the EDP department along with the biomedical engineering department.

The institution pays attention to the well-being of the students, faculty and staff. For this purpose, a well-equipped gymnasium, multiple sports facilities and other infrastructure for entertainment are provided. Regular sporting and cultural activities are conducted for students and staff.

A sizeable proportion of the annual budget is allocated to infrastructure development, enhancement and maintenance, and the engineering and maintenance department and its related subdivisions regularly undertake preventive maintenance protocols and carry out troubleshooting according to standard operating procedures.

### **Student Support and Progression**

The Pondicherry Institute of Medical Sciences has a mechanism in place where the institute ensures that the student is benefitted from Government scholarships and research grants . The institute practices a holistic approach in the academic and personality development of the students and organizes various capability enhancement programs like communication skills, language classes, heartfulness and stress management sessions. To improve the analytical skills various intercollegiate quiz programs and MCQ based teaching sessions are organized. Human value development programs like mission trips to rural hospital, retreats and fundraising events (carnival) are conducted. To instill professional and personality development “derobing of cadaver” is organized to enculcate professionalism and respect their ‘first’ teacher. Employability and skill development sessions which include ‘ career counseling CME for interns’, ACLS & BLS workshops, early

internship exposure(EIE) are incorporated in to their learning modules.

The institute has a stringent mechanism for redressal of students' grievances wherein the presence of the various committees like anti-ragging committee, student support and guidance cell and the contact of details of the faculty are made available to the students. Many of our past students progressed to higher studies (MBBS to MD/MS and MS/MD to MCh/DM) and have qualified in various national and international qualifying exams like NEET, AIIMSPGET, JIPMER, PLAB, USMLE, TOEFL etc.

The institute has a vibrant student council who are involved in student activities and are responsible for organizing and executing cultural & Sports inter-house and inter-batch competitions. The college strives at infusing personal, professional and ethical values to the students by various curricular and extracurricular activities. The students conduct inter-collegiate and intra-collegiate academic, sports, cultural and literary events. They participate in various state/national level competitions and have won various accolades.

The Pondicherry Institute of Medical Sciences has an Alumni association which is registered under the societies registration act, 1860 and holds regular meetings. Annual meetings are held for the alumni wherein CME, sports activities and cultural programs are held. The alumni have contributed to the growth of the institute in the form of funds and donation of books.

### **Governance, Leadership and Management**

- The Institute has a well defined organogram for the smooth functioning of the college, hospital and administration. The vision and mission of the institution are the guiding principles for the administration. The administration of the institution is decentralized with each area being taken care by a sector head.
- PIMS follows transparent and ethical practices which are monitored by the management.
- Administrative decisions of the institution are taken by the Executive council and Senior administrators committee. Any decisions taken are further ratified with Management Committee.
- There is a Governing board with representatives from the University, management committee, executive council and faculty which discuss and recommend plans for growth of the institution.
- The organization has set up multidisciplinary committees for planning the curriculum, for student welfare and faculty development.
- Curriculum is planned by college council, Institutional curriculum committee and the phase wise curriculum committee. All the guidelines laid down by the NMC are followed. The latest Competency based medical education and AETCOM have been incorporated into the curriculum.
- The financial part of the institution is under the General Manager Finance and team. Auditted statement of accounts are available. Budgets are prepared with fund allocation for infrastructure, safety and e-governance. There are concession policies in place to ensure subsidized/ free treatment for the poor. Funds are allocated for faculty to go for conferences and for training.
- The Medical education unit ensures training of the faculty in various aspects including skill development and updating them on latest technology. Training of the non teaching staff is taken care by the Human Resources Department.
- Faculty are encouraged to go for training within the country and abroad by permitting them to take study leave/sabbatical leave.
- Research and Ethics committee monitor the research work amongst students and faculty with allocation of funds for intramural research.
- The Institutional Quality assurance cell monitors the quality of education by coordinating with

stakeholders.

- The institution is NABL accredited. It is working towards NABH for hospital accreditation and Nursing Excellence. Thus quality checks are in place as per standards.

### **Institutional Values and Best Practices**

Pondicherry Institute of Medical Sciences promotes gender equity and sensitisation by organising awareness programmes through Internal Complaints Committee. The institute ensures adequate representation of women in the students' council and separate timings in the gym for women. The crèche within the campus is well equipped to promote holistic development of the children apart from ensuring their safety and proximity to their mothers.

Renewable energy and energy conservation are part of the institute's values and practices as evidenced by the provision of LED bulbs and heat pumps. There are excellent facilities for solid, liquid and biomedical waste management. Water conservation is a top agenda for the institute and recycled water is used efficiently for gardening and other purposes. Water bodies and greenery add beauty to the campus which is plastic free. Adequate ramps at strategic locations and toilets are provided for the differently abled.

The institute promotes unity in diversity by ensuring opportunities to students from diverse backgrounds, culture and religion to celebrate their heritage through music, dance, inter and intra collegiate cultural events. Students, faculty and staff are sensitised to the rules of conduct of the institute through regularly scheduled orientation programmes. Their grievances are promptly addressed through appropriately constituted grievance committee, internal complaints cell and anti ragging committee. Ethics classes and CMEs are organised regularly by the AETCOM cell and the Bioethics unit of the institute.

The institute has been conducting an exit exam for the interns every year since 2015 with the aim to assess and rectify shortcomings in the training program. It is conducted in OSCE (objective structured clinical examination) format to improve objectivity and clinical skills including communication skills are assessed. Another innovative measure has been sessions on evidence based medicine since 2016 with the objective of inculcating critical thinking and decision making in students.

The humanities in medicine program introduced in 2015 has been a distinct priority for the institute. Creative and intellectual strengths of various disciplines of humanities such as performing art, creative writing, paintings, film, medical history etc. are being utilised in the programme which was merged with AETCOM as per NMC mandate.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	PONDICHERRY INSTITUTE OF MEDICAL SCIENCES
Address	Village No. 20, Ganapathychettikulam, Kalapet,
City	PONDICHERRY
State	Puducherry
Pin	605014
Website	<a href="http://www.pimsmmm.com">www.pimsmmm.com</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Renu Gboy Varghese	91413-2651111	9600659107	91413-2656273	pimsiqac@pimsmmm.net
IQAC / CIQA coordinator	Subhasis Das	91413-2651351	9003547368	-	subhasiscmc@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing
Institution Fund Source	Trust

Type of Institution	
By Gender	Co-education
By Shift	Regular

<b>Recognized Minority institution</b>	
If it is a recognized minority institution	Yes <a href="#">Minority status.pdf</a>
If Yes, Specify minority status	
Religious	Christian
Linguistic	
Any Other	

<b>Establishment Details</b>				
Date of establishment of the college	01-01-2002			
<b>University to which the college is affiliated/ or which governs the college (if it is a constituent college)</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Puducherry	Pondicherry University	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC				
12B of UGC				
<b>Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
MCI	<a href="#">View Document</a>	06-05-2019	60	

<b>Recognitions</b>	
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.?	Yes
If yes, nature of recognition	ICMR Center for Clinical Trials
Date of recognition	28-12-2021

<b>Location and Area of Campus</b>				
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>
Main campus area	Village No. 20, Ganapathychettikulam, Kalapet,	Rural	42.44	24319.62

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	MBBS,Ug	66	Pass in twelfth standard pass in NEET	English	150	150
PG	MD,Anatomy	36	MBBS	English	2	0
PG	MD,Biochemistry	36	MBBS	English	2	0
PG	MD,Physiology	36	MBBS	English	4	0
PG	MD,Pathology	36	MBBS	English	3	3

PG	MD, Microbiology	36	MBBS	English	4	2
PG	MD, Pharmacology	36	MBBS	English	2	1
PG	MD, Community Medicine	36	MBBS	English	4	4
PG	MS, Otorhinolaryngology	36	MBBS	English	2	2
PG	MS, Ophthalmology	36	MBBS	English	3	3
PG	MS, General Surgery	36	MBBS	English	6	6
PG	MS, Obstetrics And Gynecology	36	MBBS	English	3	3
PG	MD, Paediatrics	36	MBBS	English	3	3
PG	MS, Orthopaedics	36	MBBS	English	2	2
PG	MD, Psychiatry	36	MBBS	English	3	3
PG	MD, Dermatology	36	MBBS	English	3	3
PG	MD, Radiodiagnosis	36	MBBS	English	4	4
PG	MD, Anaesthesiology	36	MBBS	English	6	6
PG	MD, Respiratory Medicine	36	MBBS	English	1	1
Post Master's (DM, Ayurveda Vachaspathi, M.Ch)	MCh, Plastic Surgery	36	MS	English	1	1

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	22				44				68			
Recruited	11	11	0	22	22	22	0	44	34	34	0	68
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	75				57				82			
Recruited	50	25	0	75	34	23	0	57	46	36	0	82
Yet to Recruit	0				0				0			
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				30				34			
Recruited	0	0	0	0	15	15	0	30	17	17	0	34
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				47				48			
Recruited	0	0	0	0	16	31	0	47	20	26	0	46
Yet to Recruit	0				0				2			



<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				607
Recruited	303	304	0	607
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				999
Recruited	474	525	0	999
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				97
Recruited	48	49	0	97
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				141
Recruited	80	61	0	141
Yet to Recruit				0

### **Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	1	2	0	0	0	0	6
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	48	24	0	34	21	0	45	35	0	207
<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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	3	8	0	0	0	0	20	26	0	57

<b>Temporary Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

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

**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	23	32	6	0	61
	Female	41	42	6	0	89
	Others	0	0	0	0	0
PG	Male	11	11	0	0	22
	Female	15	10	0	0	25
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	4	9	7	8
	Female	12	6	8	8
	Others	0	0	0	0
ST	Male	0	0	0	2
	Female	0	0	0	1
	Others	0	0	0	0
OBC	Male	65	41	15	58
	Female	70	74	32	26
	Others	0	0	0	0
General	Male	14	27	57	20
	Female	32	32	70	63
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
<b>Total</b>		<b>197</b>	<b>189</b>	<b>189</b>	<b>186</b>

<b>General Facilities</b>	
<b>Campus Type: Village No. 20, Ganapathychettikulam, Kalapet,</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>

<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>1</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>2</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>Yes</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>
• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>Prayer Hall Restaurant International Guest House ATM faculty x 2 Laundry services Boarding facility for patient attenders</b>

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	142
* Girls's hostel	1	196
* Overseas students hostel	0	0
* Hostel for interns	2	106
* PG Hostel	4	56

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Both horizontal and vertical integrated teaching is practiced at the Pondicherry Institute of Medical sciences as per the regulatory authority (NMC). We practice a very unique method of integrated teaching called 'innovative integrated teaching' where various departments (depending on the topic) meet to formulate a lesson plan and execute the session in the form of lecture / case based / role plays / quizzes. At the end of the session the students are asked to solve MCQs.
2. Academic bank of credits (ABC):	Academic bank of credits is not applicable as PIMS is a medical college.
3. Skill development:	Students and faculty are trained on mannequins for skill development. Basic and Advanced Life Support training is done using Little Anne. They are trained for intubation with Laerdal Airway Management trainer. SIM man is used for training of pulse and blood pressure measurement, cardiac and breath sounds. SAM II is used to train for abnormal breath sounds and cardiac murmurs. Hands on training is also carried out for suturing, IV cannula and urinary catheterization. There is also adequate emphasis on development of soft skills such as communication, psychology and humanities in medicine.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Our institute has always proven itself very capable in terms of catering to the widely diverse students who come not only from within the country but also from other parts of the world. Indian festivals such as Deepavali and Pongal are celebrated in a spectacular fashion amongst students. An elaborate Christmas carnival with food stalls, caroling and Cantata (stage



	<p>depiction of a classic nativity scene) is a highlight of our institute. Our annual Onam celebrations are beyond compare with all students coming together to decorate halls with beautiful flower arrangements and topping it off with a delicious Onam Sadhya. In Ethnic day, our students don traditional attire with their own twist and bring their culture alive on stage in a rampwalk. Our annual intercollegiate cultural/sports meet 'Aura' is a crown jewel which is attended with great enthusiasm by students all across the country. Regular language classes in Tamil and English are conducted for the benefit of the students.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Our Institution is affiliated to the Pondicherry University. The University sends the documents called 'syllabus' for all courses of UG and PG. the syllabus gives guidelines related to a) course outcomes b) learning outcomes c) assessment pattern and methods with distribution of marks and criteria for passing. A clear roadmap detailing student-schedules like annular calendar, timetables, exam schedules, number of hours to be spent on each subject, number of cases to be seen etc are clearly laid out for the students. There is a monitoring system including log books which keeps track of any deviation. The learning outcomes are measured by the performance in the examinations. Formative assessment is done by the affiliated University. Student's clinical skills are also assessed by OSCE, OSPE, mini-CEX like methods. Attitude and communication skills are assessed in viva voce. Syllabi for MBBS and PG courses are based on guidelines set by National Medical Council. Learning outcomes are clearly defined as must know, desirable to know and skill acquisition. Guidelines for assessment are also laid down by University / National Medical Council with minimum aggregate marks required for passing the course. From 2019 batch MBBS onwards, course outcomes are defined by the Competency Based Medical Education (CBME).</p>
<p>6. Distance education/online education:</p>	<p>The institute has subscribed to MOODLE (<a href="https://elearn.pimsmmm.org/pims/">https://elearn.pimsmmm.org/pims/</a>) as Learning Management Software (LMS) for e learning for the students. Each department has enrolled their faculty for the use of MOODLE. All students are also enrolled as per the batches of the particular year of joining the institute. The individual faculty posts their</p>

teaching material as a write up, images, videos and power point presentation for the concerned batches. Faculty also conducts the assessment through this LMS. Institute also has subscription of "UPTODATE" ([www.uptodate.com](http://www.uptodate.com)), which enables the faculty and students to get latest evidence based updates on any topic related to their subject. Institute also has subscription to "ProQuest", where faculty and students can access various journals, e books etc. The Central Library of PIMS has a digital section, where faculty and students can access On line journals and e books. It also has digital search facility to search any books or journal available in the Central Library. It is also wifi enabled where users can use their own laptops or tablet to access material available in the internet. Departments use 'Google Meet' for online lectures, wherein all students and faculty are logged in from their locations into a common meeting room and lectures are taken. Students get the opportunity to get their doubts cleared on a real time basis, much like a standard classroom.

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
872	861	863	808	759
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
184	175	174	126	131
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

#### 1.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
197	189	189	186	190
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
307	314	330	323	309
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
309	314	332	326	315
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 3 Institution

### 3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
4740.59	6526.98	4884.88	4763.11	5079.84
File Description		Document		
Institutional data in prescribed format(Data templ		<a href="#">View Document</a>		

## 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:**

The Institute has different levels of curriculum committees to plan the delivery of the syllabus to the Undergraduate and Postgraduate students. This coordinated by the offices of the Dean of Medical Education and the Dean of Undergraduate and Postgraduate studies.

The following are the committees:

Institutional Curriculum Committees

Preclinical curriculum committee

Para clinical curriculum committee

Clinical Curriculum Part – I

Clinical Curriculum Part – II

PG Curriculum Committee

AETCOM.

These committees plan and schedule the timetable for each phase as per requirement.

#### UNDERGRADUATE PROGRAMME

Since 2019, the Competency Based Medical Education is being followed as per the NMC guidelines for Undergraduate students. As per this curriculum, the various subjects are aligned as per the topic so as to ensure that the student gets a comprehensive idea about the relevant topic on the various aspects. In addition to aligning the topics, important topics like Tuberculosis, anaemia, cardiovascular diseases etc. are integrated with the clinical subjects so that the medical student understands the disease from its signs & symptoms, pathogenesis, pathology, complications and treatment.

Integrated Topics are taken in various formats like

1. Mini lectures
2. Case Based Learning
3. Quiz
4. Seminars

A well defined time table is planned at the beginning of the year which is circulated amongst the stake holders. The time table includes the scheduling of the internal assessments.

A students' calendar is also made at the beginning of the year which schedules all activities including examinations, extracurricular activities and vacation.

Internal assessments are conducted as per schedule. After each assessment, the faculty discusses the paper with the students thus ensuring that the process of feedback is complete.

In the middle of the term, all the students' performances are reviewed. A report is sent to the parents regarding their wards' performance after getting the signature of the student.

Students who are not performing well are counseled and are given opportunities to improve.

At the end of the term, meetings are held to discuss regarding final decision on the eligibility of the student to go for examination.

After examination and before the results, the students do an evaluation of the course subject wise and on the teachers as per the norms laid down.

The office of Dean of Undergraduate Studies ensures the implementation, assessment and evaluation of the course.

## POST- GRADUATE PROGRAMME

The post graduate programme is also competency based. The PG students undergo required training to deal effectively with the needs of the community and to be competent to handle all the problems related to their specialties. Keeping this in mind their curriculum is planned with the respective heads. There is a Dean of Post graduate studies who coordinates the interdisciplinary postings and external postings of the students and coordinates the formative assessments regularly. Regular constructive feedbacks are given to the

postgraduates on their academic performance.

The post graduate students undergo the research methodology and teaching methodology training in the first year. As per the NMC requirements, all the mandatory requirements are fulfilled before the PG appears for the university examinations.

File Description	Document
Link for Minutes of the meeting of the college curriculum committee	<a href="#">View Document</a>

### 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:** 2.22

1.1.2.1 Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	8	6	6	1

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:** 77.84

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

**Response:** 144

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

Response: 185

File Description	Document
Minutes of relevant Academic Council/BoS meetings	<a href="#">View Document</a>
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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: 58.89

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

2020-21	2019-20	2018-19	2017-18	2016-17
496	488	487	484	490

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

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

Response:

The Pondicherry Institute of Medical Sciences practices very a holistic approach towards the personality development of the students and enables them to become a better human being by infusing personal, professional and ethical values to the students through various curricular and extra curricular activities. In order to bring about the gender sensitization various measures are implemented, one among such is the



PIMS student council body which is the extended part of the administration. The various posts (President, Vice-President, academic ,sports, cultural, social and religious secretary) and office bearers of the council have representatives from both the gender (Both male and female). They are involved in conducting various activities in the college like academics, cultural, sports in a very enthusiastic manner. Here they learn a lot in terms of development of interpersonal relationships, team work, communication skills etc.

Students are taught about the human values and professional ethics through various courses and programmes like humanities, Bioethics, AETCOM etc. These sessions are conducted in a very interactive way and by the participation of the students through role play, debates, video clips, panel discussion.

As part of NSS activities, students are involved in swachhbarath activities which included cleaning the campus and the environment like Pondicherry beach and other areas.

File Description	Document
Link for list of courses with their descriptions	<a href="#">View Document</a>

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

**Response:** 14

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

Response: 14

File Description	Document
List of value added courses	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or any other document related to value-added course/s	<a href="#">View Document</a>

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

**Response:** 38.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
446	399	387	404	390

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Attendance copy of the students enrolled for the course	<a href="#">View Document</a>

### 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:** 23.83

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

Response: 208

File Description	Document
Scanned copy of filed visit report with list of students duly attested by the Head of the institution to be provided	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Community posting certificate should be duly certified by the Head of the institution	<a href="#">View Document</a>

## 1.4 Feedback System

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

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	<a href="#">View Document</a>
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** A. Feedback collected, analysed and action taken on feedback besides such documents made available on the institutional website

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>

## 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

2020-21	2019-20	2018-19	2017-18	2016-17
65	47	48	38	26

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

2020-21	2019-20	2018-19	2017-18	2016-17
65	47	48	38	26

File Description	Document
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>
Institutional data in prescribed forma	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>
Link for Any other relevant informatio	<a href="#">View Document</a>

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

**Response:** 93.34

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:

2020-21	2019-20	2018-19	2017-18	2016-17
197	189	189	187	190

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

2020-21	2019-20	2018-19	2017-18	2016-17
210	207	201	201	201

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

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

**Response:** 54.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
104	102	102	69	139

File Description	Document
List of students enrolled from other states year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters of the students enrolled from other states	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
Criteria to identify slow performers and advanced learners and assessment methodology	<a href="#">View Document</a>
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	<a href="#">View Document</a>

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

**Response:** 3:1

<b>File Description</b>	<b>Document</b>
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University	<a href="#">View Document</a>
Institutional data in prescribed format (data Templates)	<a href="#">View Document</a>

### **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:**

#### **Institution facilities building and sustenance of innate talent**

**(Extramural activities / beyond the classroom activities such as student clubs, cultural societies etc)**

#### **Students' Council :**

The Undergraduate students elect their student council representatives every year. A 19 member team is elected posts. The vibrant council is actively involved in student activities in organizing interhouse and interbatch competitions in various cultural & Sports activities.

#### **Students' Council - Academic wing**

The academic wing of the student council organizes many in house academic events, such as Requiem, Micromeda etc (Annexure 2.2.3 / A)

**EQUINOX 2019-** Conduction of an annual intercollege academic festival. This is a 2 day event with first day having 3 workshops (Emergency medicine, OBG, Surgery) followed by debate, poster presentation and colludium. The second day has poster presentations followed by Senior, and junior quiz.

#### **Research work :**

The students conduct research work as part of the ICMR STS project and PIMS fellowship. They are guided by faculties from various departments. These work have been published in national and international journals (Annexure 2.2.3 / B)

#### **Sports:**

Students actively participate in interhouse and interbatch sports competitions which are held annually. They also participate in intercollegiate sports events and often win trophies (Annexure 2.2.3 / C)

#### **Social activities :**

Some of our students under the guidance of Ashwin Maharaj Foundation (AMF) had participated in delivering “Music therapy” for cancer patients in the day-care chemotherapy wards in JIPMER in 2018. They were also involved in the distribution of protein rich formulation powders to those patients.

The students organizes carnivals and the collected money is spent on philanthropic activities. They conduct plenty of games and a lucky draw where there is overwhelming response from students and faculty.

The students also conduct an event called “RANG” on holi where the students and teachers exchange holi greetings by sprinkling colours.

They also organize ‘Ethnic day- 2018’ and conduct an event called “PANACHE-2018” to celebrate the Indian way of life as a whole. It is a simple expression of unity in diversity that holds together multitudes of outlooks lifestyles and tradition to reflect the ethnicity of our country.

### Religious activities

The “ROOTED 2018”, a 3 day conference was conducted on the title “COVERED” . There were around 200 registrations.

The chaplaincy department in collaboration with the FISHERMAN TRUST had organized a camp for the MBBS Students where the students were involved in variety of activities through which they learnt life’s lessons.

As part of a mission sensitization trip, students visit three hospitals in Northern India where they get a lot of hands on training. (Annexure 2.2.3 / D)

### Cultural activities

The intercollegiate sports and cultural event AURA is held annually where over 50 colleges from all over India participate. Interhouse events also are arranged regularly. **Annexure 2.2.3 / E**

### Movie club

The college has an active movie club with regular screenings of popular English and tamil movies.

File Description	Document
Link for Appropriate documentary evidence	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

## 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:**

##### ***Experiential learning***

The institution has a system in place where students as early as the first year are exposed to 'Early Clinical Exposure', where in the students are taken to the wards where they get to interact with patients and observe history taking and physical examinations. In the 6th semester the students again gets an opportunity to examine patients and perform procedures under supervision.

##### ***Integrated/interdisciplinary learning***

Both horizontal and vertical integrated teaching is practiced at the Pondicherry Institute of Medical sciences as per the regulatory authority (NMC). We practice a very unique method of integrated teaching called 'innovative integrated teaching' where various departments (depending on the topic) meet to formulate a lesson plan and execute the session in the form of lecture / case based / role plays / quizzes. At the end of the session the students are asked to solve MCQs.

##### ***Participatory learning***

This form of learning is predominantly practiced during small group teaching activity, wherein the students are asked to discuss on a particular topic and teachers moderate the session.

##### ***Problem solving methodologies***

Different simulated case scenarios are prepared which contains the history, physical examination details, images etc. At the end of the case scenarios various questions are asked to improve their analytical thinking.

##### ***Self-directed learning***

Certain topics are earmarked for this method of teaching. The students are given the topics and are expected to do an extensive reading on the topic and present to the faculty in the form of seminars / case presentations.

##### ***Patient-centric and Evidence-Based Learning***

All students in their clinical years (except first MBBS) are posted in the wards on rotation in different clinical departments as per the NMC recommendations. During their clinical hours they are involved in history taking, examination of the patient, reviewing the lab reports and other investigations under the supervision of teacher.

### ***Learning in the Humanities***

The Humanities in Medicine / AETCOM program includes creative and intellectual strengths of various disciplines of humanities such as performing art, creative writing, literature, paintings, film, philosophy, medical history etc. Each session is conducted by multiple faculty members using various disciplines of humanities such as showing videos, conducting role plays, debates, arranging interviews, panel discussions, group activities, games, reflective writing, creative writing etc.

### ***Project-based learning***

Students in their second year and beyond have the opportunity to do ICMR funded short term projects (2-3months). Every year on an average 6-7 students are enrolled in such projects. Apart from the ICMR funded projects, the Pondicherry Institute of Medical Sciences also fund the students to do research projects called as the “PIMS STS fellowship” . All these projects are guided by the concerned faculty. Students are also encouraged to make learning models in departments like anatomy and pharmacology.

### ***Role play***

This forms an integral part of most of our integrated teaching sessions, where the students are taught certain concepts with the help of role plays and enactments. A few students are chosen who are briefed about the topic which are enacted by the students.

<b>File Description</b>	<b>Document</b>
Link for any other relevant information	<a href="#">View Document</a>
Link for learning environment facilities with geotagging	<a href="#">View Document</a>

### **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	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skill Laboratories	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged Photos of the Clinical Skills Laboratory	<a href="#">View Document</a>
Details of training programs conducted and details of participants.	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

The institute has subscribed to MOODLE (<https://elearn.pimsmmm.org/pims/>) as Learning Management Software (LMS) for e-learning for the students. Each department has enrolled its faculty for the use of MOODLE. All students are also enrolled as per the batches of the particular year of joining the institute. The individual faculty posts their teaching material as a write-up, images, videos, and PowerPoint presentations for the concerned batches. The faculty also conducts the assessment through this LMS. Assessment can be conducted in any of these formats - Multiple choice questions (MCQs), Short answer questions (SAQs), and even Long answer questions (LAQs). Individual student gets the message about the assessment through LMS alert. They are given a stipulated time to send their responses. They can directly type their response in LMS or even send the answers in a PDF or Image format. The teachers can correct the assessment and can also give feedback to individual students. Students can also post their queries or feedback about the topics. Departments also conduct Quizzes for the particular batch through LMS. At the end of the Quiz students can know their results immediately.

Institute also has a subscription of "UPTODATE" ([www.uptodate.com](http://www.uptodate.com)), which enables the faculty and students to get the latest evidence-based updates on any topic related to their subject. Faculty and Postgraduate students have their own login ID to access "UPTODATE" from his or her personal device. Institute also has a subscription to "ProQuest", where faculty and students can access various journals, e-books, etc.

The Central Library of PIMS has a digital section, where faculty and students can access Online journals and e-books. It also has a digital search facility to search any books or journals available in the Central Library. It is also wifi enabled where users can use their own laptops or tablet to access material available

on the internet. The faculty takes the class through Google Meet and Zoom App. Institute has G - Suit account for each batch. Lecture classes are also taken Online mode using G - suit account. Each batch has a Whatsapp group through which learning materials are also shared along with their class schedule.

All the lecture rooms have LCD projectors with a computer system along with an internet facility. The faculty or students can use the facility for presentations, lectures, etc. The institute also has demonstration rooms in each department. Each demonstration rooms have their own LCD projectors and computer system. Institute has a dedicated Audiovisual technologist, who records the seminars, role plays, demonstration skills, which are later used for teaching students.

Institute also has e platform to submit the project proposal to Institute Ethics Committee. Faculty and students have to register first and then they can submit and review their proposal through this platform.

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

#### 2.3.4 Student :Mentor Ratio (preceding academic year)

**Response:** 3:1

##### 2.3.4.1 Total number of mentors in the preceding academic year

Response: 307

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of circular pertaining the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI Allotment order of mentor to mentee	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

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

**Response:**

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

**Nurturing creativity:**

- a) **Projects to create models or charts** on the topics allotted to student groups. Then the models/charts are displayed and even judged and given ranks/awards.
- b) **Presentations in seminars:** Students are allotted a topic in advance and they are motivated to collect the knowledge on it and present in creative manner using PPT, videos, pictures etc.
- c) **Rome posting:** Conducted by Community Medicine department .Students go to community and undertake group projects.
- d) **Presentation of posters and orals** during conferences are encouraged for undergraduates and postgraduates.

**Nurturing analytical skills :**

- a) **Bedside clinics** – During bed-side clinics with the discussions in small group, students are encouraged to think analytically based on every finding elicited in the patient
- b) **Assignments with analytical questions-** based on case-scenarios are used in theory as well as practical sessions by various departments. e.g. in Pathology, Physiology, Microbiology
- c) **Problem solving assignments** are also commonly used. . e.g. in Physiology, Pathology, Microbiology
- d) **Quizzes** – By individual departments or as integrated session. Students are divided into 4-5 groups and multiple rounds are conducted (e.g.) Pathology, Microbiology, Medicine
- e) **Early clinical exposure ( ECE)** Students are given ECE postings and analytical thinking is encouraged from the beginning. (Annexure 2.3.5/ A)
- f) **Early internship programme** was also conducted for 2013, 2014, 2015 & 2016 batch VI semester . (Annexure 2.3.5/ B)
- g) **Clerkship programme** was conducted for some batches
- h) **CPC meetings** : Clinico- Pathological- Corelation meetings are conducted as a part of CME program and UG and PG students are involved in the proceedings. (Annexure 2.3.5/ C)

**Nurturing Innovation :**

- a) **AETCOM sessions**

In almost every session of Humanities in medicine (Now AETCOM), highly innovative methods are used such as

1. Debates
2. Performing arts
3. Role plays
4. Games like making a tower of straw (team building)
5. Book reading with reflections
6. Dance
7. Tableaus
8. Expressing abstract concepts like compassion integrity with the help of video-clips, storytelling, performing art like music etc.
9. Interviewing the patients and family members for their feelings and presenting the same.

**b) Creating educational short-films** (Community Medicine department projects)

Students themselves have participated, recorded and choreographed short educational films under faculty guidance

File Description	Document
Link for appropriate documentary evidence	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1 Average percentage of fulltime teachers against sanctioned posts during the last five years

**Response:** 99.19

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** 21.43

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.

2020-21	2019-20	2018-19	2017-18	2016-17
72	77	71	60	59

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guideship letters or authorization of research guide provide by the the university	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 8.02

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

Response: 2462

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated Experience certificate duly certified by the Head of the insitution	<a href="#">View Document</a>

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

**Response:** 11.56

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

2020-21	2019-20	2018-19	2017-18	2016-17
51	8	46	37	41

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### **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:** 6.26

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

2020-21	2019-20	2018-19	2017-18	2016-17
14	36	31	19	18

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-Copies of award letters (scanned or soft copy) for achievements	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

## **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:**

The Pondicherry Institute of Medical Sciences has a very structured, periodic pre-planned schedule for the conduct of formative assessments and continuous internal evaluation in every subject that is taught during the MBBS curriculum.

**Academic calendar** - At the beginning of the year the academic calendar with the complete schedule



which contains the information on the dates and the timings of the internal assessment for different subjects are drawn.

**Internal Assessments** - The internal assessments are conducted on all Mondays excluding one Monday in a month. Internal assessments are spaced in such a way that every subject is assessed on a monthly basis.

**Transparency in evaluation** - To ensure fair conduct of examinations and to avoid copying & cheating the students of different batches are seated on alternate rows (Eg - I MBBS with III MBBS students). To ensure adequate transparency in evaluation & correction of answer scripts, different teachers are involved in correcting the answer scripts.

**Feedback** - After the answer scripts have been evaluated, the students are given an opportunity to look into the answer scripts to understand and reflect on their performance. The students are also given a feedback on how each question has to be approached and answered.

Similarly Institute also has academic calendar for Postgraduate teaching. Each department prepares their schedule for PG seminars, journal club presentation and Clinical Case discussion. Postgraduate also undergo thesis writing workshop twice during their learning period. First they undergo thesis protocol writing workshop during their first year and then in the beginning of final year they undergo thesis writing workshop. At the end of every academic year theoretical and practical evaluation is done and feedback is also given to the individual students about their performance. The students has to keep log of their academic activities and it is evaluated by the head of the respective departments.

File Description	Document
Link for any other relevant information	<a href="#">View Document</a>
Link for dates of conduct of internal assessment examinations	<a href="#">View Document</a>
Link for academic calendar	<a href="#">View Document</a>

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

#### Response:

Pondicherry University has a process of addressing students' grievances regarding examination.

After the results of the examination are declared, students who have failed in a particular subject/subjects can apply for re-totaling.

Within a period of one month the student can apply for re-totaling, after filling in the form mandated for this purpose. The student fills the form and pays the prescribed fees. This is verified by the Head of the Institution and countersigned. The University sends a letter to the institute on the status of the student as to

whether he has passed or failed as soon as the process of re-totaling is complete with a copy to the student.

There is no process of re-evaluation as all papers are evaluated twice. If there is a difference of more than 15% between both the valuation, it goes for a third valuation. External and internal examiners assess the paper. Hence the University does not permit re-evaluation.

In case the student has failed only in theory paper of one subject, he/she is eligible for grace marks if the marks required to pass is less than 5%.

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

### **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:**

#### **Reforms in the process and procedure in the conduct of evaluation/examination, including the automation of the examination.**

##### 1. Examination procedures

- Regular formative and summative assessments are held. Summative assessments need to be conducted in the prescribed pattern of the University. However, for formative assessment procedure, some liberty is taken to introduce relevant and innovative changes. MCQ type questions, are introduced in theory. Bed-side clinical assessment test (End of posting test) is done in each semester in clinical subjects (3rd sem to 9th sem)
- Model examination (both theory and practicals) is conducted one month prior to the University Examination in each subject.
- Log books and record books are maintained by PG and UG students they are checked periodically

Annexure A,B,C

##### 2. Processes integrating IT

Internal assessment tests are sometimes conducted using online platforms such as MOODLE, Google Meet, Webex, Zoom etc., more so for the last 1 year during Covid 19 pandemic. Even viva-voce of individual students was also conducted using video-calls.

For PG students, seminars, journal clubs are conducted on Google meet.

### 3. Continuous internal assessment system

A structured schedule for CIA is prepared well in advance every year and is included in academic schedules. All departments strictly adhere to the schedule. Almost one IA is being conducted every month by every major department.

### 4. Competency based assessment

Practical examinations in pre & para clinical subjects are designed for competency based assessment (CBA) using OSPE stations.

End of posting examinations in clinical departments conduct CBA using OSCE stations are using mini-CEX.

Inters exit examination is mainly a CBA having 20 to 25 stations.

### Annexure G

### 5. Work-place based assessment

Mini-CEX pattern of work-place based assessment is sometimes used by clinical departments for End-of-posting evaluation. Work place assessment of the interns is made in General Surgery and some other departments based on the three domains during intern exit examination. (Domains-Attitude, knowledge, skill). Score less than 9 in one of the three domains is deemed as unsatisfactory and led to an extension posting of 10 days in the department. Some of the skills assessed are-suturing the wound, catheterization, obtaining informed consent.

### Annexure D,F

### 6. Self assessment

In all phases students are encouraged to have a regular self assessment and to discuss it with the batch teachers in small group teachings. Mentor-mentee meetings also encourage the self assessment.

7. OSCE/OSPE – Most of the departments have introduced this in practical examination for skill competencies. For analytical skills, charts with investigation finding are kept in Pathology. Blood pressure recording is also an OSPE station in Physiology.

This pattern is followed in interns exit examination having multiple OSPE and OSCE stations.

### Annexure E

## 8. Innovative practices

Some departments award prizes for the best performing UG students and interns on a regular day to day basis assessment to encourage students learning.

Annexure H

File Description	Document
Link for Information on examination reforms	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
List of opportunities provided for the students for midcourse improvement of performance in the examinations	<a href="#">View Document</a>
Policy document of the options claimed by the institution duly signed by the Head of the Institution	<a href="#">View Document</a>
Policy document of midcourse improvement of performance of students	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>

## 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:****Introductory write-up**

Our Institution is affiliated to the Pondicherry University. The University sends the documents called 'syllabus' for all courses of UG and PG. the syllabus gives guidelines related to a) course outcomes b) learning outcomes c) assessment pattern and methods with distribution of marks and criteria for passing.

There are total 21 UG courses (subjects) and total 19 PG courses in our Institute. Individual course-wise learning outcomes and graduate attributes provided by the University and by MCI/NMC are regularly communicated to all the students and teachers through the web-site. The same is shared to the individual departments by a common portal 'Intranet'. The departments take printouts and file the documents for easy reference to UG, PG students and for teachers. While preparing the teaching-learning schedules and planning of internal assessments, academic co-ordinators of the departments strictly follow these guidelines. Competencies are mapped and the mode of teaching is chosen.

A clear roadmap detailing student-schedules like annular calendar, timetables, exam schedules, number of hours to be spent on each subject, number of cases to be seen etc are clearly laid out for the students.

There is a monitoring system including log books which keeps track of any deviation. The learning outcomes are measured by the performance in the examinations. Formative assessment is done by the affiliated University. Student's clinical skills are also assessed by OSCE, OSPE, mini-CEX like methods. Attitude and communication skills are assessed in viva voce.

**Documents for stated learning outcomes for each programme**

The documents sent by the Pondicherry University as MBBS syllabus and regulations for all UG subjects (courses) and as MD/MS syllabus for all PG subjects (courses) is based on the guidelines of MCI/NMC. They give learning outcome categories under different headings such as must know, desirable to know and acquisition of skills.

The University also sends revised syllabi which are immediately forwarded to various concerned departments. (Annexure A)

**Assessment methods followed by the Institution**

The documents sent by the Pondicherry University as MBBS syllabus and regulations for all UG and PG subjects (courses) also give guidelines for assessment. It gives details of methodology and mark distribution under various headings such as 'theory, practical and internal assessment'. Minimum pass percentage for each heading as well as aggregate pass percentage is also given. Model theory question papers as well as pattern of practical examination is also given by the University. (Annexure B)

**Course outcomes of all courses**

The documents sent by the Pondicherry University for all UG and PG courses give course outcomes under the headings of goals and objectives for each course (subject) the objectives are further classified as knowledge, skills, integration. These are followed upto 2018 MBBS batch. For 2019 batch onwards, CBME based plan has been communicated stating course outcomes for all subjects. These guidelines are

followed for each subject.

File Description	Document
Link for upload Course Outcomes for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>

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

**Response:** 81.13

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

2020-21	2019-20	2018-19	2017-18	2016-17
126	125	135	118	104

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

2020-21	2019-20	2018-19	2017-18	2016-17
184	176	175	126	132

File Description	Document
Trend analysis for the last five years in graphical form	<a href="#">View Document</a>
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	<a href="#">View Document</a>
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Links for additional information	<a href="#">View Document</a>
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	<a href="#">View Document</a>

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

#### Response:

The Pondicherry Institute of Medical Sciences has a very robust mechanism in teaching and training to ensure that all students are trained to be future doctors who will be competent enough to practice modern medicine independently.

The institute has a system in which students of 1st Year are exposed to Early Clinical Exposure, where they interact with patients and collect history and later in 6th semester they undergo Early internship exposure where they learn practical skills like inserting intravenous cannula, naso gastric tube, checking capillary blood glucose etc.

We practice a very unique method of integrated teaching called 'innovative integrated teaching' where various departments (depending on the topic) meet to formulate a lesson plan and execute the session in the form of lecture / case based discussion. At the end of the session the students are asked to solve MCQs on the concerned topic.

In participatory form of learning the topic is discussed among small groups and a leader initiates the discussion and the teacher moderates the entire session. Different simulated case scenarios are prepared which contains the history, physical examination details, images etc. At the end of the case scenarios various questions are asked which help them to improve their analytical thinking. Students are also given the topics for self directed learning and after extensive reading they present it to the faculty in the form of seminars / case presentations etc. During their clinical hours of 3 hours / day they are involved in history taking, examination of the patient, reviewing the lab reports and other investigations. Humanities in Medicine / AETCOM program includes creative and intellectual strengths of various disciplines of

humanities such as performing art, creative writing, literature, paintings, film, philosophy, medical history etc. Students in their second year and beyond have the opportunity to do ICMR funded projects or PIMS STS fellowship under the guidance of the faculty in the department of their choice.

Above mentioned teaching learning process are stringently followed to ensure that they are aligned with the below mentioned learning outcomes laid down by the regulatory body(NMC)

1. Be competent in diagnosis and management of common health problems of the individual and the community, commensurate with his/her position as a member of the health team at the primary, secondary or tertiary levels.
2. Be competent to practise preventive, promotive, curative and rehabilitative medicine in respect to the commonly encountered health problems.
3. Appreciate rationale for different therapeutic modalities, be familiar with the administration of the "essential drugs" and their common side effects.
4. Be able to appreciate the socio-psychological, cultural, economic and environmental factors affecting health and develop humane attitude towards the patients.
5. Possess the attitude for continued self learning and to seek further expertise or to pursue research in any chosen area of medicine.
6. Be familiar with the basic factors which are essential for the implementation of the National Health Programmes including its practical aspects.
7. Acquire basic management skills in the area of human resources, materials and resource management related to health care delivery.

File Description	Document
Link for programme-specific learning outcomes	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

##### Response:

The parents teachers meeting is conducted for 1st MBBS students in the month of December. For the past few years it is conducted twice a year just 3 to 4 months before the university exams. The date of the parents teachers meeting is fixed at the time the institute calendar is prepared for that year. It usually conducted when the students have completed 3 to 4 internal assessments and their midterm exams and 5 months of their classes.

The invitation to the parents teachers meeting is sent to the parents atleast 1 month prior by mail so that parents who are abroad can plan their travel. We usually have a very good response where both the parents attend in order to know about their wards performance. It's a full 1 day programme and it is usually organized in such a way that the parents should get the full information about their wards on various aspects regarding attendance, academics (performance in internal assessment) and about any problems they have in their hostels.



We ask the parents to assemble in the auditorium in the morning for a few hours. They are briefly addressed by the Director- Principal and the Dean UG about their university exam marks distribution for that year in theory and practicals and the minimum marks they have to score in the internal assessment to qualify for the university exams. The minimum percentage of attendance they need to have to qualify for the university exams. A platform is given where the parents can address the management about their queries and any suggestions are also welcome.

The parents then visit the various departments where they are divided into groups and asked to meet the heads of the departments and faculty of the various departments to get a detailed view about their wards. By then the poor performers in academics and the students who have less attendance are identified by the departments and this report is given to the parents. Since students interact well with certain faculties minor details about the students where they lack, where they need to concentrate, whether they need to be monitored by the parents, where they need to be motivated, appreciated etc. are usually told to the parents.

The students are benefitted a lot after the first parent-teachers meeting since the parents are in regular contact with the departments and the Dean UG office. The parents take a lot of measures like some take them out of the hostel, arrange rooms or houses outside and hire a caretaker for their wards. Some parents come and stay themselves and constantly monitor them.

Some low performers are identified 3 months before their university exams and a 2nd parents teachers meeting is conducted then .This helps the students in order to improve the internal assessment and attendance just before the university exams. Over a period of year as a result of parent-teachers meetings we have found profound academic improvement among the students, especially the slow learners.

File Description	Document
Link for proceedings of parent –teachers meetings held during the last 5 years	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:** 3

## 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:** 21.42

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

2020-21	2019-20	2018-19	2017-18	2016-17
72	77	71	60	59

#### 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](#)

#### 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:** 6.61

##### 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

2020-21	2019-20	2018-19	2017-18	2016-17
10	22	43	19	12

#### 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](#)

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:** 41

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	9	10	4	10

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Link for funding agencies websites	<a href="#">View Document</a>

**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:**

Pondicherry Institute of Medical Sciences promotes research among undergraduate, postgraduate and faculty members. The office of Dean Research co-ordinates, supports, facilitates and monitors all research activities.

PIMS Management has been funding faculty members to conduct innovative research projects through Intramural Research Grants of Rs. 500000 every year. To build research capacity among faculty members, the annual protocol and grant writing workshops and monthly research methodology sessions are conducted regularly by both internal and external resource persons. Faculty members are encouraged to apply for extramural funds by sharing the call for proposals from funding agencies like Indian Council of Medical Research (ICMR), Department of Bio-Technology (DBT), Department of Science and Technology (DST) etc. The office of Dean Research has been organizing orientation and brain-storming sessions for such calls for research proposals to share and develop innovative research ideas and to facilitate the preparation and submission of concept and full proposals through online portals. WhatsApp groups have been created to share the documents and clarify the doubts among the faculty members.

Post graduate students are trained in all aspects of research from development of protocol to publication of manuscript through protocol writing, dissertation writing and manuscript writing workshops every year. Undergraduate students are motivated to apply for like Indian Council of Medical Research Short Term Studentship (ICMR-STS) program. They are oriented and sensitized about the ICMR-STS program. Undergraduate students who are not able to get ICMR-STS grants successfully have been supported through PIMS STS program by the management.

Dr. Pradeep, Head of the Department Psychiatry, coordinating the team from Pondicherry Technical University, IT department to develop a mobile application to screen UG students for psychological problems using standardized screening tools. Name of the **APP is PEACE**.

Dr. Karnam, our ICU in-charge has collaborated a team of Auroville engineers to develop two low-cost ventilators to meet the growing needs of people affected by Covid-19. The innovative ventilator prototypes have been named Tusky and Jasan and both of these are currently in medical testing phase.

Our MBBS student Mr. Judah Rajendran R presented a paper titled “Audit of Antibiotics Usage in an ICU of a Tertiary Care Hospital in South India – A Prospective Study” was chosen as one of the Top Three Papers of Significance of the Inter-Disciplinary Conclave of Nerm Niche 2019 on 15th October 2019 held in Tokyo, Japan.

Approvals from Institutional Research Committee and Ethics Committee are mandatorily required to conduct any type of research projects in our institute. Based on journals’ impact factor, monetary incentives are provided to faculty members for publishing their research works in peer-reviewed indexed national and international journals every year. To share the knowledge gained from research projects, PIMS has been providing opportunities through the scientific society where students and faculty can present about their research in a common scientific forum. The management has been supporting the faculty members to present research papers in national and international conferences by providing allowances for travel and registration.

File Description	Document
Link for details of the facilities and innovations made	<a href="#">View Document</a>

### **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:** 288

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	70	68	68	74

File Description	Document
Report of the workshops/seminars with photos	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 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:** A. All 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	<a href="#">View Document</a>
Institutional data in prescribed forma	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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:** 2.68

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: 201

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

Response: 75

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

**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: 2.36

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	<a href="#">View Document</a>

**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: 0.02

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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: 2145

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.

2020-21	2019-20	2018-19	2017-18	2016-17
122	675	745	472	131

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

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

**Response:** 98.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
862	851	853	795	740

File Description	Document
Institutional data in prescribed forma	<a href="#">View Document</a>
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	<a href="#">View Document</a>

### 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:

Pondicherry Institute of Medical Sciences serves the community in line with its motto, “To Reach The Unreached” by providing holistic health services through its compassionate health care providers. Our team has always worked towards the empowerment and improvement in the quality of living of the people through several community-based outreach activities. Our Institute extends its service to 80,000 people of neighbouring communities through its health centres. Our health care providers thrive to strengthen the community through several health awareness programs and support the activities of various government national health programs such as NTEP, Pulse polio campaign, RMNCH+A, NLEP, vaccination drives, etc. Our Urban Health Centre has been recognized for its excellence in philanthropic activities and humanity services. It was awarded the “ALMA ATA Award for the best PHC” by the Doctors United Charitable Trust in 2016.

Our team had supported several vaccination campaigns such as Pulse polio immunization and monitoring, Hepatitis-B vaccination campaign and door-to-door covid vaccination drive.

Over the past 18 years, our team of health care providers have conducted more than 5000 free outreach medical camps and 2000 multi-speciality medical camps in collaboration with various NGOs, local village leaders, and self-help groups and were appreciated for the efforts by various associations such as Lions club association of Puducherry and Tindivanam, Sri Shridi Saibaba Seva Samiti foundation.

Our team had conducted regular “NLC- Arogiyaa general medical camps” and health education activities at Neyveli Lignite Corporation (NLC) township and was appreciated for the same by the Neyveli Lignite Corporation Limited.

Our undergraduate students were actively involved in several NSS activities such as blood donation campaigns, GAJA flood relief charitable work, Kerala flood relief camps. Our NSS team had also conducted health educations campaigns on “No tobacco day”, “Covid -19 awareness” to bring about behavioural change in the community.

Our Institute had participated in several outreach activities in times of ongoing Covid -19 pandemic and supported Government of Puducherry for conducting House to house Covid -19 screening, house to house Fever/SARI surveillance, Arogya Setu fever clinics, Screening duties at entry points and borders, Covid -19 testing camps and Covid-19 vaccination drive.



The Institute functioned as covid care hospital and testing centre rendered care to the sick and needy. Our team of doctors and health workers had taken enormous efforts in providing patient care during the Covid -19 pandemic and were appreciated for the same. Several faculties from various specialities of General Medicine, Anaesthesia and Obstetrics were awarded as Covid warriors for the altruistic service amidst the pandemic.

File Description	Document
Link for list of awards for extension activities in the last 5 year	<a href="#">View Document</a>
Link for e-copies of the award letters	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

**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:**

Pondicherry Institute of Medical Sciences provides promotive, preventive, curative, and rehabilitative health care services to the residents of the neighbouring community. The Institute provides community outreach services through its six health centres (Three PIMS health centres and three government PHCs) and their respective field practice areas, which include both the urban and rural habitats of Puducherry and Tamil Nadu.

The medical team in the health centres provides several preventive and curative health services to the members of the community and supports activities of several National Health Programs such as NTEP, NLEP, RMNCH+A, Universal Immunization program, Pulse polio immunization, vaccination drive etc. The interns and post-graduate students are involved in several health education activities such as delivering health education talks, rallies, role play, and address the common health needs of the community during their posting in the health centres. Regular health camps and health promotion activities are conducted to the tribal / nomadic community in Lawspet under the Project Snegam. The Department of Community Medicine and Cardiology organises cardiac screening camp on World Heart Day every year to screens the members of the neighbouring community for cardiovascular diseases. The Department of Community Medicine organizes regular health camps in the field practice areas and caters to the health needs of the general population. We also conduct regular health camps as part of the community outreach activity and screen the individuals for common Non-Communicable Diseases (NCDs). The Department of Ophthalmology in collaboration with the Department of Community Medicine conducts routine mobile eye screening camps to prevent and treat visual impairment and blindness. The undergraduate students are actively involved in community-based activities such as active case finding and screening for tuberculosis and leprosy among the high-risk population of Puducherry as part of their community-based Re-orientation of Medical Education (ROME) Program. The undergraduate medical students are also actively involved in

several community-based surveys and case studies which enabled them to better know the health problems prevalent in the community and the need-based health promotion measures were implemented.

The faculty and post-graduate students of the Department of Community Medicine were actively involved in providing health education and behavioural change communication to the neighbouring community on several occasions of World Population Day, World Health Day, World Tuberculosis Day, World Mental Health Day, etc. Several school health education programs were organized every year to screen the children for any disease or deficiency and also to empower the future generation by providing health education.

The Institute in line with its mission served as a full time COVID hospital and designated covid testing centre. The Institute was also involved in several community-based interventions during this ongoing COVID-19 pandemic, such as active screening for COVID 19 through house-to-house survey, Arogya setu fever clinic, Fever/ SARI/ ILI surveillance, state border surveillance to screen the travellers for COVID 19 disease, door to door sample collection for RT-PCR testing, contact tracing, and also in the COVID-19 vaccination drive.

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	<a href="#">View Document</a>

### 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:** 302.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
196	391	433	197	294

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Documentary evidence/agreement in support of collaboration	<a href="#">View Document</a>
Certified copies of collaboration documents and exchange visits	<a href="#">View Document</a>

**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: 11**

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: 11

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the MoU's with institution/ industry/ corporate house, Indicating the start date and completion date	<a href="#">View Document</a>

## 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:

The institution has facilities for teaching-learning activities as per the recommendations of the NMC/MCI. For large group teaching, there are 4 lecture halls named Trousseau, Calmette, Curie and Laennec Halls. Three of these halls have a seating capacity of 180, while one, the Laennec Hall, has a seating capacity of 250. All the lecture halls are airconditioned, with multimedia projectors, computer, internet connection, Wi-Fi connection and PA system with podium, hand (cordless) and collar microphones. Video recording, and therefore teleconferencing can be arranged in any of the lecture halls as per requirement.

There are 45 demonstration-cum-seminar rooms spread across all the undergraduate and postgraduate teaching departments. Most of the demonstration-cum-seminar rooms have a seating capacity of 75, while some have a capacity of 30. Most of the seminar rooms are provided with multimedia projectors and have access to Wi-fi connectivity. Each teaching department is provided with a desktop computer with LAN connection, as well as a laptop for use in the seminar rooms. All teaching departments are also provided with portable public address systems, with fixed audio systems in some areas like the seminar room in the Medical Education Department.

There are 32 laboratories for the preclinical and paraclinical departments. This count does not include the smaller laboratories in the wards for the clinical departments. The laboratories are provided with all equipment as per the specifications of the regulatory authorities, as well as additional state-of-the-art equipment. The clinical laboratories are NABL accredited.

File Description	Document
Link for list of available teaching-learning facilities such as Classrooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above.	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>

#### 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:

Sports facilities in the Pondicherry Institute of Medical Sciences have been built up from the inception of the college. The sports field, which has a diagonal of 100 meters, serves as a hockey and athletics field as well as a cricket ground using a mat. Soccer sevens is also played in this ground which is flood lit. Two

basketball courts with fibre boards are available, along with a tennis clay court with flood lights. A volleyball court with practice wall is available within the undergraduate hostels complex, along with a throwball court. A separate cricket practice pitch with nets is available outside the limits of the sports ground.

A well equipped gymnasium is maintained in the campus, with separate time slots for women and men students as well as staff. The gymnasium includes such equipment as 4Station 2x2 with HGCI, 6Station 2x2 with HGCI, Spin Bike Heavy duty, Olympic adjustable bench press, Marathon Treadmill – 3, FDC20 Elliptical, RH Plates 1 – 10 Kg and RH Dumbbells 1- 8 Kg.

Heartfulness meditation sessions are conducted for interested students and staff as and when required.

Indoor sports such as shuttle badminton and table tennis are played in part of the auditorium complex. Provision for playing other indoor games such as carroms and chess are also available and are maintained in the students' hostels.

The auditorium has a seating capacity of 700 and is air-conditioned.

Among the regular events conducted for students are the annual sports day, inter-house and inter-batch games, inter-house dance and music competitions. A four-day sports and cultural intercollegiate competition, AURA, is conducted every year in the month of August. The event has been attended by 30 to 40 colleges every year, on an average.

Faculty and staff take part in the annual sports day, as well as other sports activities like a staff cricket league. The P.I.M.S. Faculty club organizes sports activities in house system, the events being spread throughout the year. There is also a cultural show – the Faculty Nite – organized every alternate year, when the faculty showcase their talent in various performing arts like music, dance, dramatics, comic skits, mimicry, the event ending with a fashion show by the faculty.

File Description	Document
Link for list of available sports and cultural facilities	<a href="#">View Document</a>
Link for geotagged photographs	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>

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

##### Response:

##### FACILITIES AVAILABLE ON CAMPUS

- Green and eco-friendly campus with lush green lawns and gardens
- Numerous fruit and vegetable trees like mango, jackfruit, coconut and cashew trees
- A lotus pond in the lawn

- Campus had been awarded the first prize for horticultural excellence by the Department of Agriculture, Government of Puducherry in the year 2019 and had been the runner up in 2018
- Interspersed with well-maintained wide roads and pathways, traffic circles, traffic management check posts and signages at junctions and in each building
- 5 buildings housing the hospital services, 2 buildings for the medical college and library, one building which has the auditorium complex as well as residential quarters for the postgraduate students, 4 apartment blocks for faculty and staff and a set of bungalows for senior staff
- A guest house, a bank branch with two ATMs, a books and stationery shop and two convenience stores and a PCO with Photocopying facilities are available
- A waiting room is available for patient's attenders for overnight stay
- Restrooms are provided with each ward and each OPD block, along with general use restrooms on each floor. Each floor of the hospital blocks also have restrooms for the physically challenged. In the college buildings 2 sets of rest rooms are present on each floor. Public restrooms are also available all over the campus
- One all night coffee shop, two canteens serving meals from breakfast to dinner, one canteen serving from mid-morning to evening tea, an airconditioned restaurant and a coffee and snacks booth cater to the food and beverages needs of patients, attendants, faculty, staff and students
- Laundry facilities are available for patients and residential faculty and students
- Solar energy is used for the guest house and for providing hot water in some residential areas
- RO plant provides clean drinking water, waste water management is done through a sewage treatment plant and rainwater harvesting facilities are also available
- A dump for composting green waste is available off campus

File Description	Document
Link for photographs/ Geotagging of Campus facilities	<a href="#">View Document</a>

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

**Response:** 44.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
583.34	1150.36	5412.98	1655.9	2265.14

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.	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited utilization statements (highlight relevant items)	<a href="#">View Document</a>

## 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:

Pondicherry Institute of Medical Sciences includes a 740 bedded tertiary care hospital.

Medical and allied specialties are allotted 330 beds with General Medicine alone, which has 5 units, having 150 beds, while Paediatrics with 3 units has 90 beds. Thirty beds each are allotted to Tuberculosis and Respiratory Diseases, Dermatology, Venereology & Leprosy and Psychiatry departments.

Three hundred beds are earmarked for Surgery and allied Specialties. General Surgery and Pediatric Surgery together share 150 beds, Orthopedics with 3 units has 90 beds, while Ophthalmology and Oto rhino laryngology have 30 beds each.

Ninety beds are allotted to Obstetrics, ANC and Gynecology, while Plastic & Reconstructive Surgery, which runs MCh program, has 20 beds.

The hospital maintains an overall bed occupancy of 75%.

Regular Out-Patient clinics are run on all days except Sundays and National / State holidays. Speciality clinics like Diabetic clinic, epilepsy clinic, spine clinic, arthroscopy clinic, deaddiction clinic, child and adolescent clinic etc. are conducted on designated days.

Apart from the departments involved in undergraduate and postgraduate broad specialty teaching, the hospital also has super-speciality departments like Cardiology, Nephrology, Neurology, Gastroenterology, Endocrinology, Urology, Neonatology, Paediatric Surgery, Neurosurgery and Cardiothoracic & Vascular Surgery. The Physical Medicine and Rehabilitation Department supplements the medical and surgical management of patients. Undergraduate students are provided opportunities for elective postings to these departments, while postgraduate students visit these as part of their mandatory peripheral postings as per the need.

The hospital has an MICU and RICU with 5 beds each, and a CCU with 10 beds, while the Paediatric Department has PICU with 7 beds and an NICU with 11 beds. The Casualty and Emergency Medicine

department has 25 beds. The Dentistry department operates with 4 dental chairs.

For the surgical specialties 15 operation theatres are available, while a 9 bedded dialysis unit is functional.

All the departments are provided with equipment for both teaching and clinical purposes, as per NMC guidelines.

The institution has well-equipped NABL accredited diagnostic laboratories covering the specialties of Pathology, Microbiology and virology, Transfusion Medicine and Clinical Biochemistry. Radiodiagnosis is equipped with adequate number of conventional and portable x-ray machines, ultrasonography and doppler machines, CT scan, mammography and MRI machines. Speciality laboratories include Human Genetics, Sleep diagnostics and Cardiac catheterization labs.

Teaching schedules for students in the clinical departments are as per NMC guidelines, and the students are exposed to a variety of clinical material from a multi-ethnic patient population.

File Description	Document
Link for the list of facilities available for patient care, teaching-learning and research	<a href="#">View Document</a>
Link for the facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>

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

**Response:** 441410.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
213227	492667	499734	494678	361121

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

2020-21	2019-20	2018-19	2017-18	2016-17
12250	31534	35201	33751	32890



File Description	Document
Year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of patient details duly attested by the Head of the institution	<a href="#">View Document</a>
Link to hospital records / Hospital Management Information System	<a href="#">View Document</a>

#### 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:** 704.6

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.

2020-21	2019-20	2018-19	2017-18	2016-17
600	600	600	600	550

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.

2020-21	2019-20	2018-19	2017-18	2016-17
125	114	115	110	109

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed report of activities and list of students benefitted due to exposure to learning resource	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**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:** A. All of the above

<b>File Description</b>	<b>Document</b>
Institutional prescribed format	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	<a href="#">View Document</a>
Description of community-based Teaching Learning activities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**4.3 Library as a Learning Resource****4.3.1 Library is automated using Integrated Library Management System (ILMS)**

**Response:**

Library Management System

The Central Library at the Pondicherry Institute of Medical Sciences uses a Library Management System called “Book Master”. It is an indigenously developed software, created by an in-house software engineer, and has been in use since 2015.

The software has the ability to maintain and retrieve records of books, journals, registered student and faculty users, issue of books, due date for return of books etc. All data retrieval is on-screen.

the software has its limitations: it has not been programmed to create reports, data slicing is not one of the features and it is not possible to import or export data, or to take printouts. Moreover, being a software with low security levels, it has been installed in a stand-alone desktop system with no internet connectivity.

The institution is on the lookout for a new software for the library. Currently an attempt is being made to finalize a student management software with integrated library management system.

File Description	Document
Link for geotagged photographs of library facilities	<a href="#">View Document</a>

#### 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:

Library books and enhancement

The Central Library at the Pondicherry Institute of Medical Sciences is spread over a total area of xxxx square meters and occupies two entire floors of the building. It is centrally airconditioned and is comprised of multiple sections, viz., Undergraduate section, Undergraduate Reference section, Undergraduate Reading Room, Postgraduate Section, Journal section, Postgraduate Research section, Postgraduate Reading Room, Journal Archives, Faculty Reading Room. Videoconferencing facility can be set up in the Faculty Reading Room.

The library also has a computer section with forty terminals connected by LAN and facility for photocopying. It also has its own book repair and binding facility.

Currently there are 16923 books, 703 reference books, 1152 copies of 162 journals and periodicals (6176 copies from 2015 to 2019), 332 postgraduate dissertations and 19999 back issues of journals available in the Central Library. This does not include the books and journals available in the individual departmental libraries.

Books and journals in the library are regularly acquired. In 2016-17, 582 books and current issues of 176 journals were acquired. In 2017-18, 635 books and current issues of 174 journals, in 2018-19, 544 books and current issues of 175 journals, in 2019-20, 746 books and current issues of 173 journals and in 2020-21, 584 books and current issues of 173 journals have been added in to the library.

The library also subscribes regularly to e-resources viz., UpToDate and ProQuest. E-books are also available on CDs in the library.

File Description	Document
Link for geotagged photographs of library ambiance	<a href="#">View Document</a>
Link for data on acquisition of books / journals /Manuscripts / ancient books etc., in the library.	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Response:** 16.81

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)

2020-21	2019-20	2018-19	2017-18	2016-17
00	19.74	20.00	14.61	29.71

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	<a href="#">View Document</a>
Proceedings of library Committee meeting for allocation of fund and utilization of fund for purchase of books and journals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audit statement highlighting the expenditure for purchase of books and journal library resources	<a href="#">View Document</a>

**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:**

### In-person and Remote usage of Library

On week days, the Central Library at the Pondicherry Institute of Medical Sciences is open from 8.00 AM to 8.00 PM and on Sundays and holidays it is open from 8.00 AM to 4.00 PM. Extended library hours are provided in the month before University exams.

During the year 2019, the library recorded 43,301 users, with an average 3608 users per month, and 118 users per day. During the same period, the total number of remote access searches on the institution's UpToDate e-resource account was reported as 7899 (average 658 per month), and that on the institution's ProQuest e-resource account was reported as 5894 for the medical section (average 491 per month).

The library committee meets periodically and arranges organize library usage programs as well as learner sessions in collaboration with other departments.

File Description	Document
Link for details of library usage by teachers and students	<a href="#">View Document</a>
Link for details of learner sessions / Library user programmes organized	<a href="#">View Document</a>

### 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 One of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Give links e_content repository used by the teachers	<a href="#">View Document</a>

## 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:** 62

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

Response: 31

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

Response: 50

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photos	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>

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

##### Response:

Pondicherry Institute of Medical Sciences has a dedicated Electronic Data Processing (EDP) department that deals with all Information and Computer Technology related matters.

The department uses a central monitoring system to troubleshoot problems with networking and routers and maintenance and updation of the hardware. Similarly, N-computing (thin client) systems used in the Central Library computer consoles, as well as the Computer Assisted Learning system installed in the Pharmacology CAL laboratory, are centrally monitored from the EDP and troubleshooting is undertaken, either remotely, or in person.

Operating systems and Microsoft Office software are updated as and when required, and when any problems are encountered. Similarly, hardware maintenance is undertaken as and when required. Similarly specialized software like Tally (used by the accounts department) and the indigenously produced Library Master software are serviced as and when required.

The Hospital Information Management System, which includes modules on Patient OPD and IPD services, Laboratory requisition and reporting services, Billing, Material acquisition, Duty Roster and Leave management and Transport requests, is provided for by an external agency. Troubleshooting and updation of this software is carried out by the personnel of this external agency, along with personnel from our EDP.

Other specialized software and hardware related to diagnostic / research equipment are serviced on a regular basis by the companies providing the equipment. Annual maintenance contracts are entered into for these equipments, and the request for such maintenance is placed in conjunction with the Biomedical Engineering Department along with the EDP.

File Description	Document
Link for documents related to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>

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

**Response:** 50 MBPS-250 MBPS

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>

## 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:** 7.71

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)

2020-21	2019-20	2018-19	2017-18	2016-17
317.11	403.02	440.72	427.05	390.79

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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:**

The Engineering and Maintenance department of the Pondicherry Institute of Medical Sciences follows set standard operating procedures as per a manual prepared by the personnel in this department in conjunction with the Medical Superintendent and the Director Principal.

These SOPs include procedures outlined for operation and maintenance of diesel generator set, of water tank, of sewage treatment plant, of fire hydrant system, and of lighting and electrical fittings. Preventive maintenance is also carried out, especially of the larger machinery like the sterilizers and autoclaves, washing machines in the laundry, fire hydrant pumps, sprinkler pumps, jockey pumps and other such

equipment. Additional operating instructing manuals also exist for such equipment as medical gas and vacuum systems.

A separate section for maintenance of air-conditioners, carry out preventive maintenance of central as well as individual AC units. The civil and plumbing section also follow preventive maintenance protocols. Each of these sections conduct weekly checks on all areas of the campus, maintain a log of complaints and, after reporting to their supervisors in the respective sections in the engineering and maintenance department, are issued job cards, which have to be filled and signed by the complainant upon completion of the job in question.

For the maintenance of computers, telephones, telecommunication equipment and networking hardware, a dedicated Electronic Data Processing (EDP) department and its subsections come into play. While much of their maintenance / preventive maintenance is under central remote control or carried out in collaboration with external agencies, some of the maintenance and troubleshooting works is carried out as and when required. The telecommunications unit looks after the EPABX system and the wiring and handsets provided, as well as the cellular units available for use at various locations.

Another unit separate from the Engineering and Maintenance department is the Biomedical Engineering department which looks after all medically and research related electronic and computerized equipment, in liaison with the company providing such equipment.

Computers and audio-visual equipment in the classrooms, demonstration / seminar rooms, laboratories and conference rooms are looked after by a dedicated team of personnel, under the control of the Medical Education Unit and supervised by the telecommunications unit in-charge.

A separate fire safety unit is now functional, and this group of personnel look after the maintenance of fire-fighting equipment installed at various points in the campus.

File Description	Document
Link for log book or other records regarding maintenance works	<a href="#">View Document</a>
Link for any other relevant information	<a href="#">View Document</a>



## 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:** 27.56

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)

2020-21	2019-20	2018-19	2017-18	2016-17
267	250	234	209	191

File Description	Document
List of students who received scholarships/freeships /fee-waivers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	<a href="#">View Document</a>
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	<a href="#">View Document</a>
Attested copies of the sanction letters from the sanctioning authorities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link to Institutional website	<a href="#">View Document</a>

### 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:** 84.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
747	747	748	645	647

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

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

**Response:**

**5.1.4 – The institution has an active international student cell to facilitate study in India program etc..**

**The Pondicherry Institute of Medical Sciences** invites foreign medical students to undergo their elective training at PIMS. This training will be for a maximum period of 12 weeks, and is subject to permissions from the following Indian authorities.

1. Medical Council of India, New Delhi
2. Ministry of Health, New Delhi

The Observership / electives aims at training foreign medical graduates seeking training and exposure to the Indian health care system. The program coordinates observerships based on the needs and interests of each prospective observer and the availability of professional staff. The topics covered in this program are broad and tailored to each individual or group based on the observers' learning objectives.

Observership program has a structured time frame, working from Mondays to Saturday with work timings from 8.00am to 4.30pm. Students will be posted on a rotation either week long or mid-week rotations among multiple departments and faculty. The students will only observe the examinations and procedures and will not physically engage with any patients or advise on any cases

During the elective at PIMS, training can be provided in the following specialties:

<b>During any year of study</b>	<b>Only during the Final year of study</b>
General Surgery Internal Medicine Obstetrics and Gynecology Pediatrics Orthopedic Surgery ENT Ophthalmology Community Medicine Chest Medicine Radiology Skin & Venereal diseases Psychiatry Anesthesiology Dentistry	Gastroenterology Cardiology CardioThoracic & Vascular Surgery Plastic Surgery Paediatric Surgery Neuro Surgery

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for international student cell	<a href="#">View Document</a>

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

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

**Response:** All of the above

File Description	Document
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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:** 42.4

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 ..

2020-21	2019-20	2018-19	2017-18	2016-17
70	70	51	73	54

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**

2020-21	2019-20	2018-19	2017-18	2016-17
150	150	150	150	150

File Description	Document
Scanned copy of pass Certificates of the examination	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**5.2.2 Average percentage of placement / self-employment in professional services of outgoing students during the last five years****Response:** 77.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
126	124	134	118	103

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	<a href="#">View Document</a>

**5.2.3 Percentage of the batch of graduated students of the preceding year, who have progressed to higher education****Response:** 5.43

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

Response: 10

File Description	Document
Supporting data for students/alumni as per data template	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any proof of admission to higher education	<a href="#">View Document</a>

### 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:** 58

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 .

2020-21	2019-20	2018-19	2017-18	2016-17
1	09	16	11	21

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Duly certified e-copies of award letters and certificates	<a href="#">View Document</a>

**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:**

The Pondicherry Institute of Medical Sciences has a very vibrant council. The MBBS students elected their student council representatives in the month of July using the online voting system. A 22 member team is elected to various posts. The various posts and the names of each members of the present council are as follows.

	Posts	Elected
1	PRESIDENT	FLEMING

2	VICE PRESIDENT	SUBHASHINI
3	GENERAL SECRETARY	LIJOE RUBEN
4	TREASURER (Male)	THANMAYANATH
5	TREASURER (Female)	MARIA SUBHANI ROY
6	SPORTS SECRETARY (Male)	THANVEER AHMED
7	SPORTS SECRETARY (Female)	DHANASHREEE
8	ACADEMIC SECRETARY (Male)	VIMAL BALAJI
9	ACADEMIC SECRETARY (Female)	SREE NANDHINI
10	CULTURAL SECRETARY (Male)	SIDDARTH MENON
11	CULTURAL SECRETARY (Female)	SREE VALLI
12	RELIGIOUS SECRETARY (Male)	ALLEN RICHARDSON
13	RELIGIOUS SECRETARY (Female)	SHIRLEY FLORA
14	SOCIAL SECRETARY (Male)	VISHWESH
15	SOCIAL SECRETARY (Female)	ASHITHA
17	PIMS SCOPE EDITOR (Female)	ARUSHI HARINI

The vibrant council is actively involved in student activities and are responsible for organizing and executing various interhouse and interbatch competitions in various cultural & Sports activities. The various activities they organize are summarized as follows

### Academic

The academic wing of the student council organizes various in house academic events like:

1. **Requiem, All Sparks**,-- quiz on all MBBS subjects
2. **Anatsa—quiz on Anatomy 1st year medical students.**
3. **Micromeda-Quiz on Microbiology**
4. **DPL—Quiz on Dermatology**
5. **Pathoblaze—Quiz on Pathology**

**EQUINOX 2019**- This is an academic festival which is a 2 day event with first day having 3 workshops (Emergency medicine, OBG, Surgery) followed by debate, poster presentation and colludium. The second day has the finals of poster presentation followed by Senior, and junior quiz.

### Sports

They conduct various inter-house and inter-batch sports events like Basket ball, Cricket, volleyball,

badminton, throw ball and other athletic events. An annual sports day is held in the first week of February.

### Social activities

Some of our students under the guidance of Ashwin Maharaj Foundation (AMF) are involved in participating in delivering “Music therapy” for cancer patients in the day-care chemotherapy wards in JIPMER.

They organize carnivals and the collected money is spent on philanthropic activities by donation to orphanages and old age homes.

They organize an event called “RANG” on holi and also an ‘Ethnic day’ an event called “PANACHE” to celebrate the Indian way of life as a whole.

### Religious activities

The “ROOTED 2018”, is an annual religious event which is a 3 day conference conducted on the title “COVERED” in the world not of the world.

The council along with the chaplaincy department in collaboration with the FISHERMAN TRUST organizes camps for the MBBS Students.y learnt life’s lessons.

### Cultural activities

The intercollegiate sports and cultural event AURA is conducted annually by our student council where over 50 colleges from all over India participates. They coordinate with other colleges in participation of intercollegiate cultural events.

### Curriculum committee

The academic secretaries of the student council are part of the institutional curriculum committee, where in they attend and actively participate in the meet

File Description	Document
Link for reports on the student council activities	<a href="#">View Document</a>

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

**Response:** 9.6

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



2020-21	2019-20	2018-19	2017-18	2016-17
4	11	11	11	11

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## 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:**

**5.4.1 The Alumni Association (registered and functional) contributes significantly to the development of the institution through financial and non- financial means during the last five years**

The “Pondicherry Institute of Medical Sciences Alumni Association” has been registered under the Societies Registration Act, 1860 on 10th December 2020. Any person who has pursued and completed M.B.B.S at Pondicherry Institute of Medical Sciences and submits valid proof of same (Degree or Course Completion Certificate) is admitted as a member provided he/she has paid the annual subscription fee as may be laid down in the by-laws from time to time; a person eligible to be a member may be admitted as a Life Member on payment of such consolidated sum as may be prescribed in the by-laws. Mode of enrolment of a Life Member of the Association, is considered by the General Secretary on the basis of the particulars furnished by the applicant in his/her application (online) in a prescribed format.

The entire governance of the Association is vested upon the Executive Committee. All properties, movable or immovable, belonging to the Association and all banking accounts, documents, etc., stands in the name of the Association and is vested in the Executive Committee. The day-to-day affairs of the Association is carried on and managed in accordance with the MoA and the by-laws, by the Executive Committee comprising 5 (five) Office Bearers and 6 (six) Executive Members, namely, Ex-officio Chairperson -1, President – 1, Vice-President -1, General Secretary -1, Treasurer – 1, Executive members – 6.

The association closely works with Pondicherry Institute of Medical Sciences (PIMS), Puducherry and provides support in all activities of PIMS. It has contributed significantly through financial and non-financial means during the last five years:

1. All the past, present and future medical students of Pondicherry Institute of Medical Sciences (PIMS) were brought under a single forum
2. Unique mentorship program every year on the pre-day of graduation ceremony by assigning expert alumni to guide the final year MBBS students in career guidance. Experts serve as role models for students through distinguished services in different fields of service
3. All the members were invited periodically to contribute in academic advancement, student support and mobilization of resources for student welfare and research.
4. Organization of scientific, professional, social and cultural programs every year to promote continued professional and self-development.
5. Encouragement and contribution of articles and research works to the college journal “Journal of Current Research in Scientific Medicine” and “PIMSCOPE” magazines.
6. Contribution as Editorial board members and reviewers of scientific manuscripts of PIMS Journal.
7. Promotion of contact and communication when needed by alumni for any services around the world by obtaining a geographic listing of members from the alumni office.
8. Actively help in organization and management of extensive outreach activities of the Institute.
9. Offer services as mentors for PIMS students for distance education programmes in India and abroad.
10. Regular organization of alumni reunion events in the PIMS campus.

File Description	Document
Link for frequency of meetings of Alumni Association with minutes	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>
Link for audited statement of accounts of the Alumni Association	<a href="#">View Document</a>
Lin for quantum of financial contribution	<a href="#">View Document</a>

**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:** B. Any four of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
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	<a href="#">View Document</a>

## 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:**

#### Criterion 6.1.1

The institution defines, documents and establishes the following in the organization:

**1. Motto:** “To reach the unreached” is the motto of the institute.

**2. Vision:** The vision of Pondicherry Institute of Medical Sciences is to serve the community through holistic health services and an excellent system of education where we follow the defining principles of ethics, excellence, care and research, in line with our motto “To Reach The Unreached”.

**3. Mission:** Provide excellent health services to the community.

Provide quality education to our students to make them holistic health care providers, who will practice their profession with ethics, empathy, compassion & excellence.

Educate the community around us on how to prevent diseases and improve their quality of life with the available resources.

Conduct excellent, ethical research which helps in enhancing the knowledge of diseases, its treatment and prevention.

We will achieve excellence in holistic care, education and research within the frame work of Christian ethical values

**4. Values:** We, at P.I.M.S constantly endeavour -

To serve those seeking our expertise with altruism, excellence, integrity and respect.

To be accountable for every action, regardless of the position we hold.

To educate our students to-

- work as a team

- communicate well with the team, the patients and their relatives
- apply the knowledge and ethical principles they have learnt
- empathize with those seeking their help.

To follow ethical research practices that will benefit the community in prevention and treatment of disease. To join hands with one another in the institute and with the outside world so that research can benefit the community at large.

To conserve resources and to follow all the principles of preserving the environment.

We believe in team work to provide excellence in patient care, education and research

1. The Vision, Mission and Values of the institution are displayed prominently in strategic areas and are also displayed on the institution's website. All faculty, staff and students are sensitized about the Vision, Mission and Values of the institution.
2. PIMS follows transparent and ethical practices which are monitored by the management.
3. Administrative decisions of the institution are taken by the Executive council and Senior administrators committee. Any decisions taken are further ratified with Management Committee.
4. There is a Governing board with representatives from the University, management committee, executive council and faculty which discuss and recommend plans for the institution.
5. The organization has setup multidisciplinary committees for planning and ensuring curricular development, student welfare and faculty development.

The following committees ensure the above:

- College Council
- Institutional Curriculum Committee
- Para Clinical Curriculum Committee
- Clinical Pre Clinical curriculum Committee
- Curriculum Part – I
- Clinical Curriculum Part – II
- Curriculum Committees
- Research Monitoring Committee
- AETCOM (Attitude Ethics & Communication)
- Faculty Development Committee
- Scientific Society
- Students Council

File Description	Document
Link for Vision and Mission documents approved by the College bodies	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for achievements which led to Institutional excellence	<a href="#">View Document</a>

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

#### Response:

#### The organization has a documented Organogram.

PIMS has a well defined organization structure which is documented in the form of an organogram which is disseminated to all stakeholders.

**Chairman**, the Honorary Secretary of the parent organisation, Madras Medical Mission (MMM), is the overall sanctioning authority for all administrative and financial matters. Chairman, in consultation with the Governing board of MMM and The Management Committee of PIMS, takes decisions regarding matters at PIMS.

**Director-Principal** is overall In-charge of the Clinical Services and Administrative Services and reports to Chairman. He / She is responsible for ensuring proper staffing of all areas, the efficient functioning of the Medical College with regards to the curricular, co-curricular and extracurricular activities & the hospital in the delivery of excellent quality of Care to Patients.

The following administrators / faculty report to the Director-Principal:

- 1.Registrar
- 2.Deans & Vice Deans
- 3.Medical Superintendent
- 4.Heads of the Departments
- 5.General Manager – Administration
- 6.General Manager – Finance

Executive Council comprising of Director Principal, Registrar, Medical Superintendent , General Manager – Administration and General Manager – Finance discuss matters related to the hospital and college, takes decision where required/ presents to the Governing Board of MMM for approval.

**Registrar** is responsible for admissions, communication with authorized bodies regarding process of admission and submitting list to the regulatory body and other authorities as and when required.

**Dean (UG) and Vice Dean (UG)** is responsible for the undergraduate MBBS students regarding the planning of their timetable, curriculum , extra circular activities, maintenance of their attendance and

internal assessment marks & communicating to their parents.

**Dean (PG) and Vice Dean (PG)** is responsible for PG students for co-ordinating with departments regarding their curriculum, external posting of PG students, conducting regular assessment, training for research and monitoring the progress in research, maintaining records of each candidate & Co-ordinating the posting and other needs of all students coming from other institutions for training.

**Dean (Research) and Vice Dean (Research)** are responsible for all research activities of all students, faculty, training of students and faculty in different aspect of research & co-ordinating with the Institutional Ethics Committee

**Dean (MEU) and Vice Dean (MEU)** are responsible for overall curriculum planning, faculty development programme, Innovation in medical education, BLS and ACLS training & maintenance of skill lab.

**Medical Superintendent** is responsible for the efficient functioning of hospital & emergency services

**Head of the Department** is responsible for the efficient functioning of his/her department relating to patient care, student curriculum, adequate staffing of the department, care of equipment and infrastructure.

**General Manager - Administration** is responsible for staffing in the Hospital based on the needs of the departments, in consultation with the Sector Heads, maintenance of the institution and security needs.

**General Manager - Finance** is responsible for the budget allocation of various areas, insurance, income tax, purchase of general and pharmacy items, collection of student fees and is responsible for all financial transactions in the hospital including dispersion of salaries to the employees.

File Description	Document
Link for relevant information / documents	<a href="#">View Document</a>

## 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:

The institution has well defined organizational structure being a sister concern of Madras Medical Mission with well defined Vision, Mission & Values. The guiding principles of our strategic plan is based on

- providing excellent health care
- quality education
- educating the community around us
- ethical and excellent research.

To achieve this, we ensure recruitment of trained faculty from Premier institutes. The Institution has Service Rules & Regulations for Senior Administrators, Faculty (Medical & Nursing), Residents and staff for its smooth functioning.

The overall functioning of college, hospital & administration is governed by the **Executive Council** with advice from the **Governing board**.

Excellent Patient care is ensured by the Medical Superintendent with the help of various committees:

Quality Assurance Committee

Hospital Infection control committee (HICC)

Medical Audit (Mortality)

Safety Committee

Pharmacy & Therapeutics Committee

Blood Transfusion Committee

Medical Records Committee

**In the medical college, the highest committee is the College Council.** The College Council is composed of , Registrar, MS, AMS, Deans, Professors, Associate Professors, Representatives from Assistant Professors and is chaired by Director- Principal. The Council is responsible for planning of the curriculum. The changes required in both UG & PG curriculum is discussed here. Problems faced by Departments, faculty and students are also discussed with aim of finding suitable solutions. **Major decisions in changes in curriculum are discussed here. Innovations planned are discussed here before implementation.**

**The Registrar ensures that all norms are followed for the admission of the students as per the government directives and merit. All required documents to be submitted to regulatory bodies as per the rules to meet deadlines is planned by this office.**

**Dean of Medical Education Unit**, along with the team, plans training of the faculty according to norms of National medical council and on the latest educational modes available.

**Dean of Undergraduate and Dean of Postgraduate studies** ensure that their respective curriculum is run smoothly. They also ensure the feedback of all stakeholders are disseminated.

The smooth functioning of the college is aided by:

### **Curriculum Committees**

Institutional Curriculum Committees

Pre clinical curriculum committee



Para clinical curriculum committee

Clinical Curriculum Part – I

Clinical Curriculum Part – II

PG - Curriculum Committee

AETCOM

### **UG & PG Education**

Antiragging committee

Disciplinary Committee PG

Students Grievance Redressal Committee

Library Committee

Foreign Medical Graduate Interview Committee (FMGI)

This helps in ensuring quality education for all our undergraduate and postgraduate students.

**Dean Research** plans for the training of faculty and students in research. This office is responsible in ensuring quality research projects in the institute with the help of **Institutional Research committee and Institute Ethics Committee**. This office aids the faculty for applying to external funding agencies. It coordinates with Institute Ethics committee to oversee the smooth conduct of research.

**General Manager Finance** ensures the budgetary requirements of the institute including the timely payments of salary.

Following committees help in the **smooth administration** of the institution:

Senior Administrative Committee

Purchase Committee

Senior Academic Staff Academic leave and Promotions (SASAP)

Stationary Committee

Faculty Interview Committee

File Description	Document
Link for strategic Plan document(s)	<a href="#">View Document</a>
Link for organisational structure	<a href="#">View Document</a>
Link for minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	<a href="#">View Document</a>

### 6.3 Faculty Empowerment Strategies

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

**Response:**

**Empowerment measures of faculty & staff of the institute**

**Welfare Benefits for the employee**

**Provident Fund (PF):**

All employees drawing a monthly salary (Basic Wage + Dearness Allowance + Food Allowance) of Rs.15000/- and below are covered under the Employees Provident Fund Scheme with contributions made by both the Employee and the Employer at the rate of 12% of wages from each side totalling 24%. Apart from this the Administration charges of 0.5% of wages and EDLI (Employee Deposit Linked Insurance) at

0.5% of the wages is paid by the Employer. The employer contribution is restricted to a ceiling of monthly salary Rs.15000/- even if the salary of the employee crosses Rs.15000/- per month.

### **Employees State Insurance (ESI):**

All employees drawing a monthly salary (Gross salary minus Washing Allowance) of Rs.21,000/- and below are covered under the ESI scheme with contributions made by both the Employee and Employer at the rate of 0.75% and 3.25% of salary respectively totalling 4%.

### **Gratuity:**

All employees of PIMS are eligible for Gratuity after completion of five years of continuous employment. The Gratuity is paid at the rate of 15 days wages (Basic & Dearness Allowance) last drawn for every completed year of service.

### **Annual health checkup**

Annual health checkup is done for all employee i.e. faculty, staff & contract workers.

### **The concession policy for treatment in the hospital.**

There is a concession policy in place for treatment of employees and their family in the hospital (Annexure). This is based on the salary drawn by the employee.

### **Programmes for employees**

1. Intercollegiate matches are conducted for staff on a regular basis.
2. Competitions are conducted for women staff during women's day.
3. Christmas program is conducted for staff children with gifts being distributed (3 years)
4. Christmas program for staff is conducted so that they can show their talents.
5. Variety of entertainment program conducted by the faculty for students is done every 2 years where faculty perform for students.
6. Staff – student matches are conducted regularly.
7. **P.I.M.S Faculty Club (PFC)** is a social and recreational club constituted by the Faculty and Senior Residents working at Pondicherry Institute of Medical Sciences (P.I.M.S).

P.I.M.S. Faculty club (PFC) was inaugurated on 15th March, 2014 under the leadership of the former Director-Principal, Dr John Abraham. It was decided that PFC would run under the guidance of the Dean, Medical Education, as a continuous faculty development programme.

### **ACTIVITIES**

The members were randomly divided into 4 different teams and competitions like Cricket, Football, Table tennis, Caroms, Chess & Badminton are held. Other than that there are Movie nights, Zumba classes & Family dinner.

PFC also boasts of a very active Whatsapp Chat Group which is used for sharing ideas and thoughts. The members also use it as a virtual forum to showcase their talents. This has become especially important over

the Pandemic period and it helped all the members to keep in touch with each other as well as demonstrate their talent in photography, singing, poetry etc.

File Description	Document
Link for policy document on the welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

### 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:** 7.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
04	24	22	24	40

File Description	Document
Relevant Budget extract/ expenditure statement	<a href="#">View Document</a>
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	<a href="#">View Document</a>
Office order of financial support	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 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:** 26768.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
621	100665	11822	11339	9394

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

**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:** 40.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
144	129	161	58	146

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Days limits of program/course as prescribed by UGC/AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	<a href="#">View Document</a>

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

#### Response:

Appraisals are done for all faculty and staff. There is a separate appraisal system for-

- Faculty
- Administrators/Support Staff/Technical staff

The faculty appraisal is done every year in three ways. There is a-

- Self appraisal
- Peer appraisal
- Appraisal by Head of the Department.

The performance appraisal has been made to take into account various dimensions of activity of the faculty.

1. Patient care/ Departmental work
2. Education
3. Research
4. Other soft skills like team player, interpersonal relations, willingness to take on extra work etc.

The assessment score is made using a 10 point Likert Scale. There are total of 20 items in the evaluation form divided into 4 categories as mentioned above. Each item has equal weightage.

The appraisal by the Head of Department also has section for achievements of the appraisee and what training he/she needs. The HOD also can give his comments on the strengths and weakness of the faculty.

The appraisal forms are reviewed by the Director Principal and filed in the personal file of the faculty. Any

remedial measured if required is advised to the faculty by either HOD or Director-Principal. In promotion committee meetings – appraisals are looked into, when considering a faculty for promotion.

The appraisal form of other staff is based on the following:

1. Job Knowledge & Job Description
2. Quality of Performance
3. Integrity, Discipline & Professional Ethics
4. Care for Institutional Resources

The Head of the department is responsible for filling the appraisal form. Appointing authority reviews the form. All appraisals are filed in the personal file of the employee.

This appraisal forms a component in the decision making process for the judges in deciding the awards for "**Best employee of the year**" for support staff. It is also taken into consideration before renewal of contract , confirming an employee and for promotion.

File Description	Document
Link for performance Appraisal System	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

**Institutional strategies for mobilization of funds and the optimal utilization of resources.**

**Revenue Mobilization policy and optimal utilization of resources.**

A detailed Income and Expenditure budget is prepared at the beginning of each financial year after due consideration of the various expenses to be incurred. A half yearly review of the budget is done to analyse any deviations and to achieve the targets.

The source of revenue for the medical college is the fees collected from students who are admitted for the UG and PG Courses. The fees for the Government quota and Management quota are fixed by a Fee Committee presided by a Retired Judge of the High Court. The college has 150 seats for UG and 59 seats for various PG Courses and 3 seats for Super Specialty (M.Ch (Plastic Surgery) & DNB (Gastroenterology) from August 2021). In addition hostel and bus fees are collected from students. For

certain categories of students the Government provides Scholarship.

The income generated from fees is utilized for payment of Faculty salary and purchase of medical equipments to facilitate the education of the students. The funds are also utilized for purchase of sports equipments and bus to transport the students

File Description	Document
Link for resource mobilization policy document duly approved by College Council/other administrative bodies	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

#### 6.4.2 Institution conducts internal and external financial audits regularly

##### Response:

**Internal and External Audits are conducted by a firm of Chartered Accountants appointed by the Governing Board of Madras Medical Mission.**

**Internal Audits** are conducted annually and covers all transactions of the Institution. The Internal Audit offers risk management and evaluates the effectiveness of the internal controls, governance and accounting process in place. If there are any errors based in the standards and policies, corrections are done and replies given point by point to the Internal Auditors.

**External Audit** is a statutory requirement. The purpose of the External Audit is to ensure that the accounts present a 'true and fair view'. This is ensured by reports that the financial results is in accordance with accounting standards. If they suggest making provision for certain Liabilities then this is passed before the finalization of accounts.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	<a href="#">View Document</a>



**6.4.3 Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)****Response:** 3614975.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
504157.2	631050.2	553700.2	642023.2	1284045.

File Description	Document
Provide the budget extract of audited statement towards Grants received from nongovernment bodies, individuals, philanthropist duly certified by Chartered Accountant and the head of the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

**6.5 Internal Quality Assurance System****6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism****Response:**

Pondicherry Institute of Medical Sciences established **Internal Quality Assurance Cell** on 6th March 2018. In addition to this, college council, Medical Education department, Institutional curriculum committee, postgraduate curriculum committee and the phase wise curriculum committee are responsible for maintaining and monitoring the quality of Under Graduates and Post Graduates academic activities.

The IQAC was reorganized in December 2020. The IQAC has been constituted under the chairmanship of the Director Principal with faculty representation across departments, student and parent representatives and an external member from the Pondicherry University. The 1st meeting of the reorganized IQAC was held on 6th January 2021. Since then the IQAC has been meeting regularly. The responsibilities of IQAC are

1. Identifying and implementing quality benchmarks and parameters for various academic and administrative activities of the Institute
2. Planning Faculty development programs
3. Analyzing the Feedback from stakeholders

4. Implementation and monitoring of student management information system
5. Promoting quality research among students and faculty
6. Encourage publications among faculty and students
7. Construct and implement protocol to nurture different levels of students
8. Documentation of various programmes/ activities leading to quality improvement

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for minutes of the IQAC meetings	<a href="#">View Document</a>

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

**Response:** 11.35

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

2020-21	2019-20	2018-19	2017-18	2016-17
30	55	40	34	21

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	<a href="#">View Document</a>

**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

<b>File Description</b>	<b>Document</b>
Report of the feedback from the stakeholders duly attested by the Board of Management	<a href="#">View Document</a>
Minutes of the meetings of IQAC	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
AQAR submitted to NAAC and other applicable certification from accreditation bodies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual report of the College	<a href="#">View Document</a>

## 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: 2**

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	0

File Description	Document
Report gender equity sensitization programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photographs of the events	<a href="#">View Document</a>
Copy of circular/brochure/ Report of the program	<a href="#">View Document</a>

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

**Response:**

**Women's day** is celebrated every year in our campus by the student council. Various activities are held within the campus to create awareness. Few activities and competitions held during the women's day are as follows

- 1.Saplings of different varieties of plants were distributed to all the faculty and staff in the campus
- 2.Competitions were held like the Rangoli competitions, poetry and drawing competitions for all the faculty and staff of the college irrespective of their cadre.Many women participated with great enthusiasm.

Every year the students of our institution have an elected body which constitutes students from the III MBBS. There are 22 posts with various responsibilities like the President, vice-president, secretaries for various categories like sports, cultural, academics etc. All of these posts have a male and female student as representatives to ensure gender equity. They are primarily responsible for actively conducting intercollege cultural, academic and sports events in the campus. They are also involved in various social activities like campus-clean drive and coordinating intracollegiate activities.

To encourage future doctors and healthcare workers to stay fit healthy, we have a fully equipped gym facility within the campus which can be accessed by both the girls and boys. The boys and girls use the gym at different timings.

Women security officers are posted in the ladies hostel and other areas to ensure safety for the women in the campus.

For the purpose of the security of the students and to address their grievances we have separate committees like student grievance cell, gender harassment cell, and anti ragging committee. Information about the members of the committees are made available in the student brochure as well as in the college website so as to facilitate students to contact the appropriate individuals.

Debates (where students will be the speakers) are conducted to sensitize gender equity among the students and staffs.

File Description	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	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

**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:** D. Any two of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Installation receipts	<a href="#">View Document</a>
Geo tagged photos	<a href="#">View Document</a>
Facilities for alternate sources of energy and energy conservation measures	<a href="#">View Document</a>

**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:**

**Facilities in the insituton for the management of the following types of degradable and non degradable waste**

The general solid waste generated in our institution is handled as per the guidelines of Puducherry state pollution control board and the biomedical waste generated is handled as per Governemnt of India biomedical waste management guidelines-2016.

**Solid waste management**

The Solid waste generated in our instituion is divided into dry waste and wet waste using specific colour coded bins located in all areas .

The non-infectious biodegradable wet waste is shifted in specific designated trollyes to the land fills to produce compost. The compost thus formed is used as manure for our campus gardens.The dry non-biodegradable waste is collected by the Swach Bharat trucks for final disposal.

**Liquid waste management**

PIMS has a state of the art sewage treatment plant (STP) with a capacity of 1000 kld. The water treated through the STP is used for gardening. Mixed liquor suspended solids test (MLSS) is done before the treated water is released for gardening. The range of MLSS is maintained between 2000-4000mg/l.

**Biomedical waste managemnt**

Specific colour coded bins with biohazard symbol are placed at the point of generation of biomedical waste in all areas. Biomedical waste segregation posters are also put up in all patient care areas like wards, ICUs, OTs, OPDs and laboratories. The waste are collected at the end of each shift and are stored in a separate area which is away from all patient care areas. All health care workers who transport biomedical waste are provided with appropriate personal protective equipment (PPE), like apron, gloves and masks for transport .They are also advised to follow necessary precautions while transporting the biomedical waste and they are immunised against Hepatitis B virus infection. Regularinhousetraining is given to all levels of healthcare workers on appropriate segregation and management of biomedical waste.All waste are weighed and collected by Government of Puducherry authorised agency (Puducherry Solid Waste Managemnet private limited,(PSWMPL), who do the final disposal of the biomedical waste as per governemnt of india biomedical waste management guidelines-2016.

**E-waste managemnet**

The E-waste generated in our institution is stored in specific designated areas and are discarded as per the guidelines provided by the puducherry state pollution control board. The procedure and practices set by the board are adopted by our institution

**Hazardous Material Management**

Petrol,Diesel, LPG Gas cylinder,Medical gases, Culture media used in microbiology lab, Mercury ,Body fluids, Betadine solution,Cleaning solutions,Laboratory chemicals are the hazardous materials commonly used in the hospitals.

A strict protocol is followed while handling these hazardous materials, such as

- All hazardous material are stored as flammable and non flammable as per MSDS.
- Labelled with description as per MSDS.
- Stored in lowest rack/ shelf in a cupboard under lock and key.
- The flow of hazardous material is controlled by the Incharge Nurse / Supervisor and is updated in the register separately maintained for hazardous materials.
- The Personal Protective Equipment shall be available for use when handling chemicals .

File Description	Document
Link for relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for geotagged photographs of the facilities	<a href="#">View Document</a>

#### 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:** Any Four of the above

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

**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:** B. Any four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geotagged photos / videos of the facilities if available	<a href="#">View Document</a>
Geotagged photo Code of conduct or visitor instruction displayed in the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

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

**Response:** D. Any two of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo tagged photos of the facilities as per the claim of the institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**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:**

Our institute has always proven itself very capable in terms of catering to the widely diverse students who come not only from within the country but also from other parts of the world.



Take Deepavali, the festival of lights, for example, where we have a spectacular fireworks display at midnight to which all students are invited and the harvest festival Pongal, where students partake in preparing pongal the traditional way on our very own grounds.

For Christmas, we have an elaborate carnival which has food stalls by all the first year students. Staff members also cook delicious food and everything is sold and profits given back to the community (nearby orphanages). Caroling and Cantata (A stage depiction of the classic nativity scene) has both professors and students working together harmoniously.

For sports, we have Tenazion, a month long event where students compete against each other and faculty, representing their own batches, with one batch emerging as victors at the end. We also have house matches where the four houses of our college meet head to head.

Our Onam celebration is beyond compare, with both nursing and MBBS students coming together to decorate the halls with beautiful flower arrangements and creating a festive environment with their dances and singing. Afterwards, we all sit together to enjoy the delicious onam sadhya.

Inclusiveness as a theme has been showcased in prominent events such as Ethnic day, where every detail, from the dresses worn while walking the ramp to the songs chosen for the shows are carefully curated to allow every person feel at home. The rampwalk has our 'Models' donning traditional attire with their own twist and everyone recognises at least part of their own cultural heritage on stage.

Last but not the least, truly the jewel of events, Aura is one of the biggest inter collegiate events that take place in PIMS. Various teams compete against each other in indoor ( chess, carom, badminton, table tennis etc.) and outdoor ( football, hockey, tennis, basketball, javelin, shot put etc.) sports. Concurrently we have group dancing, solo dancing, singing, adaptunes, debates, elocution, mehndhi/face painting and the iconic tramp walk. Spanning across five days, the shows ends with DJ night attended by students from many colleges.

In terms of giving back to the community, for every festive season decorations are put up throughout the hospital so patients do not feel that they're missing out on any celebrations. We also frequently treat camp patients at a subsidised rate or even free of cost. We have blood donation drives and eye bank awareness programs throughout the year and there is even a separate whatsapp group for students who are willing to donate blood in emergencies. This ensures that quality healthcare is available to all strata of society, regardless of socioeconomic class.

All in all, PIMS caters to everyone, irrespective of who they are or where they come from in accordance with it's motto, **“To Reach the Unreached”**.

File Description	Document
Link for any other relevant information/documents	<a href="#">View Document</a>
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

**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	<a href="#">View Document</a>
Information about the committee composition number of programmes organized etc in support of the claims	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Details of Programs on professional ethics and awareness programs	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

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

**Response:**

#### **National and International Days observed in PIMS**

Pondicherry Institute of Medical Sciences (PIMS) is a tertiary care hospital and teaching institute. Apart from teaching medical curriculum, this institute also gives importance in remembering the national and international days observed throughout the nation and worldwide. Many important national and international days are celebrated throughout the year, dedicated to remembrance while some are celebrated as tribute to the milestones.

In the month of January, **Republic day** of India is observed on January 26th. The MBBS students perform a flawless marchpast on this day followed by national flag hoisting. Every year various awards and prizes are distributed to students and staffs for their achievements and sincerity.

In the month of February, **World Cancer day** on February 4th, **World day of Social Justice** on February 20th are observed. Events like health talk and CMEs are conducted with national and international guest speakers in these specialty.

In the month of March, **International Women's day** is observed on March 8th, **World Glaucoma week** is observed on 2nd week of March and **World Tuberculosis day** on March 24th. On this International Women's day, the undergraduate medical students, organize events and programs for all women in the institute.

In the month of April and May, **World Health day** is observed on April 7th, **World Immunization week** is observed on April 24th to 30th and **World Anti-Tobacco day** is observed on May 31st.

In the month of June, **World Environment Day** is observed on June 5th and **World Blood Donor day** on June 14th. On World Environment Day, as a part of thanks giving to our nature earth, plant samplings and trees are planted in campus and in various health centres (Anaichankuppam -Rural Health Centre (ARHC) and Chunampet - Rural Health & Training Centre (RHTC)) of the institute.

In the month of July, **Doctor's day** is observed on July 1st and **World Hepatitis day** on July 28th.

In the month of August, the first week of this month is observed as **Breastfeeding week**. Every year, the Department of Pediatrics conducts various activities like poster competition for MBBS and Nursing students, Rangoli competition, postgraduate quiz competition, health talks, debates shows, CMEs, etc. **Independence day** is observed on August 15th with march past and flag hoisting ceremony. Felicitation programs followed by award distribution for the achievers of the year.

In the month of September, **Teachers' day** is observed on September 5th. Various cultural programs are organized on this day. **World Heart Day** on September 30th is observed in this institute. Department of Community Medicine along with Department of Cardiology organizes cardiac camps in the field practice areas of PIMS. This specialty camp is conducted exclusively for patients with cardiac illness and the expert opinion is given by the cardiologist of the institute. A mobile cardiac van is set up for performing investigations like ECHO, ECG in the community.

In the month of October the **World Bioethics Day** is celebrated. Depending on the theme for that year, various programmes are held.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

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

#### Response:

#### 1. Interns' Exit Exam:

India produces more doctors than any other country in the world. The number of medical colleges in the country continues to be on the rise. Coupled with this increase in the number of colleges, are the factors of inadequate infrastructure, lack of committed faculty, insufficient patient load and poorly motivated students. Hence the context of the interns exit exam was an urgent need to re-evaluate the teaching-learning process in order to produce doctors who are competent to function as physicians of first contact. An exit exam for MBBS graduates has been envisaged by the regulatory bodies, viz., the MCI and the NMC, and was first mentioned in the "Vision-2015" document published in 2011. This exercise was proposed to be conducted as a licensing exam as well as an entrance test for further studies. However, such an exit exam has yet to come to fruition and the first such exam is expected to be conducted in 2023/24.

In our institution, this concept was taken up as a challenge, with a view to assess and rectify the shortcomings in our training program. The first Exit Exam for Interns was conducted in 2015 for the regular batch of interns, two weeks before the end of their postings, and has been conducted for every batch of interns, since then. The 2015 exam consisted of 12 case/scenario based questions on diagnostics and management, covering the broad specialities of Medicine, Surgery, Obstetrics & Gynaecology, Paediatrics and Orthopaedics. The questions were structured short answer types from must know areas only. Additionally, 8 OSCE stations were kept to test their skill levels. These included stations on Auscultation, Suturing, Urinary catheterization, BP and pulse measurement with accuracy testing, Arrhythmia management, CPR and two stations on communication skills. The communication skills were tested on simulated patients, while all other skills were tested on manikins.

Anonymized feedback obtained from the interns at the end of the exam was generally positive with regard to the conceptualization and execution of the exit exam. The results of the exam were made known to the interns as well all teaching faculty. Corrective measures were discussed and implemented, with skill training like accurate BP and pulse measurement, and CPR sessions starting from the first year of studies itself and continuing throughout till the end of internship.

Over the years, as per the need of the interns, subjects have been added on or removed, and some skills were assessed during their postings themselves. A separate exam for supplementary batch interns was also started. Another measure introduced was an early conduct of the exam (a month before completion of internship), followed by remedial training sessions if needed, till competency is established. In the latest edition of the exam, conducted in 2019, a question involving consent form / death certificate was included.

An overall improvement in the skill levels of the interns has been observed over the years, and further tweaking of the process is continuously being undertaken in line with the needs.

#### 2. Evidence Based Medicine:

Evidence-based Medicine (EBM) involves the judicious use of current best evidence in the context of patient preferences using the clinical expertise of the physician. It is now accepted at the standard of health care practice worldwide. The NMC regulations also emphasize that Indian Medical Graduates must

become life-long learners, able to critically look at medical literature and apply to patient care. With these in mind, we initiated a course on EBM for undergraduate medical students in 2016. This course was conducted over 8 weeks and divided into 4 modules. Target learners were 6th semester MBBS students undergoing student clerkship program in 6 disciplines (internal medicine, general surgery, anesthesiology, critical care, casualty and orthopedics). Since then this course has been conducted regularly every year for the 6th semester students. In 2018 a formal module on EBM was developed based and validated using experts. In 2019, a simulated RCT was incorporated into the course to teach students critical appraisal of randomized controlled studies.

### **Specific Learning Objectives:**

At the end of the course the students shall be able to:

1. List the principles and components of EBM
2. Appreciate the advantages of EBM over traditional sources of information
3. Describe the hierarchy of evidence
4. List the steps in practicing EBM
5. Define parts of a good foreground question in the PICO format
6. Demonstrate sufficient skill in using the web and other sources to search for evidence for a given problem
7. Critically appraise a given evidence especially a randomized controlled trial using principles of internal validity, magnitude and reliability of results and external validity.

### **Teaching Learning Modules:**

**Module 1:** Introduction to EBM (2 weeks) using interactive lectures and group discussion.

**Module 2:** Developing a clinically relevant foreground question (2 weeks) using group discussions based on problems seen by students in wards.

**Module 3:** Searching for current best evidence (2 weeks) using group activities on framing foreground questions, followed by hands on sessions facilitated by resource persons on effective search and finally assignments to search for evidence on specific problems provided by the facilitator.

**Module 4:** Critical appraisal of evidence (2 weeks). These sessions were initially conducted as journal clubs in large and small groups on different articles on therapy. Problems were also used to derive Odds ratios, relative risks and likelihood ratios. Later, we incorporated Simulated RCT within class to enable better understanding on critical appraisal. Hypothetical results were generated after they were given the toffees as “pill or placebo” and these situations used to discuss concepts like randomization, blinding, follow up and calculation of effect estimates.

**Assessment:** A pretest is conducted before each course using the Fresno test to assess baseline knowledge and skill of EBM practice. Formative assessments occur at end of each module in the form of online and offline assignments. A post-test is performed at end of the course to determine learning.

**Evaluation:** the course has been evaluated every 2 years based on feedback from students and resource faculty as well as the pretest and post test scores.

File Description	Document
Link for best practices page in the Institutional web site	<a href="#">View Document</a>

## 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:

#### Humanities in Medicine at PIMS

Even before the AT-Com and AETCOM modules were introduced by MCI in the undergraduate medical curriculum, the programme of 'Humanities in Medicine' (HiM) was started in PIMS, realising the intense need of training related to ethics, attitude and communication skills for medical graduates. The programme was formally started in January 2015 for undergraduate students of PIMS and is being successfully conducted for last 6½ years.

In 2019, when MCI introduced a similar structured extensive and compulsory programme called AETCOM, our existing, HiM program was merged into that. Creative and intellectual strengths of various disciplines of humanities such as performing art, creative writing, literature, philosophy, medical history etc. are being utilised in the programme. A small team was formed in the beginning to execute the sessions along with the appointment of a co-ordinator. The team was of the firm opinion that every medical student needs to experience the training which has objective of inculcating love for the art of healing, ethical & humanitarian medicine in the students of PIMS. HiM was integrated into the curriculum for students of semesters II, IV, VI and VII every year. Each batch received around 70 hours devoted to this. PIMS is one of the very few medical institutions in India to start such a well structured HiM programme and perhaps a pioneer to have an elaborate programme with formal integration within the regular curriculum. Few topics for example - basics of communication skills, breaking bad news, human emotions, bed-side manners, benefits and challenges of team work, debate on professional co-operations Vs competition, perspectives on happiness, autonomy of patient's decision, understanding feelings of patients and family members, doctor-industry relationship, death disclosure etc. Each session was conducted by multiple faculty members using various disciplines of humanities such as showing videos, conducting role plays, debates, arranging interviews, panel discussions, group activities, games, reflective writing, etc.

PIMS has a large number of talented, multifaceted enthusiastic and motivated faculty required for such an innovative venture. At times, three different topics were conducted in one week for 3 different semesters. A large number of talented faculty across the various specialities contributed in the conduction of the programme.

A written, structured and anonymous feedback was obtained from all students at the end of each semester. Students were found to be quite satisfied with the relevance of the topics and methodologies used. More than 95% students responded that they were eager to attend the sessions in the subsequent semesters.

Faculty too realised certain benefits such as development of good cooperation across disciplines, deeper

realisation of life and issues beyond the ‘traditional’ curricular topics.

After introduction of compulsory AETCOM module by MCI from 2019 batch, the HiM programme was easily merged into that. More faculty members were nominated in the core-committee to plan and implement the same. More and more relevant and innovative ideas are being contributed by motivated and talented PIMS faculty and the AETCOM programme too would be implemented quite successfully and sincerely in PIMS.

File Description	Document
Link for appropriate web page in the institutional website	<a href="#">View Document</a>

## 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:** 76.86

8.1.1.1 Institutional mean NEET percentile score

Response: 76.85681027

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	<a href="#">View Document</a>
Upload for list of students enrolled for the MBBS programme for the preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**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:**

**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.

The undergraduate and postgraduate students are exposed to quality of care, patient safety, infection prevention and control practices, biomedical waste management from the very beginning of their course at our institution. In the orientation program itself, both theory and practical sessions are conducted for the students on hand hygiene, biomedical waste management and use of personal protective gears. In the beginning of the second year a module on infection prevention and control sessions is conducted. In this module both theory and hands on sessions are conducted. During clinical postings, the students are taught blood collection techniques, urinary catheterization in skill lab on mannequins. Visit to the central sterile supply unit is arranged for the undergraduate students by the microbiology department.

Communication skills form the basis of a good patient-doctor relationship. Keeping this in mind Pondicherry Institute of Medical Sciences organizes a communication skills course which spans the entire curriculum- from the time of entry into the medical college till the internship. During Internship basic communication skills, communicating the diagnosis, prognosis, investigations required, obtaining informed consent, breaking bad news etc are taken. During the humanities sessions empathy towards patients is stressed and clinical scenarios are presented to students.



The Post graduates undergo a 3 hour workshop on communication skills as part of the orientation program when they enter their postgraduate course. Module on infection prevention and control practices, use of PPE's, Biomedical waste management is also introduced during the orientation program.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

**Response:** 1.86

8.1.3.1 Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate

2020-21	2019-20	2018-19	2017-18	2016-17
4	6	15	5	3

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	<a href="#">View Document</a>
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**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:

The Institute follows Objective Structured Clinical Examination (OSCE) as a method of assessment of attainment of clinical competencies. All students pass through exact same stations with the same problem and are assessed using the same marking scheme. They are asked to perform a clearly specified task. Instructions provided are unequivocal and a prior stated marking scheme for each step of the examination process is provided to the examiners. As the candidate performs the stated task, the examiner marks the candidate against the predefined check list. In instances where simulated patients are used, detailed scripts are provided to the volunteers including the positive signs they need to display in the physical examination, emotions they have to display, etc. The students receive the final mark based on the number of items they performed successfully against the predefined check list. This ensures complete uniformity in assessment across the entire batch and ensures objectivity in certification of attainment of clinical competencies.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	<a href="#">View Document</a>
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	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 8.1.5 Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

#### Response:

#### Medical aspects of Organ Donation:

- A session to Define, describe and discuss death, brain-death and Brainstem Death. Describe the procedure of declaring death with specific reference to brain stem death. Enumerate the members of brain death certification team
- A session to describe the concept of organ donation with enlightenment to types of organ and tissue donation, precaution to be taken before organ transplantation including suppression of immune response, medication to be taken after organ transplantation, risk and complication of organ transplantation.

#### Legal aspects of Organ Donation:

- Introduction to the legal rules and Law of Land pertaining to human's organ and tissue

transplantation in India.

- Introduction to “The Human Organ Transplant Act, 1994” with amendments till date.
- Salient features of “The Human Organ Transplant Act, 1994” with emphasis on
  - Definition on organ donor in living organ Donation and cadaveric organ donation
  - Definition of Brain death and its deceleration by a team of doctors nominated by the appropriate authority of government
  - Defining the roles and responsibilities of Authorization Committee (AC) and Appropriate Authority (AA) in regulation of transplantation activities happening in each state and union territory.
  - Explanation of procedures of organ or tissue donation in medico legal cases.
  - Manner of establishing National or Regional or State Human Organs and Tissues Removal and Storage Networks and their functions
  - Definition of offences involving illegal organ removal and commercial organ trading
  - Punishments for doctors and others involving in illegal organ removal and commercial organ trading.

#### **Ethical and social Aspects of Organ donation:**

- Describing the unethical practice of commercialization of organ donation and explanation of terms like organ trading and transplant tourism.
- Discussion on the economic, race, and gender inequalities and injustices that exist in the acquisition, harvesting, and distribution of organs especially in a country like India where Organ shortage is high with growing number of people waiting for potential organs to survive.
- Discussion on the exploitation of poverty-stricken people by alluring them with financial gains leading to commoditization of organ trading.
- Discussion on various examples of Violation of national laws that prohibit the sale of organs
- To create awareness on benefits of organ donation and scope of deceased organ donation programme among the students.

File Description	Document
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	<a href="#">View Document</a>
Link for National/State level policies on organ transplantation as adopted by the Institution	<a href="#">View Document</a>

#### **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 Clinic – Department of Pediatrics**

The immunization clinic for children is running in the out-patient Department of Pediatrics on all working

days. All vaccines are given as [per the National immunization Schedule and the Indian Academy of Pediatrics schedule. As per the WHO, National schedules should be based on local epidemiologic, programmatic, resource & policy considerations.

The clinic functions from 9 am to 3 pm on all working days. Newborn babies receive three vaccines (BCG, Hep B and OPV) before discharge. The Institution maintains a strict cold chain system from pharmacy to patient for vaccines.

Vaccines are procured from two sources. The Government of India Supplies the vaccines under the National Immunization Schedule and these are given to patients free of cost. Optional and payment vaccines are sourced commercially and available for special cases.

Prior to vaccination all children are screened for intercurrent illness by Pediatric consultants. Parents are counselled in detail about the vaccines the child will receive in that session. Possible side effects are also informed. After the immunization the child is retained in the out-patient for at least 15 minutes to note any immediate complications.

The immunization clinic has a room in which all vaccines are administered. Well trained and qualified health care professionals administer the vaccines. All vaccines are procured, stored and administered as per the WHO guidelines. Crash cart is readily available and well equipped to deal with the emergencies like anaphylaxis. All vaccines used in national immunization programmes are safe and effective if used correctly. In practice, however no vaccine is completed risk-free and adverse events can occasionally result after an immunization. Adverse Events Following Immunization are monitored and if any are promptly reported to the pharmacovigilance unit as well as the government authorities. A monthly reports of cases of flaccid paralysis is also sent to government authorities.

All children who receive immunization are given a card where each component of vaccine is entered with date, brand, dose, site, route etc. Also the next date for immunization is entered and explained to parents. The immunization card has all details of the current schedule and this is revised every three years. The card also gives information on breastfeeding, weaning, safety tips, other faculties for children in this institution, and has provision for follow-up of high risk babies and standard growth charts.

The department is actively involved in teaching the medical students (both undergraduate as well as post graduate) about the vaccination. Components of the universal immunization programme (UIP) and National immunization programme (NIP) are taught to the students. This includes epidemiology of vaccine preventable diseases, description of individual vaccines, Immunization schedules, benefits and risks of individual vaccines, cold chain management etc. Students are also taught the safe injection practices, obtaining informed consent, documentation and medicolegal implications of the immunization.

Vaccines are also given under special situations like immunodeficient children, abolescents and travellers. Under supervision postgraduate students are given opportunities to administer vaccines to children. The students enthusiastically participate in the national and sub national immunization days.

File Description	Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	<a href="#">View Document</a>
Link for report on the functioning of the Immunization Clinic	<a href="#">View Document</a>
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	<a href="#">View Document</a>

**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:**

National Medical Council has defined the following competencies that a medical graduate should attain at graduation. These attributes have been adopted and are implemented at our Institute.

***Clinician, who understands and provides preventive, promotive, curative, palliative and holistic care with compassion***

Our students develop a deep understanding of the human form and function right from their pre clinical years, which gets reinforced in their clinical years. They are assessed in history taking and physical examination skills by OSCE/OSPE and end of posting exams. They are primed in the medico-legal, ethical and humanitarian aspects of medical practice in the various AETCOM sessions and Humanities session, the latter being a highlight of our course. National Health policies are introduced to them in Community Medicine and they witness the on-ground implementation in their community postings. They understand the importance of preventative and primary health care in the community setting and are trained to identify patients who would need to be referred to higher centers for further treatment. Importance is given to mental wellbeing of patients and students are trained in communication and patient counselling during foundation and orientation programs in second year and internship.

***Leader and member of the health care team and system***

Students are exposed to working as a team through various group activities in class room setting and by also working together as teams in community postings. Team skills from a part of the foundation course also. Various cultural and sports activities promote interaction between students within the Institute and also with students from other institutes; this brings out the leadership qualities in them. Internship Orientation Program prepares them to become an active part of the health care team and students are encouraged to provide hands-on care under supervision.

***Communicator with patients, families, colleagues and community***

Communication skills are given a lot of weightage right from the foundation course. This is reinforced to the students all through the course in the form of AETCOM courses which are distributed through all years of study. The students are encouraged to interact with patients and their families during Early Clinical Exposure. During internship, they are posted in urban and rural health centers where they undertake community screening and intervention activities like Pulse Polio Immunisation.

***Lifelong learner committed to continuous improvement of skills and knowledge***

Students are provided with a rich learning atmosphere in the Central Library which is vastly equipped with both physical and digital resources. Students are trained in literature search and critical appraisal during the Research Methodology workshops. They are initiated in knowledge seeking behavior and applying it to patient care during the clinical years.

***Professional who is committed to excellence, is ethical, responsive and accountable to patients, community and the profession***

Our students are well trained in respecting patient rights and confidentiality. AETCOM sessions and Humanities in Medicine sessions inculcate a deep ethical commitment. Ethical and legal codes of conduct are introduced to them.

File Description	Document
Links for Medical graduate attributes as described in the website of the College	<a href="#">View Document</a>

**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:**

Our Institute boasts of a very vibrant Medical Education Unit which actively organizes several programs for the betterment of student education and faculty development. Every year several Faculty Development Programs are conducted which see enthusiastic participation from all faculty. Sessions on Lesson Plan were conducted to help sensitize faculty in the nuances of preparing for a class for effective teaching. The use of clickers was emphasized in conducting on-the-spot polls and as an aid in attendance taking. Programs on Scientific Writing were conducted, as well as a New Approach to Journal Clubs. These were designed to advance the critical analysis and synthesis of scientific data amongst the faculty. Workshops on optimal use of softwares such as MS Excel, SPSS, etc., were conducted. EBM Training of Trainers was organised in collaboration with Cochrane South Asia.

Several programs are organized for the faculty on extra-curricular aspects and wellness. The session on 'Mentoring' was well received. Doctors are traditionally not exposed to money management. Hence focus on this aspect was provided by programs on 'Financial Checkup', 'Know Everything About Your Taxes'. Digital learning was promoted by subscription to resources such as ProQuest and UptoDate and faculty were sensitized towards the utility of these resources.

All faculty, upon joining the Institute, are required to complete the Induction Programme, which brings them up to speed on the values of the Institute, its rules and regulations. Revised Basic Course Workshop on Medical Education is mandated by the National Medical Council for all faculty and the MEU organizes these workshops on a regular basis. Upon introduction of Competency Based Medical Education by the NMC, Curriculum Implementation Support Programs were conducted with representation from all departments. All faculty were primed on CBME by a Faculty Development Program.

File Description	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	<a href="#">View Document</a>
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	<a href="#">View Document</a>

#### 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:** D. Any one of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Links for e-copies of Certificate/s of Accreditations	<a href="#">View Document</a>

#### 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

2020-21	2019-20	2018-19	2017-18	2016-17
197	189	189	186	190

8.1.10.2 Number of first year Students admitted in last five years

2020-21	2019-20	2018-19	2017-18	2016-17
197	189	189	186	190

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	<a href="#">View Document</a>
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

**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:**

**Procedure of exposing students to various medico legal issues in clinical practices.**

The following competencies will be taught to undergraduate students by the **department of Forensic Medicine** from third to sixth semester

- Describe Medical Ethics and explain its historical emergence.
- Describe the Code of Medical Ethics 2002 conduct, Etiquette and Ethics in medical practice and unethical practices & the dichotomy, Rights/privileges of a medical practitioner, penal erasure, infamous conduct, disciplinary Committee, disciplinary procedures, warning notice and penal



erasure.

- Describe the Laws in Relation to medical practice and the duties of a medical practitioner towards patients and society.
- Discuss doctor-patient relationship: professional Secrecy and privileged communication.
- Describe therapeutic privilege, Malingering, Therapeutic Misadventure, Professional Secrecy,
- Describe Products liability and Medical Indemnity Insurance.
- Describe and discuss medical negligence, including civil and criminal negligence, contributory negligence, corporate negligence, vicarious liability, Res Ipsa Loquitor, prevention of medical negligence and defences in medical negligence litigations.
- Describe the Consumer Protection Act-1986 (Medical Indemnity Insurance, Civil Litigations and Compensations), Workman's Compensation

The following ethics, attitude and communication skills will be taught to undergraduate students as **AETCOM sessions** – Attitude, Ethics & Communication skills.

- Enumerate and describe professional qualities and roles of a physician
- Identify, discuss and defend medico-legal, socio-cultural and ethical issues as it pertains to patient autonomy, patient rights and shared responsibility in health care
- Identify, discuss and defend medico-legal, socio-cultural, professional and ethical issues as it pertains to the physician - patient relationship (including fiduciary duty
- Identify conflicts of interest in patient care and professional relationships and describe the correct response to these conflicts.
- Identify, discuss and defend medico-legal, socio-cultural, professional and ethical issues pertaining to medical negligence

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	<a href="#">View Document</a>
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	<a href="#">View Document</a>

## 5. CONCLUSION

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### **Additional Information :**

Adopting new technologies in medical education is a must, so in these lines we have signed an MOU with the MediSim lab. This is a virtual reality lab which is one of the first of its kind in the country. This will motivate the students to learn skills in a virtual simulation lab.

New student management software will be introduced for centralized data management and accessibility. It will also give parents better visibility about their wards performance.

### **Concluding Remarks :**

Pondicherry Institute of Medical Sciences, being a charitable organization, the institution is serving the community and the needy in line with our motto "To Reach the Unreached". PIMS has been ranked among the top 50 medical colleges in the country for the year 2020 & 2021 by the India Today magazine. It is one of our challenges to achieve a ranking among the top 10 colleges in the near future. Our main thrust is to develop in the field of research, and hospital services. We need to develop in the fields of oncology and reproductive medicine in the future. With these added facilities, the institution will definitely push forward to be one of the best in the country. We, as an institution, hope to continue to cater to the poor and afflicted in our immediate vicinity and to any others who seek our help. We would thus be able to follow our vision to serve the community through holistic health services and provide an excellent system of education where we follow the defining principles of ethics, excellence, care and research.

## 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 : 16            Answer after DVV Verification: 14</p> <p>Remark : DVV has excluded Basic Life Support from value-added courses shared by HEI.</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>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>496</td> <td>489</td> <td>487</td> <td>484</td> <td>490</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>446</td> <td>399</td> <td>387</td> <td>404</td> <td>390</td> </tr> </tbody> </table> <p>Remark : DVV has given the input as per 1.3.2</p>	2020-21	2019-20	2018-19	2017-18	2016-17	496	489	487	484	490	2020-21	2019-20	2018-19	2017-18	2016-17	446	399	387	404	390
2020-21	2019-20	2018-19	2017-18	2016-17																	
496	489	487	484	490																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
446	399	387	404	390																	
2.4.5	<p>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</p> <p>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 / <i>academies</i> during the last five years            Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>20</td> <td>50</td> <td>46</td> <td>33</td> <td>23</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	20	50	46	33	23	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
20	50	46	33	23																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

14	36	31	19	18
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Remark : DVV has excluded oral paper presentation, certificate of appreciation and invitation for workshops shared by HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
198.34	164.08	155.44	135.55	34.32

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
00	19.74	20.00	14.61	29.71

Remark : DVV has made the changes as per shared report of purchase of books and for 2020-21 amount has not reflect.

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

Answer before DVV Verification : 50 MBPS-250 MBPS

Answer After DVV Verification: 50 MBPS-250 MBPS

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	19	22	17	26

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	09	16	11	21

Remark : DVV has not consider shared certificate of participation and Inter-collegiate activities from shared report by HEI.

5.3.3	<p>Average number of sports and cultural activities/competitions organised by the Institution during the last five years</p> <p>5.3.3.1. Number of sports and cultural activities/competitions organised by the Institution year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>16</td> <td>16</td> <td>16</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>11</td> <td>11</td> <td>11</td> <td>11</td> </tr> </tbody> </table> <p>Remark : DVV has considered one activity once in a year.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	6	16	16	16	16	2020-21	2019-20	2018-19	2017-18	2016-17	4	11	11	11	11
2020-21	2019-20	2018-19	2017-18	2016-17																	
6	16	16	16	16																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
4	11	11	11	11																	
6.3.3	<p>Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years</p> <p>(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.)</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1214 1046 1348"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>833</td> <td>110665</td> <td>12822</td> <td>12339</td> <td>10394</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1426 1046 1561"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>621</td> <td>100665</td> <td>11822</td> <td>11339</td> <td>9394</td> </tr> </tbody> </table> <p>Remark : DVV has considered only professional development programs/administrative training from shared report by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	833	110665	12822	12339	10394	2020-21	2019-20	2018-19	2017-18	2016-17	621	100665	11822	11339	9394
2020-21	2019-20	2018-19	2017-18	2016-17																	
833	110665	12822	12339	10394																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
621	100665	11822	11339	9394																	
6.4.3	<p>Funds / Grants received from government/non-government bodies, individuals, philanthropists during the last five years (not covered in Criterion III)</p> <p>6.4.3.1. Total Grants received from government/non-government bodies, individuals, philanthropists year-wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1957 1046 2092"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1778734</td> <td>1418050</td> <td>5934535</td> <td>642023</td> <td>3315881</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1778734	1418050	5934535	642023	3315881										
2020-21	2019-20	2018-19	2017-18	2016-17																	
1778734	1418050	5934535	642023	3315881																	

4

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
504157.2	631050.2	553700.2	642023.2	1284045.

Remark : DVV has converted the value into lakhs.

**2.Extended Profile Deviations**

ID	Extended Questions										
1.1	Total Expenditure excluding salary year-wise during the last five years ( INR in Lakhs)										
	Answer before DVV Verification:										
	<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>5740.59</td> <td>8526.98</td> <td>6884.88</td> <td>6763.11</td> <td>5379.84</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	5740.59	8526.98	6884.88	6763.11	5379.84
2020-21	2019-20	2018-19	2017-18	2016-17							
5740.59	8526.98	6884.88	6763.11	5379.84							
	Answer After DVV Verification:										
	<table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>4740.59</td> <td>6526.98</td> <td>4884.88</td> <td>4763.11</td> <td>5079.84</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	4740.59	6526.98	4884.88	4763.11	5079.84
2020-21	2019-20	2018-19	2017-18	2016-17							
4740.59	6526.98	4884.88	4763.11	5079.84							