



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BGS GLOBAL INSTITUTE OF MEDICAL SCIENCES

**NO.67, BGS HEALTH AND EDUCATION CITY, UTTARHALLI ROAD, KENGERI
560060**

www.bgsgims.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

November 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Our revered Sri Sri Dr. Prakashnath Swamiji, Secretary during one of his visit to an educational organisation in abroad with Maha swamiji. Swamiji was very much overwhelmed by the renown of education to children provided by them. By viewing those education excellences Sri Sri Dr. Prakashnath Swamiji, had a hallucination / vision of introducing same excellence of education even in India. The need and importance of life, emphasized on humanitarian services. This brought the reliability to handle the segment of BGS and Health education city at Bangalore. This will lead to BGS institution to become one of the best educational centre in south India

BGS Global Institute of Medical Sciences established in the year 2012, under the divine directions of Padmabhushan Sri Sri Sri Dr. Balagangadharanatha Maha Swamiji, commissioned healthcare professionals for services in the society with excellent medical education in the garden city Bangalore.

BGS Global has emerged as one of the leading hospitals in the city and achieved many milestones. With various hi-tech medical facilities under one roof, the hospital delivers high-quality treatment and care to patients, from all walks of life, at affordable costs. To bolster its existing armory of knowledge, the BGS Global Hospital has established BGS Global Institute of Medical Sciences with a commitment to a produce a new breed of medical professionals who can successfully fuse together medicinal science with technology.

Now the college transformed from under-graduate college to an institution offering post graduate program in the field of health science. The institute is equipped with state-of-the art classrooms and ultra-modern laboratories to create a conducive environment for teaching, learning and patient care. The institution has developed the theme / notion of BGS family, comprising of students, parents, teaching faculty, technical staff, alumni and the management work together in the feeling of one single family with the main objective of developing best doctors. The feeling of family not only provide the conducive environment for teaching-learning, it created the brand BGS.

Vision

To be recognized as a Centre of excellence providing quality medical training and comprehensive health care in a socially responsible manner.

Mission

To Educate and Inspire Individuals to be Passionate, Compassionate Physicians and Exemplary Leaders in the field of Medicine with Sensitivity to the needs of the Community.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Well Established laboratories for teaching, learning and patient care.
- Central Research Lab capable of nurturing research and consultancy activities.
- Recognized as a Scientific and Industrial Research Organizations (SIROs) by Govt. of India Ministry of Science and Technology.
- NABH, NABL, ISO Certified
- Viable Medical Education Unit.
- Qualified and experienced faculty members.

- Good diversity in age/experience
- Diversified Research and specialization.
- High retention rate of the faculty in preclinical and para clinical departments.

- Good Brand image for quality education
- Focus on outcome based education.
- Vibrant Cultural activities
- Students participate in extra and co-curricular activities at national/state/university level
- UG & PG programme curriculum gap met through CMES, Workshops, Guest lecture etc to meet the current need of Medical Science.
- Proactive visionary Management
- Strong support for faculty development/Skill development programmes.

Institutional Weakness

- Constraint in expansion due to unavailability of land.

- Research contribution needs to be improved with respect to: Peer reviewed research paper publications, funded research projects and Patents

- Collaborative research, training and consultancy needs improvement.
- Admission of students to PG for Pre and Para clinical departments is relatively low.
- Exchange Programs.
- Yet to get Research centre.

Institutional Opportunity

- To set up research laboratories in collaboration with funding agencies and supporting institution.

- Deputing faculty on sabbatical to leading institutions.
- Faculty exchange programme with top Indian and foreign universities
- Exploit the BGS GIMS brand to further enhance strong network with stake holders.
- Scope for new PG Programs.
- Enter MOU with other research and development organizations in the country.
- Establish platform to convert research ideas into start-ups.
- Use of existing credibility of the institute with local government to work on projects.
- Establishing startups and incubation centre
- Establishing modern simulation learning centre
- Get inputs from alumni by building linkage with alumni
- Creation of IPR Cell.
- Strengthening community services through NSS and other professional bodies like Red cross

Institutional Challenge

- Improve the infrastructure facilities to meet the current need / innovation with minimum cost.
- Getting more research funds.
- To retain qualified and experienced faculty in Surgery and Radiology disciplines.
- Enhance IPR and apply for more number of patents
- Cope up with the rapidly changing policies.
- To attract top ranked students.
- Attract more candidates to register for P.G programme in Pre and Para clinical disciplines.
- To make BGS GIMS as one of the best institute among forthcoming students and their parents through promotion and publicity.

1.3 CRITERIA WISE SUMMARY

Medical Part

- The admission to the MBBS and PG programs is based on the NEET percentile score. The rules and regulations of the state Admission Regulatory Authority govern the admission process for undergraduate and postgraduate programme.
- The institute has implemented competence based medical curriculum for undergraduate students prescribed by MCI/NMC in accordance to GMER 2019. All the students are now more focused towards the hand on experience, skill and attitude. Assessment of measurable competencies is carried out during internal Assessment, university examination and certification of skills during internship of the students.
- All the students of undergraduate and postgraduate programmes undergo didactic lectures and clinical training for quality patient's healthcare and safety procedures.
- The college strictly observed protocol for basic medical and surgical management, biomedical waste

management, patient safety and hospital infection control norms prescribed by WHO and other standard hospital agencies.

- Some of the faculty members have acquired additional qualification over and above the eligibility requirement for post.
- The medical education unit of the college conducts regular training seminar/workshops for faculty to update their knowledge, skill for implementing competency based curriculum.
- The college has organized seminars and awareness sessions for students and community from expert, specialized in organ transplant, for the students sharing their experience & legal, ethical, and professional challenges encounter on organ transplant.
- The College has been certified with ISO 21001-2018 Certification for providing medical education to undergraduate and postgraduate students. The clinical laboratory of the College is NABL accredited.
- The hospital is also awaiting NABH accreditation by QCI, New Delhi.
- Infrastructure facilities of immunization clinics are available in the hospital. Immunization activities are undertaken as per the guidelines of WHO observing strict compliance of regulation prescribed for immunization.
- Medical students and faculty are provided prophylactic immunization for communicable diseases by the college.

Curricular Aspects

The curriculum has been designed based on the guidelines and model curriculum specified by NMC/MCI. The Competency Based Medical Education (CBME) model specified by NMC is implemented in the institution. The curriculum is designed to inculcate creativity and the spirit of innovation for providing solutions to various need based problems. The college council, Alumni feedback, Employer feedback, Student feedback are considered for satisfying existing gap in the curriculum. The suggestions recommended by college council committee members are incorporated in the value added course, workshop, certificate course, CME, guest lecture, seminars and interdisciplinary courses etc. This process of designing ensures that the students get competency to meet the current needs

Institute integrates issues relevant to Gender, Environment and Sustainability, Human Values and Professional by explaining the modules included in the syllabus.

As per the requirements of NMC/MCI, field visits, community postings internship has been made mandatory for students. Institution has a structured feedback system at various levels such as Alumni Feedback, Employer Feedback etc

Teaching-learning and Evaluation

Student admission is through the admission policy as per the regulations of the Government of Karnataka. Admission through the NEET conducted by National Testing Agency (NTA) ensures that allotment of medical seats is done as per the reservation policy of the Government of Karnataka. The admission of students from other states assures inclusiveness and diversity in the institution.

Facilities such as lifts, ramps, wheel chairs, etc., are available to ensure easy mobility for differently abled students.

The institute releases academic calendar well in advance. Best practices have been adopted to ensure high quality teaching-learning process. Student centric methods such as experiential learning, participative learning and problem solving methodologies have been integrated into the curriculum. Course instructors utilize various ICT tools to deliver the content effectively.

The institution has dedicated faculty who discharge their duties effectively. Being an affiliated institute to RGUHS. The evaluation process for both Continuous Internal Evaluation (CIE) and final exams is done as per the guidelines of university. A student who is not satisfied with university evaluation can get revaluation by getting permission of the court. Thus the process is quite transparent and student friendly.

The institution has been practicing Competency Based Medical Education (CBME) model specified by NMC from 2019-20. All the UG and PG programmes are NMC/ MCI approved.

Research, Innovations and Extension

BGSGIMS Research Institute, formerly called BGSGIMS CRL is furnished with advanced instruments and well trained, experienced scientists. Research centre is supported by Ethics committee. The Research Laboratory has adequate facilities for conducting research, in basic biological and life sciences, and advanced biomedical sciences leading to better understanding of the life processes at cellular and molecular levels, therapies, therapeutics and formulations; dissemination of research outcomes in the form of patents, scientific publications, books and web media; establishing an environment of interdisciplinary research; providing guidance and infrastructural facilities to students and research scholars across different disciplines of biological, biomedical, healthcare and life sciences; collaboration with academia and industry to promote academia-industry interactive research projects.

The faculty have published 400 papers in National and Inter National Journals. Faculty have written text books and contributed chapters too

Faculty are actively involved in many clinical trials and research activities. The total funds received from these activities is around 1.5 crore.

Around 50% of the faculty recognized as P.G. Guides. The extension activities are carried out by joining with social service organizations. Every year about health checkup camps and assist in blood donation camps were conducted. In addition, various health awareness programs, street plays on health issues, health talks are conducted regularly.

Workshops on IPR have been conducted to motivate the faculty to file patents for their innovative ideas.

Infrastructure and Learning Resources

- The institute, which is spread over an area of about 10.32 acres, has a very conducive atmosphere and adequate facilities for effective teaching and learning.
- The built up area of college is 1,60,000 sq feet including the medical college,

hospitals, integrated museum and the central research laboratory. The basic sciences departments are housed in the medical college and while the clinical departments are in the hospitals.

- Faculty are well experienced and highly motivated young members.
- The infrastructure and learning resources provided by college & hospital includes furnished air conditioned ICT enabled lecture halls, equipped practical laboratories, demonstration rooms, museums, skill lab with manikins & simulation instruments, community health centers for rural and urban health.
- There are two spacious Examination hall for smooth conduction of exam.
- The departments have established the state-of-the-art laboratories for UG and PG curriculum.
- The central library of the institute has a collection of books, e- journals, NPTEL video access service, e-books and plagiarism check service.
- In addition, all the departments also have software required to cater to the needs of their curriculum.
- The departments have research laboratories with required computing facility.
- All the faculty rooms have Wi-Fi Internet and computing facility.
- The institution has the latest IT Infrastructure to support the teaching & learning processes.
- Sufficient bandwidth of internet connection is available in the Institution.
- The department of Sports and Physical Education caters for both men and women. It has good infrastructure for indoor and outdoor sports and provides excellent facilities in terms of equipment. Sports and Cultural activities

Student Support and Progression

The students provide different platforms to support curricular, co-curricular and extra-curricular activities for the overall growth of students. The institute encourages and helps all the eligible students to apply for GoK and MHRD scholarships/ free ships/ fee concession. The college has an established student support & welfare committee with well-defined guidelines looks into issues related to ragging, academics, examination and hostel. The anti-ragging squad visits the boys and girls hostel frequently. This is to see that freshly admitted students don't face any problems. Coming to the progression part, Students selected as class representatives are representing in all the committee this gives them opportunity to explore their competency. The college organizes capability enhancement programs to the students such as personality development, communication and leadership etc. BGS GIMS organizes 3 days' cultural fest 'VIHBHAV' every year under the Guidance of Dean and Cultural team. The students are encouraged to actively participate in various academic programs, research and sports activities not only in the institution but also in other colleges. College organizes kreedothsava every year for students and faculty to encourage sports. The college has registered BGS GIMS- Alumni Association. The alumni association is still in the primary stage; alumni's share their experience regarding preparation for PG entrance exam in the platform alumni knowledge sharing series. Building linkage plays a vital role in the continuous improvement with synergetic effect.

Governance, Leadership and Management

- The BSGGIMS having robust governing structure to meet the aims stated in its vision and mission statements. The participative management strategy has been used for taking the inputs from all the stakeholders.
- Academic governance is headed by College Council. The college council provides the direction to all the departments for designing the courses to meet the current need, best teaching practices, direction for research, evaluation process, and so on
- Internal Quality Assurance Cell (IQAC) has been established in the year 2021 to confirm continuous improvements in academic quality. IQAC activities are supplemented by committees such as Curriculum committee and Medical education unit.
- To ensure accountability, faculty appraisal system has been implemented since 2014.
- Students provide faculty appraisal at the end of each year, which provides useful inputs to assess faculty performance.
- C.R for each class has been done in order to address the grievances of the students.
- Faculty Empowerment Strategies are in place.
- Financial management and resource mobilization is carried out in a transparent manner. While the tuition fee is the main source of income and earnings from consultancy are other sources of income.
- The Management ensures adequate budget allocation for institutional growth.

Institutional Values and Best Practices

The institution is promoting and supporting gender equity and sensitivity. Sensitization programs and workshops about gender equity are organised regularly for students and staff. Safety and security, common room facilities and counselling are provided to female students and faculty

There are many initiatives taken for the use of renewable energy and waste management. About 1.34 Kw power in the institution generated by renewable solar energy sources. The maximum requirement of annual lighting power of are met by LED bulbs.

The rooftop rainwater from the building is collected through a network of pipes and chambers and diverted to pits to increase ground water level. There is an annual budget allocation for green initiatives and waste management in the campus.

Institute has taken steps for managing e-waste by out sourcing to recycling company, who are officially certified and are dedicated to recycling e-waste.

The institution has provided several facilities like ramps, lifts, special washrooms, wheel chairs, and scribes for examination to differently abled people.

- Doctor's Day ,Teachers day, Children's day, Gandhi Jayanti, Ambedkar Jayanti etc and all important national days are regularly celebrated to show respect to our nation and great national leaders.

- The institution maintains complete transparency in financial, academic and administrative functions. The Best Practices for the institute focus on conducive environment for teaching, learning and innovation. The institution has proven record in bringing success and satisfaction into its vision.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BGS GLOBAL INSTITUTE OF MEDICAL SCIENCES
Address	No.67, BGS Health and Education City, Uttarahalli Road, Kengeri
City	BANGALORE
State	Karnataka
Pin	560060
Website	www.bgsgims.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M.E.MOHAN	080-26984800	9900126444	080-28611696	principal@bgsgims.edu.in
IQAC / CIQA coordinator	S.S PRABHAKARA	080-28611496	9448665276	080-28611696	iqac.bgsgims@gmail.com

Status of the Institution	
Institution Status	Private
Institution Fund Source	No data available.

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	27-09-2012			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Karnataka	Rajiv Gandhi University of Health Sciences	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
MCI	View Document	27-09-2012	10	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	No.67, BGS Health and Education City, Uttarahalli Road, Kengeri	Urban	10.32	94761.11

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS, Modern Medicine	66	PUC	English	150	150
PG	MD, Anatomy	36	MBBS	English	3	0
PG	MD, Physiology	36	MBBS	English	2	0
PG	MD, Biochemistry	36	MBBS	English	3	0
PG	MD, Microbiology	36	MBBS	English	3	0
PG	MD, Pharmacology	36	MBBS	English	4	0
PG	MD, Pathology	36	MBBS	English	3	3
PG	MD, Community Medicine	36	MBBS	English	4	1
PG	MS, Ophthalmology	36	MBBS	English	2	2
PG	MS, Obstetrics And Gynaecology	36	MBBS	English	3	2
PG	MS, Orthopaedics	36	MBBS	English	3	3

PG	MD,Paediatrics	36	MBBS	English	4	4
PG	MS,General Surgery	36	MBBS	English	5	5
PG	MD,General Medicine	36	MBBS	English	5	5
PG	MD,Dermatology	36	MBBS	English	2	2
PG	MD,Anaesthesiology	36	MBBS	English	9	9
PG	MD,Radio Diagnosis	36	MBBS	English	2	2
PG	MD,Psychiatry	36	MBBS	English	2	2
PG	MD,Ent	36	MBBS	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	20				41				66			
Recruited	10	10	0	20	12	29	0	41	43	23	0	66
Yet to Recruit	0				0				0			
	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	0				75				30			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				75				30			

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

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	2	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	27	14	0	15	15	0	25	39	0	135
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	1	0	0	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	45	57	0	19	17	0	138

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	2	0	0	0	0	0	0	0	2
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	41	0	41
UG	0	0	0	0	0	0	0	0	0	0
Highest Qualification	Lecturer			Tutor / Clinical Instructor			Senior Resident			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Emeritus Professor engaged with the college?	Male	Female	Others	Total
	0	0	0	0
Number of Adjunct Professor engaged with the college?	Male	Female	Others	Total
	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	54	7	0	0	61
	Female	66	23	0	0	89
	Others	0	0	0	0	0
PG	Male	20	0	0	0	20
	Female	22	0	0	0	22
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	5	3	4	4
	Female	5	5	5	4
	Others	0	0	0	0
ST	Male	2	2	1	2
	Female	1	1	0	0
	Others	0	0	0	0
OBC	Male	5	15	11	11
	Female	13	25	7	7
	Others	0	0	0	0
General	Male	17	46	27	23
	Female	29	53	34	38
	Others	0	0	0	0
Others	Male	24	0	27	30
	Female	49	0	34	31
	Others	0	0	0	0
Total		150	150	150	150

General Facilities	
Campus Type: No.67, BGS Health and Education City, Uttarahalli Road, Kengeri	
Facility	Status
• Auditorium/seminar complex with infrastructural facilities	Yes
• Sports facilities	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
• Health Centre	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
• Health centre staff	
* Qualified Doctor (Full time)	170
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	300
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	Yes
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes

• Renewable / Alternative sources of energy	Yes
• Any other facility	NA

Hostel Details		
Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	125
* Girls's hostel	2	232
* Overseas students hostel	0	0
* Hostel for interns	1	17
* PG Hostel	1	12

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Inter – Intra disciplinary learning/knowledge sharing program. Objectives of the Practice: The main objective of this practice is to enhance the capability / competency of staff and student by continuous improvement. • In Intra department faculty knowledge sharing provides an opportunity to share the knowledge of their specialization. It helps in the development of interpersonal skill and their skill. • Inside Interdisciplinary faculty knowledge sharing provides the platform to share the knowledge of their specialization. It helps in the development of interpersonal skill and their skill, team building, interdisciplinary project, collaborative research and articles. These type of practice will have synergetic effect for staff and students. The Context: In order to contribute to the medical field, we have to develop the multi skill set. This competency is achieved by sharing knowledge between experts in different streams of Health science. This plat form will provide an opportunity to achieve the current requirement with minimum effort. It is difficult for an individual to keep themselves updated in every field. Keeping this challenge in the mind, BGS GIMS came up with the concept of sharing the knowledge with each other without restrictions of the age or the stream. An informal as well as friendly environment has been created from the past 6 years to perform a “Enhance Inter-department skill set”. Initially it was started</p>
---	--

	<p>among faculty members of the same department and was extended to inter department. The response to this program was so excellent that faculty and student among different department started participating in large numbers. Faculty and Students have presented the seminar on recent technology for our students. This became a trend and need based. This type of knowledge sharing, something very passionate and learning in a very different way of learning with fun. The faculty will work about the latest competency required in various medical field along with they also prepare the content and time of the event. The feedback given by participants will be the motivation for the next succeeding activity</p> <p>Evidence of Success:</p> <p>The main objective of this practice to develop the competency in the faculty and student to meet current need. This practice made student and faculty to do research, publications, conduction of CME and involvement in clinical trials.</p> <p>Problems Encountered and Resources Required:</p> <p>Allocation of time for performing these competency development activities becomes difficult sometimes because of regular classes and clinical practice. But managing on working after class time- table, things could work out efficiently.</p>
2. Academic bank of credits (ABC):	<p>Government of India, Under National Education Policy-2020, intends to enable students across the nation with the “Academic Bank of Credits” (ABC) system for fulfilling their thirst for knowledge by providing academic flexibility to pick and modify their educational paths, link diverse disciplines, and; assist them in acquiring the proper foundations and building blocks for their ambitions. The “Academic Bank of Credits” (ABC) is an educational digital platform created to facilitate students’ seamless mobility between or within degree-granting Higher Education Institutions (HEIs) through a formal system of credit recognition, credit accumulation, credit transfers, and credit redemption in order to promote distributed and flexible teaching and learning. The ABC platform will provide students (having a DigiLocker account) with the opportunity to register for a unique ABC ID, an interactive dashboard to see their credit accumulation, and options to begin a choice-based credit transfer mechanism.</p>
3. Skill development:	<p>The institute imparts knowledge of the human body,</p>

	body functions, curative & preventive aspects of the diseases, knowledge of the national health programs, record keeping & documentation for the students so that he/she is aware of social and therapeutic aspects of the diseases. The teachers use active learning principles where students are involved in the teaching learning process using newer methods like Case Based Learning (CBL), Problem Based Learning (PBL). The clinical and practical skills are taught to the students in practical halls, laboratories and bedside clinics and out-patient departments (OPD).
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	BGS GIMS have developed three modules on Communication Skill Workshop, Part I, II&III, for I, II and III MBBS where students are trained to develop the ability to communicate sensitively, effectively & respectfully with the patients & their relatives and are assessed by Objective Structured Clinical Examination (OSCE) / Objective Structured Physical Examination (OSPE) in formative assessment examination. The institute also has a Communications Skill Lab.
5. Focus on Outcome based education (OBE):	The course outcomes and program outcomes are defined based on the syllabus prescribed by Rajiv Gandhi university of health sciences to which BGS Global institute of medical sciences is affiliated. Syllabus has been framed as per the directions of National medical commission (formerly Medical council of India). The institute has defined the program outcomes based on the following graduate attributes: Medical knowledge, planning abilities, problem analysis, modern tool usage, leadership skills, professionalism, professional ethics, communication, Impact of doctors on the society, environment and life-long learning. Assessment methods as directed by the RGUHS is followed in the institution. Summative assessment was given importance before the introduction of competency based medical education (CBME). Summative assessment included three internal assessment conducted at the college level and final examinations conducted at university level. With the introduction of CBME along with the summative assessment, continuous assessment in the form of formative assessment is adopted. Students are assessed not just on term/final exams but they are assessed throughout the academic year and constant feedback is provided to improve the learning process of the students.

	Seminars, assignments, maintenance of records and log books, OSPE, OSCE, tutorials, projects, field visits, regularity in attending classes, day to day performance in class rooms are all considered for formative assessment. Students are required to enter these details in the log book assigned for each subject. Blueprint of the log book is provided by RGUHS.
6. Distance education/online education:	The Distance education/online education provide a platform for continuous improvement. Our institution encourages online classes and it is need based. The student are provided with LMS for self-directed learning. Our faculty are successfully completed the online courses under SWAYAM and NPTEL platform.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
823	746	638	639	587
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
127	138	39	116	87
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

1.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
192	190	150	150	150
File Description		Document		
Institutional data in prescribed format(Data templ		View Document		

2 Teachers

2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
183	183	183	183	178
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	183	183	183
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1691	1665	1526.5	451	497
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institute ensures effective curriculum delivery through:

- 1.Planning for curriculum
- 2.Teaching-Learning Process
- 3.Effective course delivery
- 4.Self-Learning Initiatives

Planning for Curriculum

BGSGIMS, affiliated to Rajiv Gandhi University of Health Sciences, Karnataka, follows the curriculum as specified by the university. The university regularly updates its curriculum for UG programs and PG programs. The curriculum meets the current expectations required from the students in the prevailing scenario. College council of college discusses the curriculum at a length to identify the curriculum gaps in the curriculum and proposes the ways to bridge /address the curriculum gaps.

Institute prepares phase wise Academic Calendar well in advance before commencement of the academic year, considering on the basis of Academic Calendar of the University. Subjects are allotted to the faculty members considering the faculty specialization, experience and workload for the forthcoming phases of the academic year, after the end of the previous phase, on finalization of Curriculum Planning. The teaching plan is prepared by the individual department under the guidance of the Head of the Department. It is ensured that the minimum contact hours for theory and laboratory as specified in the university syllabus is strictly maintained. The course coverage is periodically assessed and any related issues/discrepancies /modifications are discussed in the department meeting for effective curriculum delivery. The feedback of the students is regularly obtained, which is an integral and indispensable part of curriculum planning and implementation.

Teaching-Learning Process

Effective curriculum delivery starts by disseminating the course objectives through lecture schedule. The day-to-day teaching learning process is driven by tutorials, guest lectures, video classes, seminars,

workshops, group assignments and projects as-and-when needed apart from the regular lectures. The curriculum delivery is enhanced by the utilization of LCD equipped classrooms and laboratories.

Effective course delivery is ensured using various instructional methods and pedagogical initiatives such as lectures, tutorials, clinical skills and competencies. Continuous Internal Assessments (IAs 1,2,3,) for the theory subjects and for practical subjects in clinical skill laboratory as per University guidelines. Depending on the course and the situation creating the best learning environment for the students. Class Routine Schedule provides Tutorial classes for the subjects which require hands-on experience, practical lessons, etc. Remedial classes are conducted for weak learners.

Self-Learning Initiatives

Students and faculty are encouraged to get certified in relevant courses. Continuing Medical Education activities, workshops, participate in research and practice of evidence-based medicine inculcate self-learning in the students. These type of activities, will help in writing research proposals to national funding agencies, further which can be taken up as start-ups. The institution also provides avenues for students to demonstrate their co-curricular activities through various annual technical events.

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

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

Response: 0.22

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	0	0	1	0

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document

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: 61.62	
1.2.1.1 Number of inter-disciplinary /inter-departmental courses /training offered during the last five years Response: 61	
1.2.1.2 Number of courses offered by the institution across all programs during the last five years Response: 99	
File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document

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: 42.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
571	448	523	0	0

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

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 Institution believes that integrating cross cutting issues with the curriculum would create positive effect on the students in terms of their education and societal commitment. The Institution provides a platform and propagates initiatives which enable the amalgamation of social awareness with professional responsiveness. The curriculum incorporate issues relevant to gender, environment and sustainability, human values, health determinants, Right to Health and emerging demographic issues and Professional Ethics as prescribed by the

1. Gender Sensitization: Sensitizing today's youth about the gender discrimination practices around us would allow them to be more sensitive, empathetic and responsive. The institute believes in creating a space where each individual is treated equally and with due respect. The institute holds seminars on gender issues which not only makes the students aware of the atrocities against women in the society but also helps them understand gender in the light of gender spectrum.

The gender Harassment committee organize programs promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty. Institute has about 55% girl students in overall student population. Faculty/Staff population is well balanced with both genders.

2. Environment & Sustainability:

Environmental studies module incorporated in curriculum. Environment impact assessment is taught to students which helps them to assess the environmental consequences of a plan or program, prior to the decision to move forward with the proposed action.

Regular awareness program through posters, models, talks and seminars are done to create an

understanding and awareness among all to protect our environment and promote an ecological balance. **‘Tree plantation’** and **‘Clean India- Swachh Bharat Campaign’** are the popular drives in this regard. Tree planting in campus and Thurahalli forest maintenance are some of the initiatives The College has an integrated rain water harvesting System along with Sewage treatment plant. This water is reused for gardening

3. Human Values and Professional Ethics:

Medical ethics and professionalism are included in the curriculum across all the years, as per the requirements of the AETCOM module. Apart from traditional lectures, innovative teaching learning methods are used to achieve this.

Emphasis is laid on inculcation of human values of service, kindness, self-discipline, moral values in students. Respect of cadaver, Hippocratic oath, white coat ceremonies are held to sensitize students.

Regular Yoga, meditation, personality development sessions are held for students and staff. In community postings students will get experience of socioeconomic, cultural, environmental and health conditions among rural population. Emphasis on empathy, understanding and service of deserving poor and minorities is done.

4. Health determinants, right to health and emerging demographic issues

Health determinants are important factors that affect the health and well-being of the society. Physical, Biological, mental, emotional, behavioral, socioeconomic, cultural and environmental determinants and their importance in health services are incorporated in the curriculum

Immunisation, national health programs and preventive health strategies are integrated in curriculum. Implementation of PCPNDT act is strictly done. Emphasis on sex ratio, emerging population trends, health implications of increasing geriatric population are taught to students.

File Description	Document
Link for list of courses with their descriptions	View Document

1.3.2 Number of value-added courses offered during the last five years that impart transferable and life skills.**Response:** 18

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

Response: 18

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

1.3.3 Average percentage of students enrolled in the value-added courses during the last five years**Response:** 17.11

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

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

1.3.4 Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)**Response:** 16.63

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

Response: 136

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

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: <ol style="list-style-type: none"> 1. Students 2. Teachers 3. Employers 4. Alumni 5. Professionals Response: A. All of the above	
File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View Document
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	View Document
Institutional data in prescribed format	View Document

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
--

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process. Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 98

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	28	30	30

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	30	30	30	30

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

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

Response: 92.54

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:

2021-22	2020-21	2019-20	2018-19	2017-18
192	190	150	150	150

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

2021-22	2020-21	2019-20	2018-19	2017-18
212	208	165	158	158

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

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

Response: 14.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
29	19	22	20	28

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

2.2 Catering to Student Diversity

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

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

Response: A. All of the above

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

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

Response: 4.5

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

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

Response:

The philosophy of BGS GIMS is to shape the Medical students into proud citizens, laying emphasis on sharpening innate skills and talents. In order to achieve the objective of equipping the students with value based and globally competent and comparable skills, the curricular, co-curricular and extra-curricular activities are focused on producing competent and confident medical professionals. There is a shift from focusing on mere teaching to an emphasis on active learning through technology mediated practical methods. The Institution promotes social responsibilities and responsible citizenship roles among the students with continuous interface with the community through extension activities through Community Medicine department. The Institution makes all the faculty and students to understand the importance of providing their services in rural areas. The Institution takes up several co- curricular and extension programs to promote social responsibility among the students. The Institution ensures participation of all the students in extension activities through the following strategies. The institution actively involves all the students in programs like social work, health and hygiene awareness, AIDs awareness, environmental awareness campaigns etc. As part of co-curricular and extracurricular activities, the institution organizes the following extension activities in rural areas. Sensitizing the community on health awareness promotion activities. Awareness programs on all national health programs. Educating rural people about health hazards of alcoholism, tobacco chewing, smoking, AIDs etc. The college has sprawling campus with ample space for number of sports like basketball, volley ball and badminton and indoor game facilities. The College shares its sister institutes' facilities for cricket, Football etc. which is in same campus. In the campus, auditorium is available for promoting cultural events / activities.

Sports and cultural committee to organize events. The institute has a qualified Physical Director who guides on all sports activities. All sports equipments for both indoor and outdoor games are provided. Students are encouraged to participate in all the sports events conducted by University / other colleges in the state. The college has well-disciplined Student Council functioning. Activities: Providing leadership in organizing quiz, elocution and essay writing competitions, sports and cultural activities. To serve as a bridge between management and students and to maintain peace and harmony within and outside the campus. Students actively participate in various committees constituted. Students are actively involved in organizing cultural and sports events, medical camps, extension activities, professional awareness programs, workshops etc. Students represents in the following committees Student's council Cultural and Sports committee Alumni association Student Grievance Cell Blood donation volunteers Medical camp etc. Emphasis is placed on extracurricular activities like sports, games and cultural activities so as to provide students a break from regular academics to refresh. Students are also actively participate in other extracurricular activities include celebration of Ganesh Festival, Annual social gathering, Dance, dramas,

singing, Rangoli, etc. Participation in the intra collegiate, inter collegiate and inter university sports and games and cultural and literary competitions is encouraged to bring about overall personality development of the students.

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

2.3 Teaching- Learning Process

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

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

Response:

Experiential learning:

All the Departments have well equipped state-of-the-art laboratories for subject oriented practical training. Early Clinical Exposure from first year itself gives an insight into the clinical application of the theoretical knowledge. Patient-centric learning forms the most integral part of experiential learning in medical school. This is achieved through systematic monitored clinical case presentations which includes history taking, physical examination, evidence-based discussions on diagnosis and management.

All Departments follow Competency Based learning system with the intention of creating competent Indian Medical Graduate.

Integrated / inter-disciplinary learning:

Well structured curriculum incorporating horizontal and vertical integration from the formative year onwards provides an overview of the entire course. Guest lectures by subject experts from Multispecialty Hospital forms a value-added addition to this. Clinico- pathological case discussions and Clinical meetings are routinely held.

Participatory learning:

- The institute practices participative learning in addition to regular class learning. The institute organizes co-curricular and extra-curricular activities under the guidance of faculty.
- In addition to lecture classes, small group discussions, Problem based learning, self directed learning, tutorials are incorporated in the curriculum.
- Students participate in various intercollegiate and National Quiz competitions, community based activities, health camps, blood donation camps, immunization camps, disaster management rescue missions, National health program implementation activities, environmental conservation activities including 'Swachh Bharat Abhiyan' and pandemic management especially during COVID19.

Problem-solving methodologies:

Students are encouraged to present recent advances in relevant topics under the guidance of faculty in small group discussions. Problem Based Learning (PBL) and Case Based Learning (CBL) forms part of the entire curriculum.

- OPD and bed side clinics helps the students to analyse the problems of patients and evolve solution for the same.

Self-directed learning (SDL):

Log book has been maintained by all students to document the procedural skills performed under supervision and to record the certifiable skills.

In order to strengthen the self-learning capability students are encouraged to register the courses offered by NPTEL, MOOC (Massive Open Online Courses) program.

There is provision to use the SWAYAM portal and LMS for self-learning.

.Patient-centric and Evidence - based learning:

Clinical postings are designed in such a way that all students undergo training in OPD, IPD, emergency and trauma care, burns ward and pathological laboratories. All students are given BCLS training in the formative year and are exposed to simulation labs. Case discussions, bed side clinics, journal clubs, grand rounds are routinely done.

Learning in the Humanities:

AETCOM modules pertaining to respective academic year has been incorporated in the curriculum. Students are taught communication skills, Professionalism and bioethics. They are given an overview of human rights, maintaining interpersonal relationships, stress management, gender equality, mutual respect and community participation.

Project-based learning:

Our state-of-the art Central Research Lab offers opportunity to staff and students to take up various research projects. The students are encouraged to prepare and submit small proposals for ICMR projects

and RGUHS funded projects under faculty supervision.

Role-plays :

The MEU of our institution conducts regular training to inculcate various new and innovative pedagogical practices. Role play is one of its kind which promotes easy and active learning, critical thinking and smooth implementation of clinical knowledge. Our Institution takes special interest in observing and conducting various National Programmes like Tuberculosis day, AIDS day, Cerebral palsy day, World Mental health day are few examples.

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

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

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

Response: A. All of the above

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

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

Response:

The institute always strives to make the latest Information and Communication Technology (ICT) infrastructure available for use by its students, faculty, and technical staff members in the campus. The learning experiences of the students are enriched with the latest state-of-the-art educational technologies used by the teachers and by adequate use of the ICT enabled tools to its optimum level for making the teaching-learning process effectual.

- Faculty are trained and are well versed in using appropriate ICT tools for teaching.
- The classrooms, demonstration halls and seminar halls are ICT –enabled. The entire campus is wi-fi and broad band internet enabled.
- Med whiz LMS has been implemented in the institution which offers platform for both online and offline classes.
- Smart class rooms with interactive boards and video-conferencing facilities are in place.
- Provision for uploading notes and recorded sessions are also a part of LMS system.
- Online Examination System developed internally can be accessed by the students inside the campus through LAN as well as through the internet outside the campus.
- Online resources such as HELINET and other eLearning resources are available. The Audio-Visual Aids are utilized effectively by the faculty members to demonstrate the concepts to the students to enhance the learning experience.
- Besides printed books and journals, the library subscribes to a large number of e-journals in the field of Medical science with facilities for accessing online and offline databases..
- Google Platform is extensively used by the faculty members for sharing recorded lectures.
- The institute uses the integrated academic management system of the university to manage the

entire academic process. In addition to this, the institute has implemented an ICT enabled system for student admission and on-line payment of semester fees and hostel charges.

- These innovative teaching techniques help the learning experience of students effective, enjoyable, attentive, interactive and communicative.

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

2.3.4 Student :Mentor Ratio (preceding academic year)

Response: 6.86

2.3.4.1 Total number of mentors in the preceding academic year

Response: 120

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

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

Response:

The institute has incorporated modern pedagogies of engagement to create conducive environment for teaching- learning. To foster innovation and creativity in the teaching-learning practices, CME'S,

workshops are conducted every semester to bring out awareness among the faculty. Following are the inductive teaching-learning practices towards a student- centric approach at the institution:

Flipped Classroom: The faculty share their learning material and home work/assignments with the students through different e-platforms. This enhances productivity and performance in the classroom as the faculty can trigger critical thinking and address complex health problems by optimizing the discussion on self-explanatory topics. Moreover, formative assessments can also be performed through the e-platforms to quickly assess the learning levels of the students and to offer constructive suggestions

Collaborative Learning: To negotiate with team dynamics, to cultivate team spirit and to strengthen leadership qualities, collaborative learning methodology is deployed in the form of mini projects.

Cooperative Learning: In order to develop positive interdependency and individual and group accountability, cooperative learning has been adopted in the system. More specifically, Medical / Health Exploration course along with Tinkering lab has been established in order to fill the lacuna of the affiliated system. Structured templates and assessment techniques have been developed for the effective deployment of the methodology. This concept helps in team development.

Problem Based Learning: To develop critical thinking and problem-solving ability, problem- based learning has been introduced in the system. In this methodology, small groups are formed and presented with problems to get multiple optimal solutions. It encourages students to be active and innovative.

Project Based Learning: Students are allowed to work in multidisciplinary projects, funded projects, field projects, research projects, and projects with social impact. This promotes their engagement through deep investigation of complex problems. Also, it helps them to cultivate traits of lifelong learning and social responsibilities.

Apart from these pedagogies,

- Poster Presentation competition, the objective of the event was to encourage students for self/collaborative learning.
- Role-plays on doctor-patient relationship and communication skills During orientation day program students are emphasized on the importance of doctor patient relationship and importance of communication skills with the help of role plays.
- Unconventional Learning Exercises - Use of analogies, puzzles in this, the students are divided into small groups during the regular tutorial sessions and the learning of concepts is made through responding to “Critical thinking questions”, answering worksheets, solving puzzles, cross words, encouraged to come out with creative cartoons depicting physiological concepts etc

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

2.4 Teacher Profile and Quality

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

Response: 97.38

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

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

Response: 28.02

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.

2021-22	2020-21	2019-20	2018-19	2017-18
53	53	53	48	48

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

2.4.3 Average teaching experience of fulltime teachers in number of years (preceding academic year)**Response:** 7.77**2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)**

Response: 1422

File Description	Document
Institutional data in prescribed format	View Document
Consolidated Experience certificate duly certified by the Head of the institution	View Document
Link for additional information	View Document

2.4.4 Average percentage of teachers trained for development and delivery of e-content / e-courses during the last 5 years**Response:** 28.63**2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses year-wise during the last five years.**

2021-22	2020-21	2019-20	2018-19	2017-18
114	34	114	00	00

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

2.4.5 Average Percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academies during the last five years**Response:** 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

2.5 Evaluation Process and Reforms

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

Response:

The Institution is affiliated to the RGUHS, adheres to its syllabus and regulations with regard to **Continuous Internal Evaluation** (CIE) and phase/ year Examination. During the orientation programme, all the stakeholders are informed in advance about the mechanisms, rules, and regulations pertaining to the Continuous Internal Examination (CIE) and Phase/ Year End Examination from the perspective of the University. In addition, an 'Test committee' has been established to contemplate on continual improvement aspects in the CIE system and to provide constructive suggestions regarding examination reforms. Moreover, a 'Flying Squad' has been established at the college and departmental level to prevent malpractice, and to bring transparency during examinations. The 'Flying Squad' team visits the rooms during the Internal Examinations and reports to the respective department. Also, these examinations are conducted in line with the regulations provided for external exams to help create a beneficial environment, which will facilitate the students face the external examinations without any apprehension.

At the departmental level, Course coordinators and Module coordinators oversee the quality of the internal assessment question paper as per the requirement. Along with the question paper, a comprehensive scheme of evaluation and answers are submitted to the committee, which is shared and discussed among the students after the examination to bring clarity and transparency in the system. The same procedures are adopted for the scrutiny of other tools of continual assessment such as assignment, quiz, one-minute paper, seminar, group discussion, etc.

Three internal examinations are conducted per subject, and the average of three / best of two examinations are considered for the final internal marks. Clinical posting tests are conducted after the completion of postings in respective subjects/ departments. Portion for the internal assessment is communicated to the students well in advance.

The entire course plan consisting of tools and techniques for CIE is shared with the students along with the rubrics of evaluation to provide clarity and transparency among all the stakeholders.

The three internal class tests are spread across the phase/ year/ semester at intervals of fifteen weeks each. In between the students face class quizzes, one-minute paper and other assessment tools during each class session. The scheme and solution is discussed in the class room and explanatory notes are added in the answer books during evaluation so that students perceive the evaluation to be transparent.

Our institution has implemented Competency Based Medical Education from the year 2020. The guidelines and requirements of National Medical Council are being implemented in a phased manner. Institution has implemented a platform developed Haraizen Technologies for Assessment and Evaluation of Competencies of the students which include both summative and formative methodologies. The formative assessment and evaluation of competencies include DOAP (Demonstrate, Observe, Assist and Perform) sessions, working on Simulated Maniquies and Simulated patients, online OSCE and OSPE skill stations , Rubrics, Peer Review to name few.

The assessment and evaluation of competencies is a continuous one which integrates horizontal and vertical departments and processes as outlined in National Medical Council Assessment Guidelines. The competency grading is a robust and transparent which takes into account all the assessment years of Undergraduate and Post Graduate students.

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

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

Response:

Departmental Level

- Every class consists of one 'Class Teacher' and Mentors who will seek feedback after every Internal Examination and counsel students to better performance.
- Students can put forth their grievance at the department level not only about the examinations, but also to other aspects such as teaching-learning, gender-equality, etc. which will be sorted out within the stipulated time bound to the satisfaction of the students, if it is within the purview of the

department.

- Every department consist of one departmental test coordinator and a Chief coordinator at college level to assist the students in examination related matters.
- At the end of each Internal Examinations, the HOD will convene a meeting with the class teachers and the class student representative to solicit their feedback and to address grievances, if any.
- At the end of each Internal Assessment test, the students can discuss the evaluation of his/her answer books with the subject teacher and get redressal for any of his/her grievance.
- The students can also approach HOD or Principal, if the need arises. Re-tests are conducted for students, who have received prior permission for their absence due to genuine reasons.
- The faculty member should upload and share the internal examination marks with the students and parents within a week from the date of the examination.
- Progress report is sent to the parents/wards within 15 days of Internal examination by email/ message/ post.

College Level .

- The Institution has a centralized Grievance Readdressed Cell comprising of the Principal, and a Representative from each department.
- A suggestion and grievances box are kept in the campus.
- Feedback and idea to enhance the system are solicited at the end of every semester, and the same is tabled for discussion during a meeting with the student class representative and management.

University Level

- Grievances related to SEE such as error in question paper, etc. related to the subject can be informed to the room supervisor, who will bring the matter to the notice of the Chief superintend / Principal, and Registrar Evaluation of the University in written form. The University will do the needful as per the rules and regulations.
- Students can also apply for a photocopy of their answer scripts and discuss with their respective course faculty member. If the answer script deserves more marks than the marks awarded in the first evaluation, the student can go for appeal.

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

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

Response:

The RGUHS has been continuously carrying out of reforms in its examination procedure through integration of IT in all the procedures and processes of the examination system. The reforms have also been implemented in the continuous internal assessments modes and components. Examination procedure has been completely automated using university software

Examination Procedures and IT Integration

- Adopting yearly patterns of examination with continuous evaluation system for all the departments and affiliated colleges.
 - The controller of the examination will select out of the accepted question paper. The soft copy of the question paper will be sent to the examination Centre with login id and password.
 - The university delivers question papers through online. The Online 15-30 minutes before start of exam Question paper delivery system helps in avoiding leakage of question papers and saves lot of stationery and physical movements.
- Digital evaluation system has been successfully implemented for UG, PG and **Theory examinations**.
 - Examiners are appointed only from the panel of examiners. Panel of examiners for every subject is compiled prior to the examination on collecting the information from the institutions / departments, considering eligibility norms of the University.
- Examiners are provided with login and password for the digital evaluation.
 - The answers scripts are coded to prevent disclosure of identity of students; thereby bias/malpractice of any kind is prevented.
 - Scheme of evaluation along with solutions are made available to the examiners prior to the commencement of evaluation. Thus uniformity is maintained.
 - The theory paper valuation is made impartial by double evaluation. If the difference is 15 % or more then 3rd evaluation will be done. For awarding the average of best two marks will be taken.
 - Photo copies of answer scripts will be provided to the desired students on application
- Inclusion of seminar project, assignment, seminar presentation etc. as components of evaluation.

Continuous internal assessment system

- Continuous internal assessment is done through conducting various tests from time to time.
- Three tests were conducted for each paper of the subject in each phase / year and average of best two test will be considered for awarding of final internal marks.

Competency-based assessment

The theory and practical examinations are based on the course out comes of the various programmers the practical exams will be based on the expected skills. The Competency-based assessment is implemented by

MCI from the academic year 2019-20. It is to bring objectivity in assessment and also to improve ownership of teaching-learning and assessment.

Workplace-based assessment

Post Graduate departments are conducting Work place-based assessment for formative assessment to ensure acquisitions of relevant skills and competencies.

Self-Assessment: It is done periodically by the students through checklist which discussed and reviewed by respective departments.

OSCE/OSPE: Objective Structured Clinical Examination (OSCE) and Objective Structured Practical Examination (OSPE) are assessment methods based on a student's performance that measure their clinical/procedural competence. It is followed by departments through formative assessment.

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

2.5.4 The Institution provides opportunities to students for midcourse improvement of performance through specific interventions Opportunities provided to students for midcourse improvement of performance through:

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

Response: A. All of the above

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

2.6 Student Performance and Learning Outcomes

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

Response:

The course outcomes and program outcomes are defined based on the syllabus prescribed by Rajiv Gandhi university of health sciences to which BGS Global institute of medical sciences is affiliated. Syllabus has been framed as per the directions of National medical commission (formerly Medical council of India).

The institute has defined the program outcomes based on the following graduate attributes: Medical knowledge, planning abilities, problem analysis, modern tool usage, leadership skills, professionalism, professional ethics, communication, Impact of doctors on the society, environment and life-long learning.

Faculty are trained about the course outcomes, program outcomes and medical graduate attributes during the RBMET (Revised basic course workshop in Medical education technologies), AETCOM (Attitude, Ethics, Communication) and CISP (Curriculum implementation support program) organised by Medical education unit (MEU of the institute under the able guidance of Nodal centre. During these programmes faculty are trained to choose appropriate teaching learning methods, framing specific learning objectives, alignment and integration of topics and various assessment methods. Members of medical education unit are trained in Nodal centre.

Orientation program and foundation course are conducted where attributes and roles of Indian medical graduate are detailed to the undergraduate and postgraduate students. Roles of Indian medical graduate is displayed in the notice boards.

Subject specific learning objectives are communicated to the students in the respective departments. Details of the curriculum and syllabus as prescribed by the RGUHS and NMC is uploaded in the college website.

Assessment methods as directed by the RGUHS is followed in the institution. Summative assessment was given importance before the introduction of competency based medical education (CBME). Summative assessment included three internal assessment conducted at the college level and final examinations conducted at university level. With the introduction of CBME along with the summative assessment, continuous assessment in the form of formative assessment is adopted. Students are assessed not just on term/final exams but they are assessed throughout the academic year and constant feedback is provided to improve the learning process of the students. Seminars, assignments, maintenance of records and log books, OSPE, OSCE, tutorials, projects, field visits, regularity in attending classes, day to day performance in class rooms are all considered for formative assessment. Students are required to enter these details in the log book assigned for each subject. Blueprint of the log book is provided by RGUHS.

We have implemented an Online platform on CBME developed by Heraizen Technologies for assessment and evaluation of competencies on continuous basis. The platform helps faculty members to design the

summative and formative assessment methodologies as deemed necessary for a particular skill or competency collectively and implement the same. The platform provides tools for online OSCE and OSPE ,DOAP Sessions, Proctored assessment and feedback sessions. The attainment of learning outcomes of each student is stored in the cloud and is retrievable and can be made available to examiner, students, parents and regulatory body .

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

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

Response: 93.46

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

2021-22	2020-21	2019-20	2018-19	2017-18
127	126	34	104	85

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

2021-22	2020-21	2019-20	2018-19	2017-18
136	145	39	108	87

File Description	Document
Trend analysis for the last five years in graphical form	View Document
Institutional data in prescribed format	View Document
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	View Document
Links for additional information	View Document

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

Response:

The purpose of the MBBS program is to facilitate the medical student to become a primary caregiver to patients. Learning in the various basic and clinical science subjects is predominantly directed towards achieving this purpose. Our institution has developed various levels of integration of instruction both horizontally in a phase and vertically across phases. The teaching and Learning and Assessment processes are aligned with the UG and PG curriculum like the topics in different subjects in the same phase that have similar threads will be grouped together in the timetable and integrated to a limited extent both vertically and horizontally. The purpose of horizontal integration (within a phase) is to remove redundancy and provide interconnectedness. In the earlier phases, the purpose of vertical integration (across phases) is to emphasise the applicative use of the basic science concept taught. In the later phases, its purpose is to utilise and build on prior knowledge and emphasise the foundations of clinical practice.

Efforts are being made to equip the medical graduate to acquire the skills such as Certifiable procedural skills – A Comprehensive list of skills recommended as desirable for Bachelor of Medicine and Bachelor of Surgery (MBBS) – Indian Medical Graduate. Clinical training shall emphasize early clinical exposure, skill acquisition, certification in essential skills; community/primary/secondary care-based learning experiences and emergencies. Acquisition and certification of skills shall be through experiences in patient care, diagnostic and skill laboratories. Progress of the medical students are documented through structured periodic assessment that includes formative and summative assessments. Logs of skill based training are being maintained. Appropriate Faculty Development Programmes are regularly conducted to facilitate our teachers at all levels to continuously update their professional and teaching skills, and align their teaching skills to curricular objectives.

The logbook is an output of the assessment and attainment of learning outcomes by all the students. The Logbook have pages dedicated to participation in Foundation Course (in first phase) and AETCOM activities (in all phases). There is a logbook for each phase, which is submitted before the examination and available for university examiners to review, if necessary or at random. If the subjects are included in more than one phase (e.g. Community Medicine, General Medicine etc.), the subjects can have a logbook covering various competencies (activities) in all phases. The final summary page at the end of the logbook provides a quantitative expression as to the percentage of achievement of competencies at various levels. This page is replicated in logbooks of subsequent phases.

Our institution is one of the few to adopt a comprehensive IT platform to integrate Competency Based Medical Education in the country. The IT platform includes the implementation of Medwiz a learning management system and Haraizen Technologies CBME Assessment and Evaluation platform. We have partnered with an US based technology company for use of simulated patients in the development of clinical skills.

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

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

Response:

The role of the parents is very important for the development of their children's and also parents are one of the stakeholders of the institute. Keeping this in mind our institute organizes parent teacher meeting once in a year. The institute has the responsibility to communicate with parents for organizing the meeting schedule. The agenda of the interaction meeting broadly includes Vision/Mission/PO's, details of the programs offered, induction program details, Infrastructure facilities, Academic Activities/Achievements, Co-curricular activities, student support, Activities pertaining to student's overall development, feedback/suggestions etc. During meeting, a detailed presentation is given to the parents based on above mentioned activities. After presentation the feedback/suggestions are requested from the parents with regard to syllabus/curriculum/overall development activities/student support etc. The parents are also requested to interact with the Mentors, Class teachers and Principal to get the information about the performance of their ward. The suggestions/feedback given by the parents during interaction with principal and teachers are recorded and follow up actions are planned accordingly. After taking the corrective/preventive actions the parents are informed about the same by institute through telephonic communication or through principal in next consecutive parent teacher meet.

Some of the important points discussed in the meeting are as follows:

1. Need to improve their employability skills (with emphasis on personality development)
2. Support students in getting scholarships
3. Provide safe environment to the students especially girls
4. Enhancing communication with regard to attendance of the students in college etc.

The overall outcome of parents teaching association meeting is, better understanding of parent's expectations from college, Improved understanding of the course structure/curriculum/job opportunities etc. for parents Improvement in teaching-learning environment, improved administrative functioning in the college, improved discipline and achievements of students, improved awareness about the role of doctors

in the society.

The logbook is an output of the assessment and attainment of learning outcomes by all the students. The Logbook have pages dedicated to participation in Foundation Course (in first phase) and AETCOM activities (in all phases). There is a logbook for each phase, which is submitted before the examination and available for university examiners to review, if necessary or at random. If the subjects are included in more than one phase (e.g. Community Medicine, General Medicine etc.), the subjects can have a logbook covering various competencies (activities) in all phases. The final summary page at the end of the logbook provides a quantitative expression as to the percentage of achievement of competencies at various levels. This page is replicated in logbooks of subsequent phases.

Our institution is one of the few to adopt a comprehensive IT platform to integrate Competency Based Medical Education in the country. The IT platform includes the implementation of Medwiz a learning management system and Haraizen Technologies CBME Assessment and Evaluation platform. We have partnered with an US based technology company for use of simulated patients in the development of clinical skills.

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.3

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: 19.89

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

2021-22	2020-21	2019-20	2018-19	2017-18
73	68	33	4	3

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	0

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:** 14

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	9	1	1

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

3.2 Innovation Ecosystem**3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge****Response:**

The institution provides a conducive environment for research and technology driven innovation. This is made possible by creating a favorable ecosystem that ignites research and innovation and provides all support required to materialize ideas. The following are the initiatives undertaken for creation and transfer of innovations and knowledge:

Human Resource Development

Priority is given to appoint and promote staff, who possess rich experience in research and good academic credibility. orientation towards research. Every year an exclusive programme is being organized to convey research methodology, research writing, statistics for the students and staffs by a team of experts in respective fields.

Incubation Centre:

The institute encourages the culture of incubation centre by providing all required facilities such as power, internet connectivity and security services to the Start-ups. Start-ups can also utilize the institute infrastructure such as laboratories, testing and fabrication facilities etc. This will create an interaction plot form faculty and students with the start-ups. The BGS GIMS Incubation Centre, this state-of-the-art facility includes well-furnished seating arrangements, high configuration computers, independent high-speed dedicated internet connection, uninterrupted power back up and discussion & meeting rooms.

Research Centre

The institution is empowered with state of the art Research Centre which promotes original research work and innovations by students as well as faculty. For this the institute is equipped with modern equipment and technology in the research laboratory, intramural and extramural grants and an Institutional Research Committee headed by Dr. Mohan M.E , Dean cum Principal and Dr Raju Koneri, Director of BGS GIMS Research Institute.

The sole objective of the Research Institute is to carry out scientific research including the conduct of research in basic biological and life sciences, and advanced biomedical sciences leading to better understanding of the life processes at cellular and molecular levels, therapies, therapeutics and formulations; dissemination of research outcomes in the form of patents, scientific publications, books and web media; establishing an environment of interdisciplinary research; providing guidance and infrastructural facilities to students and research scholars across different disciplines of biological, biomedical, healthcare and life sciences; collaboration with academia and industry to promote academia-industry interactive research projects; training students and research scholars research ethics, research methodology and in state-of-the-art technologies in the field of biomedical research; contribute/participate in research projects with other institutions (national/international) of similar objectives/aims.

Value Added Courses

The college has developed several proactive value added courses to promote innovation, enhance skills in basic as well as advanced medical science procedures and develop a knowledge based approach among students by conveying how knowledge promises employment, empowerment and enlightenment.

To facilitate networking and establish collaborations for undertaking multi-disciplinary and interdisciplinary research, the institute regularly invites eminent experts for lectures, workshops and hands on courses.

File Description	Document
Link for details of the facilities and innovations made	View Document
Link for any other relevant information	View Document

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	2

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

3.3 Research Publications and Awards

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

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

Response: 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	View Document
Institutional data in prescribed form	View Document
Link for Additional Information	View Document

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

Response: 0.01

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: 1

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

Response: 82

File Description	Document
Institutional data in prescribed format	View Document
Link for any additional information	View Document

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

Response: 0.58

File Description	Document
Institutional data in prescribed form	View Document
Link for Additional Information	View Document
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View Document

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

Response: 0

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

3.4 Extension Activities

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

Response: 41

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.

2021-22	2020-21	2019-20	2018-19	2017-18
1	5	10	13	12

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

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

Response: 29.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
100	135	210	261	253

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

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

Response:

Achievements which Lead to Institutional Excellence

Achievements	Awarding agency
SRI SRI Dr. PRAKASHNATH SWAMIJI, Secretary awarded Lifetime Achievement In Health And Humanity Service-2014	World Medical Council and M At Dubai, UAE On 23rd May
SRI SRI Dr. PRAKASHNATH SWAMIJI, Secretary has been awarded "LIFE TIME ACHIEVEMENT AWARD"-2018.	Bangalore Management Assoc
In the year 2018-19, University of South America Honored Sri Sri Prakashanath Swamiji with a Doctorate degree for his allegiance and overhaul to society.	University of South America
Sri Sri Dr. Prakashanath Swamiji was also awarded as Digital Leadership in the	India Today

year 2019.		
Education today presents “Visionaries” Education Icon of the Year 2020 to Sri Sri Dr. Prakashanath Swamiji ,for his archetypal contributions in the field of education broadened to refer to a wider range of experience, including a range of esoteric traditions and religious traditions	Education today	
BHARAT SHIKSHANA RATNA AWARD, Presented to Sri Sri Dr. Prakashanath Swamiji for outstanding achievements and remarkable role in the field of education on 28th October 2020 at New Delhi	Achievers Association for Health	
Dr. M.E Mohan, Dean Cum Principal , Professor of Medicine awarded Mother Teresa Gold Medal Award-2013	Global Economic Progress Res	
ISO Certification	TUV India	
NABL Certification	National Accreditation Board Laboratories	
Appreciation letter for COVID19 Patient Management Centre	Centre of Indian Trade Union (CITU)	
Recognition as a Scientific and Industrial Research Organizations (SIROs)	Govt. of India Ministry of Science and Industrial Research Techn	

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

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

Response:

The BGS GIMS is having liaison with the community for various programme among students and faculty members by promoting their participation in extension / outreach activities.

List of activities that were carried out are:

- Establishment of Satellite Clinics which help in providing Health care in remote areas
- Regular Rural Health Camps at nearby villages to extend health awareness and also to provide treatment to the masses.
- **School Health Camps** are regularly organized for the health screening of children so that preventive and interceptive treatments can be provided at the right time
- **Subsidized and free health services** to economically weaker sections of the society in the institute.
- Regular **Society Health Check Up Camps** to create awareness among the general masses about their health.
- Celebration of World Health days , **World AIDS Day, Women's Day, Yoga Day, Cancer Day, Breast feeding week ,ORS week**tc to create awareness as well as to establish positive interaction among students
- The Institution contributes to **Swachh Barat Abhiyan** by regularly conducting cleanliness drives, maintaining 'no plastic zone' in the premises, extensive biomechincal waste segregation and disposal system.
- The institute has facilities for **Rain Water Harvesting**, measures are also taken to conserve water at every level.
- Utilization of natural resources is also undertaken in the campus by installation of **Solar Panels** to conserve electricity and promote solar power.

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

3.5 Collaboration

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

Response: 6.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
20	10	00	00	02

File Description	Document
Institutional data in prescribed format	View Document
Documentary evidence/agreement in support of collaboration	View Document
Link for Additional Information	View Document

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

Response: 16

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: 16

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The Institute is having adequate physical facilities for teaching – learning, skills acquisition. Following are the details of the facilities available:

All the ICT enabled spacious class rooms is equipped with white board, multimedia projector, internet, writing desks, Air-conditioned, fans and LED.

The institute have established state-of-the-art laboratories to meet the needs of UG and PG curriculum. The institute have also setup research laboratories with adequate computing facility.

There are well equipped spacious seminar halls at the institute level and many departments have their own seminar halls to conduct seminars, expert lectures and viva-voce.

Senior faculty have independent faculty rooms, while the junior faculty have shared rooms. All the faculty rooms have internet and computing facility.

IT Infrastructure supports the teaching & learning process. There are about 220 computers with varied specifications. Available bandwidth of internet connection in the Institution (leased line) is 1GB

The Campus-Wide Networking facility connects all the departments, hostel, office

A separate Internet Laboratory (Browsing centre) houses about 20 computers, with a dedicated leased line connectivity of 200 Mbps.

Students have free access to internet facilities maintained in the college. From Anatomy to Community medicine, all the departments in college campus are connected and are fully networked. Internet, E-learning and browsing facilities are centrally maintained. Both undergraduates and postgraduates are trained and actively encouraged to make use of the internet facilities not only for their curriculum needs but for research and to enhance their knowledge.

Each department has equipped with adequate number of computers and relevant software packages.

The college Central library has a collection of books, e- journals, NPTEL video access service, ebooks and plagiarism check service. Further, the library has CDs, DVDs mirroring faculty publications, news letter, college magazine, question papers, course material, lecture notes etc.

The students have remote access to e-resources of the library

In addition to the facility at the central library, each department has its own library for lending and reference purposes.

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

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

Response:

The institute caters sports and physical education for both men and women to make the student physically fit. It is having good infrastructure and equipment's for indoor sports

Available facilities for Out-door games

Basketball, Volleyball, Handball, Kho-Kho, Kabaddi, Throw ball courts and Tennis Ball Cricket ground.

Available facilities for In-door games

Badminton, Table tennis, Chess, Weight lifting, Power lifting, Wrestling, Gymnastics, Carrom, Fitness Center, Yoga.

Usage by Students

The institute will conduct inter College competitions are conducted every year in Volleyball, Basketball, Badminton, Table Tennis.

Annual athletic meet for institute is held in the college campus every year.

Specification about area/ size of courts

Outdoor Sports

Sl.No	Particulars	Area in Sq.Mt.
1	Volley Ball	15mx32m=480
2	Basket Ball	19mX32m=608
3	Hand Ball	20mX40m=800
4	Tennis ball cricket, Football, Softball and Archery	130m X200m=2600
5	Kho-Kho, Kabaddi,	15m X32m=480
6	Throw ball, Ball Badminton	15mx32m=480

Indoor sports

In total institute is having 2400 Sq mt Playing area. 3 Badminton courts 522 Sq.mt, 2 Table tennis tables and 4 Carrom Boards. Yoga and chess playing area of 600 Sq.mt

Fitness center has an area of 170 Sq.mt

Yoga and Meditation

Mass yoga program is held every year on International yoga day.

Facilities for cultural activities.

Auditorium

The college is having well equipped mini auditorium of capacity 500 to 600 member's capacity.

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

4.1.3 Availability and adequacy of general campus facilities and overall ambience

Response:

The general facilities and overall ambience in institute is vibrant and student centric. The conducive environment provided by the institute helps every student to achieve excellence in their chosen field of

specialization. Nearly 750 students are studying in the college, and every year approximately 140 medical graduates graduate from the college successfully. The dynamic environment created by the Trust helps every student to develop his/ her rational, critical and creative powers, thereby enabling the fullest possible intellectual and personal growth.

Close to 190 staff members including renowned Faculty, technical and other experts serve our student community to achieve excellence in education and to make studying at BGSGIMS institution an extremely pleasurable and rewarding experience. The success of institute lies in its highly qualified and experienced faculty who are competent and dedicated to provide excellent education.

Hostels

There are total 2 hostels with separate blocks for interns and P. G. are available. Intake capacity of 500 students with around 400 students residing in these hostel. Each room has an area of 120 square feet

Staff Quarters & Guest Houses are available for teaching and non-teaching staffs around 61 single bed room and 4 double bedrooms.

Medical Facilities:

In total 710 bedded hospitals with facilities of emergency, OPD services of specialty & super specialty, intensive care units, & pharmacy to provide free treatment to all the stakeholders round the clock.

Toilets

Toilets and washbasins are available with separate facilities for girls, boys and staff. These are well lit, clean and ventilated with 24 hours running water. Facilities are also provided for Physically challenged persons

Courier services is available professional courier will come and collect daily.

Banking services:

Canara Bank and its ATM facility is available in the campus to meet the financial requirement for the stakeholders.

Signage's & topographical maps are available.

Campuses are barrier free for Physically challenged students in the form of ramps, railings, wheel chair, lifts etc

Greenery: 10% of total area is green with gardens, lawns and plant nursery.

Alternate sources of energy: Solar system is installed catering to around 175 KW of electricity requirement. Generator facility is available as a backup.

Sewage treatment Plant has facilities for Solid & Liquid waste management.

Solid waste management

Solid waste is managed as per Solid Waste Management Rules, 2016. In the college, solid waste is collected as per standard protocol and segregated into biodegradable and non-biodegradable waste. Biodegradable waste is treated in the compost plant and the compost produced is utilized for maintaining green vegetation in the campus. The non-biodegradable waste is collected by the local Municipal Corporation for safe disposal.

Liquid waste management

The liquid waste generated from college, hospital and hostels is treated in Sewage Treatment Plants. The treated water is reused for gardening and sanitary purposes.

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

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

Response: 56.92

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

2021-22	2020-21	2019-20	2018-19	2017-18
341	242.9	553	664.5	329.4

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

4.2 Clinical, Equipment and Laboratory Learning Resources

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

Response:

The BGS GIMS is equipped with best teaching Hospitals, Equipment's, Laboratory and Clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies. The details are as follows

BGS GIMS was started in 2013, affiliated to RGUHS, Karnataka. The institution is located in the urban area of Banalore, South India in a vast area of 10.32 acres. The institution is running UG and PG programmes with 21 well established departments recognized by Medical Council of India.

The hospital has 710 beds with best facilities made available at an affordable cost to the community with all innovative and sophisticated state-of-the-art equipment and teaching facilities. The hospital is having consultancy services, tie-ups with Govt. of Karnataka.

All the departments are having adequate space and are well equipped, ICT enabled air conditioned lecture halls with latest audio visual teaching aids are provided. The institution has both internal and external quality assurance cell for promoting the quality of academic, administrative and research activities.

The other strength of Medical College and Hospital are as follows

- Central sterilization department & Central oxygen vacuum connection,
- Air-Conditioned operation theatres,
- Hospital has fully equipped ICCU, IMCU, ICU, NICU, PICU, RICU, SICU,
- Equipped with defibrillators, Ventilators, CT scan Colour Doppler, Modern X-ray machines, Ultra sound, Dialysis Machine, Autoanalyzer, etc

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

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

Response: 397275.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
258362	314431	296257	503716	491131

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

2021-22	2020-21	2019-20	2018-19	2017-18
15938	20291	21223	33702	31328

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

4.2.3 Average number of students per year exposed to learning resource such as Laboratories,

Animal House & Herbal Garden during the last five years.**Response:** 166.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
150	150	150	150	150

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.

2021-22	2020-21	2019-20	2018-19	2017-18
42	40	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

4.2.4 Availability of infrastructure for community based learning Institution has:

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

Response: A. All of the above

File Description	Document
Institutional prescribed format	View Document
Government Order on allotment/assignment of PHC to the institution	View Document
Geotagged photos of health centres	View Document
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View Document
Description of community-based Teaching Learning activities	View Document
Link for additional information	View Document

4.3 Library as a Learning Resource

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

Response:

The institute provide the Central Library facility to all the students and staffs, it aims at an Excellent Storehouse of knowledge by providing an easy access to information resources for medical science learning and Research community. It is also committed to user focus services, fairness, and innovation, professional integrity and social responsibility.

The central library has been automated by Deem soft Software in the year 2017 with bar-code facility of all books. It has specialized collections of Books, Journals & other resources in their respective programme. The collection includes books, back volumes, CDs\ DVDs. The Central Library subscribes to national and international journals in print and e-Journals.

Standard Text books and Reference books by well-known authors are stacked, and every effort is made to obtain all titles recommended by the library committee which consists of Principal, HoDs, Librarian. Multiple copies of popular books are bought to make them available to as many students as possible.

The value added service OPAC (Online Public Access Catalogue) facility: WEBOPAC allows the user to browse the entire library collection and provides the search facilities by Author, Title, Subject, and Keyword etc. to know the availability of library documents and to save the time of user.

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automa	

Deem Soft	Partially	2.1	2017
File Description		Document	
Link for geotagged photographs of library facilities		View Document	
Link for any other relevant information		View Document	

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

Response:

The **BGS GIMS Central Library** established in 2012-13. collection of 14500+ Medical books, 1000 CD/DVD and subscription to 143 periodicals yearly on various medical subjects. The objective of the Institute's Library is to respond to the needs of the students and staff providing a congenial atmosphere for Learning.

The library is open from 9:am to 9:pm on all working days. Photocopy facilities are available in the library. There are also separate reading rooms for the students to bring in their own reading material to study. The central Library is also accommodated with e- Library . A part from the Central Library. All the departments have a library of their own

BGS GIMS Central Library has the membership to Health Science Library And information Network (HELINET) Consortium of Rajiv Gandhi University of Health Sciences having access to huge current full-text electronic Resources of e-journals e-books & Dissertations.

The Institution has the practice of collecting and maintaining rare books, special reports or any other knowledge resources to benefit students and faculty for their knowledge enhancement, research and exploring new things beyond syllabus books. The details of collection of rare books in the Library in different form are as below;

Rare Books (Print): volumes (Encyclopedias+ Dictionaries+handbooks+communication

Old Question Papers (Print+Online): Library has made provision for students and faculty to refer/access University examination old question papers in the Library in print & online form.

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

4.3.3 Does the Institution have an e-Library with membership / registration for the following: 1. e – journals / e-books consortia 2. E-Shodh Sindhu 3. Shodhganga 4. SWAYAM 5. Discipline-specific Databases

Response: B. Any four of the above

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

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

Response: 88.07

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)

2021-22	2020-21	2019-20	2018-19	2017-18
39.33	116	68	114	103

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

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

Response:

in person facility is given in a humongous hall, which is very well light up and air conditioner set up is provided in the internetlibrary with private reading section for students. For staff and post graduate students there is a separate section with wifi connections and password which will enable the student to browse through various articles and journals for their academic and research works. A separate journal section with a huge collection of national and international journals of each department are provided which is updated timely so that the postgraduate students will be made available with the recent trends their speciality. Inward and outward systems are maintained for students visit to library and timings are given from 9 am to 9 pm . external reading available 24/7.

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

4.3.6 E-content resources used by teachers: 1. NMEICT / NPTEL 2. other MOOCs platforms 3.SWAYAM 4. Institutional LMS 5. e-PG-Pathshala

Response: Any Two of the above

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

4.4 IT Infrastructure

4.4.1 Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year) Response: 100	
4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities Response: 37	
4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution Response: 37	
File Description	Document
Institutional data in prescribed format	View Document
Geo-tagged photos	View Document
Links to additional information	View Document

4.4.2 Institution frequently updates its IT facilities and computer availability for students including Wi-Fi Response: <p>The Institution has permanent IT facility along with Wi-Fi connectivity. The institutional IT facility is efficiently managed by the IT Department the Institution provides system administration and technical support, which includes software installation, configuration of servers and desktops/laptops, network monitoring (both wired & wireless), and internet sharing through LAN.</p> <p>The institution possesses a city online PVT.Ltd. internet leased line with a contention ratio of 1:1 through a fiber with wimax high end router to facilitate the faculty and students in enhancing their academic and research activities. This is uplinked to all the departments, laboratories, hostels, office premises, and other locations through a fibre optic line with the help of a well- configured stacking switch.</p>
--

SI. No	Year		Wifi-Upgradation (Mbps)	
1	2015-16		50mbps	
2	16-17		100	
3	17-18		100	
4	19-20		100	
5	20-21		350	
6	21-22		1GB	

To ensure a secured network connectivity and efficient bandwidth management at the central source, both for wired and wireless access, the Institution deploys a Sonic Wall firewall and a Wi-Fi Controller at the radius manager

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

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

Response: ?1 GBPS

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

4.5 Maintenance of Campus Infrastructure

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

Response: 16.18

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)

2021-22	2020-21	2019-20	2018-19	2017-18
135	129	148	134	128

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

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

Response:

The institute is having good infrastructure for providing conducive environment for higher education. The maintenance department of the institute will take care maintenance activities of the whole college campus. The maintenance department is headed by engineer and his support staff including technical staff such as Plumbers, Electricians, Carpenters, Mechanics, etc. The department carries out all maintenance activities of the campus and buildings and includes all activities necessary to operate, maintain, and provide services for college buildings, mechanical equipment and utilities to keep them in good operating condition.

All medical testing equipment, computers, elevators, energy systems, etc are maintained by entering Annual Maintenance Contracts (AMC) with the supplying / installing agencies.

The institute has separate maintenance contracts for the Pest Control, Garden Maintenance, House Keeping and Security Services that are supervised by this division.

The maintenance department reviews the works under progress and completed and gives its recommendations to the authorities of the institute.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 7.15

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)

2021-22	2020-21	2019-20	2018-19	2017-18
28	110	4	79	27

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	View Document
Institutional data in prescribed format	View Document
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	View Document
Link for Additional Information	View Document

5.1.2 Capability enhancement and development schemes employed by the Institution for students: 1. Soft skill development 2. Language and communication skill development 3. Yoga and wellness 4. Analytical skill development 5. Human value development 6. Personality and professional development 7. Employability skill development

Response: C. Any three of the above

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

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

Response: 7.7

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	88	35	113

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

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

Response:

In India our strength is unity in diversity, in this back ground to help foreign students; The institute has created the platform by establishing a separate active international students cell to cater to the requirements of foreign students. The major active role of this cell are as follows

1. International student Welfare i.e. helping in getting house and travel support.
2. Supports in solving if any issues in Visa and registration procedures with Foreign Residents Registration office (FRRO).
3. Getting necessary clearances from the Ministry of External Affairs.
4. Conducting orientation programs to the students about the culture, legal requirements, food habits, safety and security measures to be followed by them during their study at the college.
5. Celebration of cultural festivals of their country.

File Description	Document
Link for international student cell	View Document

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

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

Response: All of the above

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

5.2 Student Progression

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

Response: 24.73

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 ..

2021-22	2020-21	2019-20	2018-19	2017-18
2	10	6	0	0

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 / AIIMS PGGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) **during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
85	47	6	0	0

File Description	Document
Scanned copy of pass Certificates of the examination	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

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

Response: 2.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	4	3	0	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual reports of Placement Cell	View Document
Link for Additional Information	View Document

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

Response: 3.15

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

Response: 4		
File Description	Document	
Supporting data for students/alumni as per data template	View Document	
Institutional data in prescribed format	View Document	
Any proof of admission to higher education	View Document	
Link for Additional Information	View Document	

5.3 Student Participation and Activities

5.3.1 Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.				
Response: 5				
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 .				
2021-22	2020-21	2019-20	2018-19	2017-18
2	0	1	2	0
File Description	Document			
Institutional data in prescribed format	View Document			
Any additional information	View Document			
Link for Additional Information	View Document			
Duly certified e-copies of award letters and certificates	View Document			

Other Upload Files

1	View Document
---	-------------------------------

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

The main objective of student council is to provide a platform to interlink student, faculty, staff and Management of the institute to develop an academic community

The student council first understand the Vision, Mission and Core values of the institute, this will enable them to provide constructive feedback on various aspects of campus life- academic programs, general discipline, library facilities, maintenance of the campus and other student service facilities. to assess and improve the potential for student placements and facilitate internship; to assist the anti-ragging committee to curb the menace of ragging completely; to identify and suggest methods of improving student life and student conduct and discipline; to suggest and implement student projects for universal development; to identify, assess, evaluate and suggest the student perspectives in the development of Arts and Culture, Sports and Games, and other co-curricular/extracurricular activities including student participation.

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

Other Upload Files

1	View Document
---	-------------------------------

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

Response: 2

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

2021-22	2020-21	2019-20	2018-19	2017-18
4	0	2	2	2

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

5.4 Alumni Engagement

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

Response:

The alumni association provides the window to build up the network between the old students. Presently Our institute is having two alumni batches. Alumni Association comprising of members from last two batches, well placed in various reputed organizations across the globe. Many among them are successful entrepreneurs. Alumni have good rapport over the years, conducting meeting periodically in the college campus. The institute has provided the facility to register for alumni students.

The alumni association provides the platform /conducive environment for the following activities

- Personality Development Program
- Career Advising
- Industry Institute Interaction.
- Mentoring.
- Placement assistance.
- Sponsorship.
- Interns for final year students
- Arranging seminar / guest lecture for students.

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

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

1.Financial / kind

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

Response: E. Any one of the above

File Description	Document
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	View Document
Link for Additional Information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

VISION

To be recognized as a Centre of excellence providing quality medical training and comprehensive health care in a socially responsible manner.

MISSION

To Educate and Inspire Individuals to be Passionate, Compassionate Physicians and Exemplary Leaders in the field of Medicine with Sensitivity to the needs of the Community.

The major posts of governance are as follows:

1. Institutional Governance:

a. Governing Council (GC): GC, headed by the President of the BGS Global Institute of Medical Sciences (BGS GIMS), is the highest policy making body of the Institution. GC comprises President, Secretary, Principal, UGC nominee, University nominee and experienced academic leaders.

b. Human Resource Department / Establishment section: All the appointments to the institute is made through the H.R department. H R Department consists of selection committee. The selection committee is headed by the Dean cum Principal, members are head of the department and experts.

c. Finance : The GC Committee examines and scrutinizes the annual budget of the Institute prepared by the Dean Principal and makes recommendations .

d. Building construction: The GC Committee examines and scrutinizes the proposal given by the Dean and discuss with engineers is responsible for construction of buildings and other civil infrastructure.

2. Academic Governance:

a. College Council (CC):

Academic governance is led by the college council (CC), which comprises all the head of departments. It is responsible for approval of academic regulations and other academic matters.

b. Examination section: The office of the Examinations section takes care of the administration of examination system.

c. Curriculum Committee: It is constituted at the college level to design and update to meet the existing gap and bring to the notice of College Council departments to upgrade the academic programmes as per current society requirement.

3. Quality Assurance: Internal Quality Assurance Cell (IQAC) has been established in the year 2021 to ensure continuous improvements in academic quality.

4. Transparency and accountability: A feedback process along with recourse for appraisals is present. To ensure accountability, Faculty Appraisal and Development Programme has been implemented. Students provide faculty appraisal at the end of each year, which provides useful inputs to assess faculty performance.

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

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

Response:

The institution practices decentralization and participative management. The Governing Body delegates authority to the Principal who, in turn share it with the different levels of functionaries in the institute. Faculty members and staff at various levels have been entrusted with authority and responsibility in order to ensure smooth functioning of the institute. In addition to the positions of Various department heads, Registrars, Head Ethics committee, Coordinator (IQAC), following committees/positions have been created to ensure decentralization and participative management:

- The Ethics Committee, which motivates and guides faculty members to take up research projects, publish quality papers, consultancy activities, etc. The Head, of this committee has been given additional responsibility to lookout for new research projects as well as coordinate information exchange with nodal agencies such as RGUHS, VGST, UGC, ICMR
- The Cultural and Magazine committee takes measures to ensure that students are provided ample opportunities to exhibit their talents in the cultural domain.

Physical Education Director promotes sports activities in the institute.

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

6.2 Strategy Development and Deployment

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

Response:

The top governing body is **Board of Management** consists President, Secretary, and Principal and its key functions are:

Governing Body:

The top governing body is **Board of Management** consists President, Secretary, and Dean and its key functions are:

- To create teaching and academic posts, to determine number, cadres and qualifications there of as approved by the Commission, statutory body concerned and the emoluments of such posts in consultation with the Finance Committee.
- To transfer or accept transfers of any movable or immovable property on behalf of the institute.
- To manage regulate, and administer the revenue, the finance, accounts, investments, properties, business and all other administrative affairs of the institute and for that the purpose to appoint such agent or agents as it may deem fit.

Administrative System :

The Dean forms the nucleus of the administration with the former being the final authority in all financial matters. The Dean shares this work and vets all financial projects before the latter endorses the same. The Dean is entrusted with the day-to-day running of the college. He has his team of Departmental Heads, Registrar, the IQAC Coordinator, the head clerk to assist him in the discharge of this work.

The Functions of Various Bodies:

The Finance Sub-Committee, the Buildings Sub-Committee and the Hostel Sub-Committee take important decisions regarding finance, building construction, renovation and maintenance and issues related to the college hostel.

Service Rules, Procedures, Recruitment and Promotion Policies:

Service rules and procedures are guided by the University First Statutes (latest edition), the Constitution of the college and the rules of the State Government as amended from time to time in this regard.

The recruitment rules for the teaching staff, are as per the G.O. along with the eligibility criteria prescribed by the NMC/ MCI . that for the non-teaching staff is as per G.O. The promotional policies for teachers and non-teaching staffs are according to NMC/MCI.

Grievance Redressal Mechanisms:

There are several Grievance Redressal Mechanisms including the Gender Harassment committee with its Internal Complaints Committee; the Anti-Ragging committee; a Grievance Redressal committee with complaints boxes prominently placed and the full implementation of the Right to Information.

Other statutory bodies and their key functions are:**Hostel Advisory Committee**

It looks after the upkeep and maintenance of the hostels.

Sports Committee

It plans and prepares the budget for sports activities.

Grievance Redressal Committee

Whenever an employ or a student of the institute is victimized or punished the person concerned needs to be given adequate opportunity to appeal his or her grievances to their committee. This committee will make impartial investigation into the case, and submit a detailed report to concerned authorities and see that justice is provided to the individual concerned.

Anti-Ragging Committee

The committee comprises faculty members, and student's representatives to create awareness about the menace of ragging as well as to vigilantly monitor student hostels and institute premises to totally prevent occurrence of ragging activities.

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

6.2.2 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff**Response:**

The institution has several welfare schemes for its teaching and non-teaching staff. Many staff had availed the benefit of such schemes, the details are as follows

Leaves

Employees are entitled to avail leave such as Earned Leave, Casual Leave, Compensatory Leave, Maternity, and Paternity leave. Casual Leave Encashment to teaching and non-teaching staff is one among the benefits offered by the management.

Apart from the aforementioned leave privileges, teaching staff are also granted special causal leave for attending and presenting papers at various conferences, examination duty leaves and study leave / sabbatical leave for faculty pursuing higher studies.

In addition, part payment of travel grants for attending conferences, workshops, seminars at national and international levels and also financial support.

Insurance

Group Accidental Insurance is available to all the staff members of the constituent college.

Loan

The college tries to get loans from such financial institutions as Banks by standing guarantee for house loan and education loan to the teachers and employees for their children. In the event of death of an employee in service the institute provides job to his spouse on compassionate grounds on recommendation by the Management.

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

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

Response: 6.81

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

2021-22	2020-21	2019-20	2018-19	2017-18
23	9	11	8	11

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

6.3.3 Average number of professional development / administrative training programmes organized by the Institution for teaching and non- teaching staff during the last five years (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 9.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	6	15	10

File Description	Document
Institutional data in prescribed format	View Document
Copy of circular/ brochure/report of training program self conducted program may also be considered	View Document
Link for Additional Information	View Document

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

Response: 36.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
78	47	87	90	30

File Description	Document
Institutional data in prescribed format	View Document
E-copy of the certificate of the program attended by teacher	View Document
Link to additional information	View Document

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

Response:

To identify strength and weakness performance appraisal is done. In performance appraisal following Key Performance Indicators(KPI) are checked

KPI for Teaching Faculty:

- Workload: Teaching (UG and PG), Patient Care, Preparation of Learning Resource Material
- Research Funded Projects
- Research Publications
- Books published
- Guest Lectures delivered
- Presentations at Conferences
- Resource person for Workshops / CME / Seminar / Symposium
- Awards
- Additional responsibilities
- Membership / Office Bearer of Professional Bodies
- Any special training undertaken.

KPI for Non-Teaching:

- Technical adequacy: Application, Initiative, Punctuality, Neatness.
- Knowledge level.
- Leave record.
- Relations with superiors.

- Recommendations

Process of Performance Appraisal:

The performance appraisal process starts with the Head of the department, Head of the department will give the report to the head of the institution and then to the H.R. department /Establishment section to issue order.

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

6.4 Financial Management and Resource Mobilization

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

Response:

For the Institute the sources of funds are:

- 1.Tuition fees collected from students.
2. Income from Hospitals
- 2.Interest income.
3. Funding assistance from alumni as well as from philanthropists

In addition, the institute has also procured grants from various funding agencies.

The budgeting exercise is initiated well before the beginning of a financial year. The college submits budget proposal, which is discussed in the Finance committee. Budget allocation is made across important heads such as equipment & software, consumables, academic activities, etc.

The purchase of equipment is initiated by heads of departments and centre heads based on the allocation made in the budget. The Purchase committee of the Institution, headed by the Principal, meets periodically to discuss the proposals and in turn principal will submit for the approval from the management.

A separate mechanism is in place to procure consumables and tools, through rate contract. The Institution has entered into rate contract for supply of materials in bulk with reputed vendors. This mechanism facilitates fast track procurement as well as reduction in procurement cost.

The civil and electrical works are taken up by a dedicated Maintenance Department. The maintenance of system will be taken by system department.

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

6.4.2 Institution conducts internal and external financial audits regularly

Response:

The institute has both Internal and external financial audit mechanism in place.

The accounts department of institute have been managing financial resources of the Institutions. The finance head checks and approves all financial transactions as per the norms and rules of the institute. The external financial audit is done at the end of each financial year by a chartered accountant. The external auditors visit at regular intervals, and verify all financial transaction with the supporting documents and approval of proper authority for each financial transaction. The financial transactions are accounted in Genesis ERP by the institute.

External auditing is done in accordance with the acceptable auditing standards in India. Care is taken to see that financial statements are free of material misstatement. The audit also includes assessing the accounting principles used and significant estimates made by the institute, as well as evaluating the overall financial statement presentation.

Once all financial transactions are accounted for, the auditors prepare Balance sheet and Income and Expenditure for the financial year. The financial statements are signed and approved by Auditor, Principal. Based on the audited financial statements, auditor will issue "Audit Report". The External Internal Auditors' reports are reviewed by management authorities and forwarded to the respective accountants / Internal Auditors to bring in desired improvements in the areas highlighted by the External Internal Auditors.

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

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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	View Document
Institutional data in prescribed format	View Document

6.5 Internal Quality Assurance System

6.5.1 Institution has a streamlined Internal Quality Assurance Mechanism

Response:

In pursuance of the National Action Plan of the National Assessment and Accreditation Council (NAAC), Bangalore, for performance evaluation, assessment and accreditation and quality up-graduation of institutions of higher education, NAAC proposes that every accredited institution establish an Internal Quality Assurance Cell (IQAC) as a post-accreditation quality sustenance measure. Since quality enhancement is a continuous process, the IQAC will become a part of an institution's system and work towards realizing the goals of quality enhancement and sustenance.

The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. The IQAC will make a significant and meaningful contribution in the post-accreditation phase of institutions. During the post-accreditation period, the IQAC will channelize the efforts and measures of an institution towards academic excellence.

The main functions of IQAC at BGS GIMS are as follows:

- To develop and apply quality benchmarks/parameters for various academic activities of the institute;
- To ease the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- To arrange for feedback responses from students, parents and other stakeholders on quality related institutional process;
- To act as organizing center of the college for coordinating quality related activities including adoption and dissemination of good practices;

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

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

Response: 8.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
63	14	00	00	00

File Description	Document
Institutional data in prescribed format	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document
Link for Additional Information	View Document

6.5.3 The Institution adopts several Quality Assurance initiatives The Institution has implemented the following QA initiatives : 1. Regular meeting of Internal Quality Assurance Cell (IQAC) 2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements 3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. 4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: B. Any three of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	0	1	1

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

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

Response:

The institution has always been committed to the support and practice for social justice and rights of all human beings. Equal opportunities are given to both the genders in terms of admissions, employment, training programmes and sports activities.

a) Safety and Security

Various workshops / Guest lectures were conducted to provide awareness about Women's rights and protection against Sexual Harassment. All faculty and students participated in the workshops / Guest lectures for Gender Equality. Grievance Redressal Committee has been established to look into the grievances of students and staff. College Complaints Committee has been formed to deal with the issues related to Sexual Harassment of Women at workplace and to create a safe working environment. Anti-ragging committee ensures healthy environment among students in the campus.

In order to ensure safety and security of students and faculty, CCTV cameras are installed at various locations in the campus. Separate server space is allocated for back-up of CCTV camera recording. The institute has appointed external agencies for security of campus and hostels. These trained security personnel are deployed at the college main gates and all the blocks. Under the supervision of a security officer, they keep constant vigil on all the movements inside the campus, take care of the security of the buildings and also check all the outsiders entering the campus. There are separate hostels with wardens for boys and girls with appropriate security arrangements. The institute has on-campus accommodation for girl students. Regular inspections to the hostels are conducted by teaching and non-teaching staff. During the visit, the members enquire about facilities and various issues and report the same to the authorities concerned.

b) Counseling

The institution has a policy to counsel the students. It helps in creating better social, physical and

psychological environment and awareness. Counseling is provided to give confidence to the students for timely reporting of any experience regarding sexual harassment or gender conflict. The committees dealing with student issues, ensures that complaints will be dealt with in a sensitive, impartial, fair, timely and confidential manner. Student counseling is done by faculty mentors at the department level, in case they have any academic difficulties. One faculty mentor is assigned around 10 students.

c) Common Room

The institution has separate common room for girl students and faculty members.

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	View Document
Annual gender sensitization action plan	View Document
Link for any other relevant information	View Document

7.1.3 The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment

Response: C. Any three of the above

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

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

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

Response:

The institution has taken various initiative to improve Waste Management in the campus.

Solid Waste Management

- All the solid waste from the campus, hospital, college, canteen and hostel is collected and segregated into degradable and non-degradable wastes.
- Transport and disposal of non-degradable solid waste are outsourced to Kruthik Enterprises, Bangalore for safe disposal.
- Composters arrangements has been made in the institute. Dry leaves and green wastes generated in the campus are effectively being converted into manure through aerobic composters. Compost obtained is used for enriching soil fertility of the campus gardens.
- Dust bins are provided in the campus to keep campus clean, neat and tidy.

Liquid Waste Management

A sewage treatment facility is available in the institute. The plant can treat any wastes of the kind that are ordinarily discharged from toilets, water closets, baths, showers, sinks, basins and other sanitary

and kitchen fitments. The treated water is used for gardening and for flush tank of EWC. The used cooked oil from the canteen is reused to produce Biodiesel. The Liquid sanitation wastes are connected to Underground Drainage (UGD) pipelines of Municipal Corporation.

Biomedical waste management:

- Biomedical wastes are segregated in colored bins as specified by Biomedical waste management Rules. Awareness on segregation of waste is created and black, yellow and red color coded bags are used.
- Pre-treatment of Laboratory waste, microbiological waste, blood samples and blood bags through disinfection on site as prescribed by WHO guidelines.
- Training is provided to all health care workers and others involved in handling of bio-medical waste
- Karnataka state Pollution control board has issued authorization for bio-medical waste management.
- Agreement with Maridi Bio Industries PVt.Ltd, Bangalore for collection, transportation and disposal of bio-medical waste.

E-waste management

Most of our used electronic devices/machines are intended for reuse, resale or recycling in a safe and responsible way. The Institution has its own team of Administrator, faculty members and Technical Staff of our system department to manage e-waste. Upgrading most of our lab and office computer instead of simply replacing it. Many of our lower configuration computers that were no longer useful were donated as they may be useful to others.

Now institute has taken steps for managing e-waste by a recycling company S.B. Traders who is officially certified and are dedicated to recycling e-waste.

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

7.1.5 Water conservation facilities available in the Institution:

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

Response: Any Two of the above

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

7.1.6 Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants

Response: B. Any four of the above

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

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

1. Built environment with ramps/lifts for easy access to classrooms
2. Divyangjan friendly washrooms
3. Signage including tactile path, lights, display boards and signposts
4. Assistive technology and facilities for Divyangjan accessible website, screen-reading software,

mechanized equipment

5.Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

Response: B. Any four of the above

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

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

Response:

India is meant for unity in diversity, the institute is having multicultural, multilingual student and faculty base coming from different parts of the country and from different socioeconomic backgrounds. To develop a culture of oneness as humans the following activities has been taken

- Annual student fests and gatherings: The institute conducts Vibhav
- Freshers' Day will provide a platform to build relationship between the fresher's and seniors.
- Cultural and religious festivals: The institute celebrates several religious festivals such as GaneshaChaturti festival, Saraswathi pooja , Ayudha pooja, in Navaratri and Onam. These events will provide conducive environment for students to feel the homeliness in the campus and religious harmony.

Patriotic initiatives: Every year, the institute observes Republic Day, Independence Day, Gandhi Jayanthi ,Ambedkar Jayanthi

Activities Towards Peace & Harmony:

- International Day for Peace and Tolerance is observed with the aim of developing tolerance among students and nurturing social responsibilities.
- In order to espouse national integration, peace, love, affection and communal harmony, 20th August is observed as The Sadbhavana Diwas Or Harmony Day. The students are encouraged to values of national integrity and patriotism while relinquishing any bitter aftertaste left by caste, creed, religion and regional discrepancies.
- The institute organizes International Yoga Day to promote physical fitness and mental peace for its benefactors.
- Regular healthcare camps and educational/counselling sessions for rural areas including schools.

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

7.1.9 Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff. 1. The Code of conduct is displayed on the website 2. There is a committee to monitor adherence to the code of conduct 3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff 4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

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

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

Response:

Independence day-

It is celebrated on 15th August of every year. students, teaching and non-teaching faculty gather to celebrate with feeling of oneness. March past performed by students followed by flag hoisting by His Holiness Sri Sri Sri Dr.Nirmalanandantha Maha Swamiji , Revered Sri Sri Dr. Prakashanath Swamiji and other Guests . Cultural programme depicting various states and union territory was showcased. Independence day speech delivered by chief guest. Various plays performed by students depicting our national heroes and their sacrifice to our motherland invoke the spirit of patriotism in one and all.

Republic day

Every year republic day is celebrated on 26 January in institution campus. National flag is hoisted by Principal followed by singing of the national anthem. Students, teaching and non-teaching faculty will grace the occasion.

Youths day

To commemorate the birth anniversary of Sri Swami Vivekananda Birthday has been celebrated as Youth day.

Doctors day

It is celebrated on July 1st of every year commemorating the iconic and internationally renowned medical practitioner, Dr Bidhan Chandra Roy who served as a physician, a freedom fighter, an educationist and a politician. India honored Dr Roy with a Bharath Rathna in 1961. All teaching faculty gather in lecture hall in college to celebrate this day

Teacher's day

It is a special day for appreciation of teachers and include celebrations to honor them for their special contribution to the society. 5th September is the birth anniversary of a great teacher Dr Sarvepalli Radhakrishnan, who was a staunch believer of education and was a well-known diplomat, scholar, the President of India and above all, a teacher. Speech by Dean and student head about importance of teacher's day and gratitude towards all faculty. Games are organized for faculty member. Winners are gifted by student committee.

Gandhi Jayanti

October 2 is celebrated every year as Gandhi Jayanti. to mark the birth anniversary of Mahatma Gandhi. On this day His favorite song Raghupati Raghava was sung by students. Principal, administrative staff and teaching faculty gather at institution campus.

Speech delivered by Dean about Gandhi's contribution towards the Indian independence movement, and his nonviolent way of life.

Ambedkar's jayanti

The birth anniversary of Dr B.R. Ambedkar is celebrated every year on April 14 of every year. All the stakeholders of the institute will take part in the celebrations. It was celebrated to remember his contribution in the formation of the constitution of India

Community medicine department in collaboration with department of General Medicine conducts world diabetes day, world AIDS day, World health day.

Department of Paediatrics celebrates world Breast Feeding week, ORS week and children's day.

Department of Psychiatry observes world mental Health day on 10th October of every year and Department of Anaesthesia observes World Anaesthesia day on 16th October of every year.

Department of Pathology observes blood donation day and ENT observes world hearing day on 3rd March of every year

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

7.2 Best Practices

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

Response:

Best Practice -1

1.Title of the Practice:

Comprehensive Emergency Care and Life Support

2.Objectives:

To equip undergraduate and post graduate students, house surgeons and faculty with knowledge of current standards and necessary skills so as to transform the Emergency Care response system and thus save lives.

Current training concentrates predominantly on the theoretical aspects of emergency care with poor exposure to hands-on training. This has necessitated the need to introduce a certifiable course that addresses the gap present currently.

4. Practice:

A structured, comprehensive hands on training programme, spread over 4 days with 9 hours of classroom and skill station training. This is inclusive of a pre-test and post-test of the course. Challenge in this practice

encountered initially included setting up of the skills lab, mobilizing man power, finding adequate trainers and motivating students to enroll.

The uniqueness of this program is that the most common emergencies were dealt with comprehensively. The topics included:

- Recognition of Critical Illness
- Stabilization and Safe Transfer
- Emergency Airway Management
- Emergency Trauma Care
- Emergency Burns Care
- Acute Coronary Syndrome, Congestive Cardiac Failure, Stroke and Seizures
- Cardiac Arrest and Arrhythmias
- Obstetric Emergencies
- Paediatric Emergency
- Neonatal Resuscitation
- Poisoning and Animal Bites

5. Evidence of Success:

Participants who performed poorly in pre-test were able to score well after the program in the theory as well as practical examinations with each session achieving 100% certification of all participants.

Additionally, feedback received from them suggested that their confidence levels in handling emergencies had increased manifold with this workshop.

6. Problems encountered and resources required:

Set up of skill stations – Making supporting staff and participants get involved in setting up the skill station and keeping active.

Exhausted faculty personnel – Continuous involvement of trainer to maintain the energy level and proactive.

Long training hours of participants - more interactive resource material.

7.Note:

Trainers went out of their way to find different methods to keep the participants engaged and invested in

the workshop. This involved the introduction of games, descriptive moulages etc., to meet the objectives of the program.

Best Practice 2

1.Title of the Practice:

“BGS GIMS Alumni Knowledge Sharing Series”

2. Objective.

The main moto of alumni knowledge sharing series is to create a platform to build up linkage with alumni and current student to help them in professional growth. Provide opportunity for alumni to share his gained knowledge in student life for the development of the society.

3. The Context:

The main back ground of creating Alumni knowledge sharing series is to provide conducive environment for current students for their higher studies with. Since ours is budding college of 3 batch of outputs, first batch of students are almost in completing of their Post-Graduation. At this stage the alumnis are having skill set in how get through the P.G. entrance test and for successful completion of P.G. with minimum effort. This competency will be shared to the current students so that it will help them face the coming challenges in future with minimum effort. This platform will create the synergetic effect by enhancing the capability of both alumni and current student. This will lead to the continuous improvement / lifelong learning. This platform will provide an opportunity for the institute to do intellectual respect to alumni.

4. The Practice:

In the medical field 90% of the undergraduate students have the aim of going for higher studies. Knowing this importance, college has provided the conducive environment by doing quiz at college level and state level by taking inputs from Dean, Senior professor and alumni of our college. The questions are in line with the current requirement of entrance exam. This creates a practice of continuous improvement at student and faculty level. This quiz competition is not only help our college; this is going to help student aspirants for higher studies at the state level. This is in line with the vision of our institute. This platform will enhance the capability of current students. In this alumni knowledge sharing series two to three members will come and interact with the students in open discussion students are free to probe the question related to preparation, method of answering of the questions, important module to be covered and importance of hands on experience in interns are shared by the alumni. Sit and practice, preliminary test

and inputs from our faculty team specially dedicated for these entrance exam are vital tips for success. The alumni are sharing the experience of their expertise, this will help and motivate the youngster for higher studies. The oral feedback / response of the students encourages us to conduct these type of programs.

5. Evidence of success:

The main objective of this practice is to minimize the effort of student to upgrade their knowledge by achievement in the P.G entrance test. The oral feedback and response of the students proves that, the program is mutually benefitted to the current students and the alumni for continuous improvement. The evidence of success is around 80 % the student joined for higher studies reported this practice was helpful in qualifying entrance test.

6. Problems encountered and resources required:

The problem in this practice is the time to spare for classes by the alumni. Alumni's are on their busy schedule have to share their experience. The resource is the time and intellectual of the alumni. What we can conclude from this practice is rather than telling problem, it is an opportunity for alumni's to serve the education field for the development of the society.

File Description	Document
Link for best practices page in the Institutional web site	View Document
Link for any other relevant information	View Document

7.3 Institutional Distinctiveness

7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 500 words

Response:

Conducive Environment for Knowledge upgradation/ Continuous Improvement and Research

The vision of the college is to be recognized as a Centre of excellence providing quality medical training and comprehensive health care in a socially responsible manner. This can be achieved by putting effort on continuous improvement on Academics, Research and holistic development of the student. Now the education has become the student

centric and need based. so the responsibility of the college has to provide conducive environment for teaching and learning. This has been achieved by providing the well-designed classrooms, stocked library, advanced laboratories, sophisticated clinical settings, radio-imaging services and a distinguished academic faculty are a proof of the best facilities available at the Institute. If we come to the clinical side BGS GIMS hospital is available in the same campus. Students were given full flexibility to learn beyond the syllabus by encouraging to submit the research papers/ research projects/ field visit in a variety of forms beginning with their entry in to this college from UG to P.G. The college provides platform for involvement of students in co-curricular activities help in the overall development of the student

These unique teaching, learning facilities, continuous improvement programs and platform provided for co-curricular activities, in a short span the Institute has achieved a remarkable feat of procuring NMC recognized Postgraduate Medical Seats in all clinical and basic life-science disciplines.

If we come to the research part, the college is having BGS GIMS Research Institute is furnished with advanced instruments and well trained, experienced scientists. In this main focus is to conduct research in basic biological and life sciences and advanced biomedical sciences. This helps in better understanding of the life processes at cellular and molecular levels, therapies, therapeutics and formulations. This facility will provide an opportunity for interdisciplinary research the need of the hour. The developed research Centre helped in building industry- institute interactive research project. The developed research centre is the platform training, research and getting funds from the funding agencies. The centre is having MOUS with reputed industries and education institutes.

Achievements

- Recognized by Indian society for clinical research as Academic Partner to promote clinical research in India.
- Recognition as a Scientific and Industrial Research Organizations (SIROs) by Govt. of India, Ministry of Science and Technology, Scientific and Industrial Research Technology

At the outset the conducive environment for Teaching, Learning and Research centers are unique facilities available for continuous improvement to meet the need of the society

File Description	Document
Link for appropriate web page in the institutional website	View Document
Link for any other relevant information	View Document

8. Medical Part

8.1 Medical Indicator

8.1.1 NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year.

Response: 88.97

8.1.1.1 Institutional mean NEET percentile score

Response: 88.97

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	View Document
Upload for list of students enrolled for the MBBS programme for the preceding academic year	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

8.1.2 Students are exposed to quality of care and patient safety procedures including infection prevention and control practices as practiced by the teaching hospital in didactic and practical sessions during their clinical postings.

Response:

BGS GIMS Hospital & Research Centre always thrive to maintain the quality of care and patient safety measures which are the most important indicators for health care delivery system. Infection prevention and control practices are followed meticulously in the hospital. Various training programs such as hospital infection control, bio-medical waste management, safe blood transfusion, medical ethics, disinfection and sterilization are conducted for undergraduate and post-graduate students. Infection prevention and control practices, quality of care and patient safety include various protocols which are followed strictly in the institute and following topics are covered in undergraduate and post-graduate teaching programs

- Universal safety precautions
- . Bio-medical waste management
- Disaster management
- Blood transfusion and safety
- Basic life support

. Attitude, ethics and communication skills

- Universal immunization programme

- Adverse event following immunization

. Disinfection and sterilization

Antibiotic policy

o Adverse drug reaction monitoring

o Prescription writing

o Rational drug usage

o WHO Surgical safety checklist

o Good clinical practices

Good laboratory practices

o Informed consent and documentation

These practices are ingrained in the medical student right from undergraduate up to post graduation. Medical students are sensitized to these good clinical practices through didactic lectures, practicals, clinical postings and bed side teaching. Teaching - learning activities like foundation course, orientation programme, didactic lectures, practicals, clinical postings, bed-side teaching sessions. hands-on training programme etc. are conducted for medical students. Student are exposed to bio-medical waste segregation-hand hygiene. universal safety precautions, post exposure prophylaxis, indoor patient rounds etc. by various health posters and guidelines display in hospital at out-patient departments, in-patient departments, operation theatre medic emergency unit. During post-graduate programs, they are taught about pre - operative check-up, preparation and counseling of patients and relatives, patient identification band, WHO surgical safety checklist for patient management and safety. Necessary intra-operative monitoring, suture techniques, fluid management etc. are taught by respective departments. Important topics like informed consent documentation, medico-legal records and protocols are covered during the programme.

Patient safety was defined as “the prevention of harm to patients.” Emphasis is placed on the system of care delivery that (1) prevents errors; (2) learns from the errors that do occur; and (3) is built on a culture of safety that involves health care professionals, organizations, and patients.

Patient safety practices have been defined as “those that reduce the risk of adverse events related to

exposure to medical care across a range of diagnoses or conditions.”

Practices considered to have sufficient evidence to include in the category of patient safety practices are as follows:

- Appropriate use of prophylaxis to prevent venous thromboembolism in patients at risk
- Use of maximum sterile barriers while placing central intravenous catheters to prevent infections
- Appropriate use of antibiotic prophylaxis in surgical patients to prevent postoperative infections

File Description	Document
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	View Document
Link for Additional Information	View Document

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

Response: 8.32

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	19	18	18	16

File Description	Document
Uploads for List of fulltime teachers with additional Degrees, Diplomas such as AB, FRCS, MRCP, FAMS, FAIMER/IFME Fellowships, Ph D in Medical Education etc during the last 5 years	View Document
Uploads for attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

8.1.4 The Institution has introduced objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns as stated in the undergraduate curriculum by the Medical Council of India

Response:

For undergraduate students, Interns, Theory topics curriculum was followed as per RGUHS guidelines. Competencies were categorized as Domain – K/S/A/C, (knowledge, skill, Attitude, communication)

Topics are categorized as per the domain where an undergraduate student should have knowledge about a topic – must know/ desirable to know/nice to know .

Skill level – K/KH/SH/P undergraduate - Know, observe, demonstrate on manikins

Interns – Show how / perform under supervision

Suggested teaching /learning method – lectures (very less didactic lecture classes) , Small group discussions ,tutorials, Seminars. For clinical teaching methodology followed – bed side clinics ,Observing procedures in Labor room, OT (major/minor/casualty/ICU) , Demonstrate /perform procedures /examination of the patient on manikins, for interns – Rotation postings in clinical departments ,Assess the clinical condition and discuss with the faculty ,Perform small procedures under supervision, Observe proper documentation of medico legal cases, attend community postings to learn about public health , communication skills, attitude towards patient.

Objective methods to measure and certify attainment of specific clinical competencies by MBBS students/interns :

1. Internal Assessment methods
2. AETCOM Module
3. Clinical postings
4. Practical demonstration
5. Field visits
6. House to House survey
7. Health education regarding various aspects of Public health related topics in the community by the students and interns.
8. World health day's celebration in the health centres by the interns and students.
9. Health camps

10. End-posting exams

11. Clinical case demonstration

Regular CME's will be conducted where students /interns participate.

Interdepartmental meetings – Clinicopathological meet, perinatal mortality meets are regularly conducted and interns posted in the departments will participate.

Guest lecture from various specialties – Oncology, Radiology, Infertility... are arranged, vertical and horizontal teaching methodology practiced. Final year students will have guest lecture from department of pharmacology / pathology /forensic medicine – MTP act, medical law & ethics. Horizontal teaching – guest lecture /CME with the departments of radiology/anesthesiology/oncology. Panel discussions are conducted in the departments where students /interns participate in such discussions. Extempore/ small talks /debates are conducted.

Assessment of students /interns – theory assessments – Internal assessments 3 assessments done in each term, half yearly & annual examination.

Practical examination – end of postings clinical assessment, Log book, half yearly /annual clinical examination, viva voce, skill assessment.

Interns – log book completion – how many cases assisted, observed, performed to be written.

Attitude & communication skill will be assessed during their course and postings.

File Description	Document
Geotagged photographs of the objective methods used like OSCE/OSPE	View Document
Any additional information	View Document
Link for Report on the list and steps taken by the College to measure attainment of specific clinical competencies by the MBBS students/interns stated in the undergraduate curriculum during the last five years	View Document
Link for Additional Information	View Document

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

Response:

The transplantation of organ is a inspiring new option of modern surgery yielding hope for chronically ill patients, and at the same time, stirring controversial human identity and the significance of the human torso. Case studies are especially given to illustrate the orbit of global and local, ethical, social and cultural problems associated with this modern kind of discussion.

In our institute teaching sessions conducted during the clinical posting regarding the various issues of organ transplantation social issue that may affect medical outcomes; for example – information related to education, current and previous employment and occupations, disability status, substance abuse (current and past use of alcohol, drugs, or tobacco), activity level (i.e. active or sedentary), and history of adherence to the medical prescriptions.

To educate the students CME are conducted on Body donation and Organ donation – A Noble Deed organized by Dept of Forensic Medicine & Toxicology combined with Dept of Anatomy.

sensitization session on organ donation program is arranged regularly as a part of internship orientation program every year since 2017.

- Our institution organizes organ donation rally where students have active participation for spreading awareness on organ donation in the urban and rural community.

- Various activities like poster making, street play, rangoli, banner and slogan competition are organized for students to spread awareness on organ donation.

- Sensitization and motivation is provided by students to common public for filling up the organ donation forms.

- Medical students are made aware of facilities like eye donation, cornea preservation, keratoplasty and eye bank through lectures, clinical postings; seminars, journal club and case presentation.

- Eye donation fortnight observed every year in our institution.

- Brain stem death committee organizes **Organ Donation day every year**. Students are taught about brain-stem reflexes, conduction of Apnea test and steps in identification of deceased donor and its management. Students are made aware of the 'Brain-Stem Committee' of the hospital. Difference between Deceased Organ Donation and Living Organ Donation is also discussed with the students. Lectures are arranged for students about medical and legal issues involved in organ transplantation, .

- Transplant of Human Organ Act 1994, clauses involved in THOA, legal formalities in living donation, working guidelines for Authorization committee and legal meaning of 'Brain-Stem Death', 'Deceased person', 'Donor', 'Human-Organ' are explained to students, Social and religious issues in organ transplantation are taught to address misconception in community about organ donation to students.

File Description	Document
Link for Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	View Document
Link for National/State level policies on organ transplantation as adopted by the Institution	View Document
Link for Additional Information	View Document

8.1.6 Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization.

Response:

Students are exposed to the organization and operational features of the Immunization Clinic functioning in the hospital as per WHO guidelines for childhood immunization in our hospital Immunization Clinic is conducted at pediatric OPD (Room no 4) everyday from 9am to 12pm.

Our immunization clinic has the recent updated IAP and National immunisation schedule charts and pictorial charts for appropriate storage of vaccines in ILR. All the vaccines are stored in ILR after checking the vial for date of expiry and after checking VVMs.

Emergency resuscitation kit and a crash cart are maintained in the immunization clinic anticipating AEFI.

Special staff has been appointed for immunization clinic they have received training and has demonstrated competency in vaccine storage, handling, and administration and management of adverse events.

Before immunization baby's anthropometry and clinical examination noted and assessed for any contraindications for vaccine administration and appropriate written prescription is given by the consulted Opd doctor. All the babies are issued with immunization card in which schedule of vaccination and scheduled dates for vaccination are mentioned.

Possible side effects of immunization are explained to parents / relatives and consent for immunization is taken. We explain the procedure and benefits of vaccine to parents.

For academic purpose , 33 students are divided into 2 batches in clinical postings.

There are 16 students, 1 junior resident doctor and 1 senior residents doctor attends the immunization clinic and observe the procedure. Aseptic precautions and hand hygiene is followed before the administration of vaccine. Child is made comfortable and vaccine will be administered. Syringes and needles are disposed in puncture proof biohazard containers. Child will be observed for 1 hour post vaccination for immediate adverse events and discharged if stable. Any adverse event following vaccination will be notified.

If the baby is delivered in our hospital, advise given to the parents to bring baby on coming Tuesday for 1st immunization [BCG & OPV "O" dose].After 1st immunization ,we issue immunization card in which details about the vaccines are given and tentative dates of follow-up are written and explained about next visit to immunization clinic.

For babies who have received vaccines at other hospital previously and came here for further vaccination we issue the immunization card on which details about further vaccines and tentative dates written. A separate record is maintained in the clinic of babies vaccinated.

Maintaining cold chain, we have cold boxes, Deep freezer, ice lined refrigerator, vaccine carriers. Before vaccination expiry dates of all vaccines are checked and we have vaccine vial monitor for the same. After vaccination, we again explain possible side effects of the vaccines and ask parents for follow up to OPD immediately if any undesired side effects occur.

File Description	Document
Any additional information	View Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	View Document
Link for report on the functioning of the Immunization Clinic	View Document
Link for quality maintenance records in compliance with WHO guidelines during the preceding academic year	View Document
Link for Additional Information	View Document

8.1.7 The College has adopted methods to define and implement Medical graduate attributes with a system of evaluation of attainment of the same.

Response:

The course outcomes and program outcomes are defined based on the syllabus prescribed by Rajiv Gandhi university of health sciences to which BGS Global institute of medical sciences is affiliated. Syllabus has been framed as per the directions of National medical commission (formerly Medical council of India).

The institute has defined the program outcomes based on the following graduate attributes: Medical knowledge, planning abilities, problem analysis, modern tool usage, leadership skills, professional identity, professional ethics, communication, doctors and the society, environment and sustainability and life-long learning.

Assessment methods as directed by the RGUHS is followed in the institution. Summative assessment was given importance before the introduction of competency based medical education (CBME). Summative assessment included three internal assessment conducted at the college level and final examinations conducted at university level. With the introduction of CBME along with the summative assessment, continuous assessment in the form of formative assessment is adopted. Students are assessed not just on term/final exams but they are assessed throughout the academic year and constant feedback is provided to improve the learning process of the students. Seminars, assignments, maintenance of records and log books, OSPE, OSCE, tutorials, projects, field visits, regularity in attending classes, day to day performance in class rooms are all considered for formative assessment. Students are required to enter these details in the log book assigned for each subject. Blueprint of the log book is provided by RGUHS.

1.Link to methods of assessment of learning outcomes and graduate attributes as per

Competency Based Undergraduate Curriculum laid down by the National Medical

Commission:

<https://www.nmc.org.in/information-desk/for-colleges/ug-curriculum>

1.Link to methods of assessment of learning outcomes and graduate attributes as per

Competency Based Undergraduate curriculum (available in the RGUHS website):

Phase I:

https://www.rguhs.ac.in/courses_rguhs/medical_ordinances/revised_ORDINANC/E_MBBS_RS4_28112019.pdf

Phase II:

https://www.rguhs.ac.in/courses_rguhs/medical_ordinances/UG%20Curriculum%202nd%20Year.pdf

3. Link about to methods of the assessment of learning outcomes and graduate attributes of under-graduate and post-graduate course (available in the RGUHS Website)

https://www.rguhs.ac.in/courses_rguhs.html

File Description	Document
Links for Medical graduate attributes as described in the website of the College	View Document
Link for Additional Information	View Document

8.1.8 Activities of the Medical Education Unit of the College in conducting a range of Faculty Development Programmes in emerging trends in Medical Educational Technology.

Response:

Medical Education Unit of BGS Global Institute of Medical Sciences is a recognized centre of National Medical Commission (Previously Medical Council of India), New Delhi, and Rajiv Gandhi University of Health Sciences, Bengaluru for conducting faculty development programmes since 2014.

Since 2014, Medical Education Unit (MEU) has conducted 4 Revised Basic Course Workshops and 2 Curriculum Implementation Support Programmes (CISP). All these workshops and Programmes were conducted under the supervision of an NMC/MCI observer deputed from the NMC/MCI Regional Centre in Medical Education Technologies, St. John's Medical College and Research Centre, Bengaluru. A total of 165 teachers of BGS Global Institute of Medical Sciences have undergone training in Competency Based Medical Education (CBME) and AETCOM modules.

Medical Education Unit, BSGGIMS, gives utmost importance to faculty capacity building and regularly organizes seminars and guest lectures on current Medical Educational practices.

A CME on "Research and Postgraduate dissertation" was organized on 23rd June 2017 with participation of 67 postgraduate teachers of the institute.

A guest lecture on "Sensitization programme for Postgraduate guides" by Dr.M.K. Sudarshan, Member, RGHHS Committee on Advanced & Collaborative Research, was organized by MEU, BSGGIMS, on 10th March 2020.

Medical Education Unit, BSGGIMS, actively encourages educational research among the faculty.

During COVID-19 pandemic, all faculty members were upskilled in preparing e-learning resources. Each department developed e-Learning resource materials with videos for online teaching of students. These were uploaded onto the Learning Management System, MEDWHIZ.

File Description	Document
Link for Additional Information	View Document
Link for Year-wise list of teachers who participated in the seminars/conferences/workshops on emerging trends in Medical Educational technology organized by the MEU of the College during the last five years	View Document
Link for List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU yearwise during the last five years	View Document

8.1.9 Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?

- 1.NABH Accreditation of the teaching hospital
- 2.NABL Accreditation of the laboratories
- 3.ISO Certification of the departments / divisions

4.Other Recognized Accreditation / Certifications**Response:** B. Any three of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Links for e-copies of Certificate/s of Accreditations	View Document
Link for Additional Information	View Document

8.1.10 Average percentage of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years.**Response:** 91.02

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

2021-22	2020-21	2019-20	2018-19	2017-18
149	149	149	149	150

8.1.10.2 Number of first year Students addmitted in last five years

2021-22	2020-21	2019-20	2018-19	2017-18
192	189	150	150	150

File Description	Document
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	View Document
Institutional data in prescribed format	View Document
Link for Additional Information	View Document

8.1.11 Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc.

relevant to the clinician/provider as well as the patient/recipient.

Response:

The medico-legal cases are an integral part of medical practice. Medical undergraduates, interns and postgraduate students are exposed to these practices through curriculum as well as beyond classroom activities.

- Department of Forensic Medicine and Toxicology teaches undergraduates about contemporary. Medico-legal issues pertaining to injury, sexual assault, alcohol abuse, drug abuse, breaking bad news, homicides, suicide, ML autopsy, drowning, poisoning, informed consent, Domestic violence, battered bay, declaration of brain death etc.

- Students are taught about legal aspect of medical practices, IPC (Indian . Penal Code), CRPC (Criminal Procedure Act), Medical Certification of Cause of Death (MCCD), PCPNDT Act, Consumer Protection Act, MTP Act, Medical Negligence, Human Organ Transplantation Act (THOA Act 1994), Food Safety & Standards Act etc.

. Students are taught about various ethical practices like presence of female attendant while examining female patient, Informed Consent, Consent in minor Children, Implied Consent, euthanasia etc.

Department of Forensic Medicine takes students teach autopsy procedure in variety of unnatural deaths. Oriented about how to communicate with Police and relatives of deceased.

In practical classes student will get hands on experience on maintaining of patient records, court procedures by doing mock trials. In this tenure students will have taught how to estimate age from the teeth and bones of humans.

During internship in various postings students are exposed to medico-legal aspects like pre-anesthesia checkup, breaking bad news, medico-legal examination, filling of records of medico legal cases, legal formalities in cases of injury, poisoning, sexual offenses, intoxication and other unnatural conditions.

- Institute has created awareness among students regarding medico-legal aspects by organizing workshops, meetings and giving questionnaire.

Professional indemnity is an insurance plan to financial safeguard medical practitioners against legal costs and claims for compensation by patients in case of a legal row. Indemnity is a special contractual obligation of one party to compensate the loss incurred by the aggrieved party. The scope of Professional Indemnity Insurance is to provide cover for the extent of financial damage for the loss caused to the victim against unintentional errors and omissions by the doctor, insured qualified and unqualified employees, and staff. It also covers the cost of defending oneself in the court of law (Cost of Decree). The plan covers liabilities for a year from the point of subscription. However, the policy does not cover criminal actions.

Clinical faculty of BSGSIMS hospital are covered under Medical indemnity insurance.

- One can avail services from Indian Medical Association under Professional Protection Scheme. Students are oriented about availability such facilities like third-party payers / insurance mechanisms, indemnity insurance protection during the theory classes, clinical postings.
- . Institution organizes insurance related lectures, workshops and webinars. Institute educates students regarding health insurances like mediclaim and third party payer- policies.
- MPJAY, Ayushman Bharat, Janani Suraksha Yojna (JSY), Janani Shishu Suraksha Karyakram (JSSK), Workman Compensation Act, Factory Act, Labour Act, ESIS Act etc.

File Description	Document
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	View Document
Links for list of clinical faculty covered by medical indemnity insurance policy by the Institution	View Document
Link for Additional Information	View Document

Other Upload Files

1	View Document
---	-------------------------------

5. CONCLUSION

Additional Information :

Sri Adichunchanagiri Shikshana Trust® (SAST) was started in the year 1973 with the objective of rendering social, charitable, educational and medical services blended with spiritualism to the people of Karnataka, India and the NRI community across the world under the stewardship of the pontiff of Sri Adichunchanagiri Math **His Divine soul Padmabhushan Sri Sri Sri Dr. Balagangadharanatha Maha Swamiji**.

The Trust is currently running over 500 educational and charitable institutions including three Engineering colleges, the prestigious **Adichunchanagiri Institute of Medical Sciences (AIMS)** and the associated hospital Adichunchanagiri Hospital and Research Centre (AH & RC), and the newly established **BGS Global Institute of Medical Sciences**.

Concluding Remarks :

BGS Global Institute of Medical Sciences (BGSGIMS), Bangalore is established in the year 2012 affiliated to the Rajiv Gandhi University of Health Sciences (RGUHS). The crown jewel of BGS group of institutions strives for excellence in all areas of teaching, research and health care. The institute is established to impart quality medical education and offering dedicated health care professionals for services in the society. Nested in a sprawling 10.32-acre campus. The institute is equipped with state of the art class rooms and ultra-modern laboratories to create conducive environment for teaching, learning and patient care. The institute inculcates most of the progressive teaching and learning techniques to both students and faculty. The Programs / courses are offered by the institute are contemporary and duly approved by the MCI/ NMC.

BGSGIMS is equipped with 710 bedded multidisciplinary general hospital with 100 bedded tertiary care unit to provide effective medical training. It is committed to the cause of “service to mankind” by delivering quality health care at affordable Price. It is equipped by all modern diagnostic and therapeutic facilities for patient care. The hospital offers comprehensive clinical experiences for students and residents.

The centrally air conditioned hospital has 14 major operating rooms and the finest imaging/radiology facility. The casualty department of the hospital works 24X7to cater to medical and surgical emergencies. A well-equipped blood bank monitors blood donation and delivery system to support casualties and surgeries. Pharmacy is made available round the clock for OPD and ID. Computerized inventory and billing system with all latest drugs are available in the store for the use of patients.

Major Features of the Hospital are; Advanced trauma care, Round the clock casualty services, sophisticated laboratories and radio diagnostic facilities, 24 hours pharmacy and blood bank, special lounge area for stakeholders

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of fulltime teachers participating in BoS /Academic Council of Universities during the last five years. (Restrict data to BoS /Academic Council only)</p> <p>1.1.2.1. Number of teachers of the Institution participating in BoS/Academic Council of universities year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>0</td><td>1</td><td>0</td><td>1</td><td>0</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1</td><td>0</td><td>0</td><td>1</td><td>0</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	0	1	0	1	0	2021-22	2020-21	2019-20	2018-19	2017-18	1	0	0	1	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
0	1	0	1	0																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1	0	0	1	0																	
1.2.1	<p>Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years</p> <p>1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years</p> <p>Answer before DVV Verification : 61</p> <p>1.2.1.2. Number of courses offered by the institution across all programs during the last five years</p> <p>Answer before DVV Verification : 73</p> <p>Answer after DVV Verification: 99</p>																				
1.2.2	<p>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</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>571</td><td>448</td><td>523</td><td>558</td><td>451</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>571</td><td>448</td><td>523</td><td>0</td><td>0</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	571	448	523	558	451	2021-22	2020-21	2019-20	2018-19	2017-18	571	448	523	0	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
571	448	523	558	451																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
571	448	523	0	0																	
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.</p> <p>Answer before DVV Verification : 44</p> <p>Answer after DVV Verification: 18</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</p> <p>Answer before DVV Verification:</p> <table border="1"><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>501</td><td>555</td><td>350</td><td>626</td><td>582</td></tr></table> <p>Answer After DVV Verification :</p> <table border="1"><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>150</td><td>150</td><td>150</td><td>150</td><td>150</td></tr></table> <p>Remark : As per the HEI data provided with the Metric during clarification.</p>	2021-22	2020-21	2019-20	2018-19	2017-18	501	555	350	626	582	2021-22	2020-21	2019-20	2018-19	2017-18	150	150	150	150	150
2021-22	2020-21	2019-20	2018-19	2017-18																	
501	555	350	626	582																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
150	150	150	150	150																	
1.3.4	<p>Percentage of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the preceding academic year)</p> <p>1.3.4.1. Number of students undertaking field visits, clinical, industry internships,research projects,industry visits,community postings</p> <p>Answer before DVV Verification : 554</p> <p>Answer after DVV Verification: 136</p> <p>Remark : As per the HEI data provided with the Metric during clarification. The HEI has provided names of 127+9 students.</p>																				
1.4.1	<p>Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders.Structured feedback received from:</p> <ol style="list-style-type: none">1. Students2. Teachers3. Employers4. Alumni5. Professionals <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p>																				
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable</p>																				

reservation policy during the last five years

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	28	50	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	28	30	30

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	29	28	50	31

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	30	30	30	30

Remark : Number of students admitted from the reserved categories as per GOI or State Government norms year-wise cannot be more than the Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
29	19	22	20	28

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
29	19	22	20	28

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.

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.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
53	53	53	48	48

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
53	53	53	48	48

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
135	100	114	30	43

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
114	34	114	00	00

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	36	6	0	8

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

0	0	0	0	0
---	---	---	---	---

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
124	133	34	112	85

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
127	126	34	104	85

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
127	138	39	116	87

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
136	145	39	108	87

Remark : As per the HEI data provided with the Metric during clarification.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
78	78	13	10	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
73	68	33	4	3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
4	5	3	3	6

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	0

Remark : HEI was informed that the attached claim documents are not eligible for this Metric. HEI was requested to provide attested copies of the grant award letters for research projects sponsored by government or non-government sources, showing the amount of grant, duration of the grant and the name of the beneficiary to be provided. The HEI was also requested to include copy of each of the research grant attested by the principal of the college. No documents have been attached.

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
100	235	440	626	580

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
100	135	210	261	253

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	25	23	15	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

20	10	00	00	02
----	----	----	----	----

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

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

Answer before DVV Verification : 24

Answer after DVV Verification: 16

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1087	396.5	757.0	794.0	1839.7

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
341	242.9	553	664.5	329.4

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any four of the above

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:

2021-22	2020-21	2019-20	2018-19	2017-18
20	116.6	68.4	114.2	102.95

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
39.33	116	68	114	103

Remark : As per the HEI data provided with the Metric during clarification.

4.3.6	<p>E-content resources used by teachers:</p> <p>1. NMEICT / NPTEL</p> <p>2. other MOOCs platforms</p> <p>3.SWAYAM</p> <p>4. Institutional LMS</p> <p>5. e-PG-Pathshala</p> <p>Answer before DVV Verification : Any Four of the above</p> <p>Answer After DVV Verification: Any Two of the above</p> <p>Remark : As per the HEI data provided with the Metric during clarification.</p>															
4.4.1	<p>Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (data for the preceding academic year)</p> <p>4.4.1.1. Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities</p> <p>Answer before DVV Verification : 37</p> <p>Answer after DVV Verification: 37</p> <p>4.4.1.2. Total number of classrooms, seminar halls and demonstration room in the institution</p> <p>Answer before DVV Verification : 37</p>															
4.5.1	<p>Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>1543.075</td><td>474.2806</td><td>524.8539</td><td>273.3726</td><td>311.6112</td></tr><tr><td>52</td><td>3</td><td>4</td><td>7</td><td>7</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	1543.075	474.2806	524.8539	273.3726	311.6112	52	3	4	7	7
2021-22	2020-21	2019-20	2018-19	2017-18												
1543.075	474.2806	524.8539	273.3726	311.6112												
52	3	4	7	7												

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
135	129	148	134	128

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

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)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
28	118	4	79	27

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
28	110	4	79	27

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: C. Any three of the above

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------

455	365	150	35	113
-----	-----	-----	----	-----

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	88	35	113

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

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
85	47	5	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	10	6	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
85	47	6	0	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
85	47	6	0	0

Remark : As per the HEI data attached during clarification.

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

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

	Answer before DVV Verification : 124 Answer after DVV Verification: 4																				
5.3.1	<p>Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/ National / International levels (award for a team event should be counted as one) during the last five years.</p> <p>5.3.1.1. Number of awards/medals for outstanding performance in sports/cultural activities at State/Regional (zonal)/National / International levels (award for a team event should be counted as one) year-wise during the last five years .</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>48</td><td>0</td><td>05</td><td>24</td><td>17</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>2</td><td>0</td><td>1</td><td>2</td><td>0</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	48	0	05	24	17	2021-22	2020-21	2019-20	2018-19	2017-18	2	0	1	2	0
2021-22	2020-21	2019-20	2018-19	2017-18																	
48	0	05	24	17																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
2	0	1	2	0																	
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><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>7</td><td>2</td><td>2</td><td>5</td><td>4</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4</td><td>0</td><td>2</td><td>2</td><td>2</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	7	2	2	5	4	2021-22	2020-21	2019-20	2018-19	2017-18	4	0	2	2	2
2021-22	2020-21	2019-20	2018-19	2017-18																	
7	2	2	5	4																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
4	0	2	2	2																	
5.4.2	<p>Provide the areas of contribution by the Alumni Association / chapters during the last five years</p> <p>1. Financial / kind 2. Donation of books /Journals/ volumes 3. Students placement 4. Student exchanges 5. Institutional endowments</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: E. Any one of the above</p>																				
6.3.2	Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years																				

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
90	45	70	75	65

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
23	9	11	8	11

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.,)

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	1	8	20	17

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
15	0	6	15	10

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..

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
180	47	87	125	33

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
78	47	87	90	30

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
16.34	11.40	11.40	49.70	0

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
150	140	25	15	10

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
63	14	00	00	00

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.,)

	<p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any three of the above</p>
7.1.3	<p>The Institution has facilities for alternate sources of energy and energy conservation devices</p> <ol style="list-style-type: none"> 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: C. Any three of the above</p>
7.1.5	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : All of the above</p> <p>Answer After DVV Verification: Any Two of the above</p>
7.1.6	<p>Green campus initiatives of the Institution include</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any four of the above</p>
7.1.7	<p>The Institution has disabled-friendly, barrier-free environment</p> <ol style="list-style-type: none"> 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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any four of the above

7.1.9	<p>Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.</p> <p>1. The Code of conduct is displayed on the website</p> <p>2. There is a committee to monitor adherence to the code of conduct</p> <p>3. Institution organizes professional ethics programmes for students, teachers and the academic and administrative staff</p> <p>4. Annual awareness programmes on the code of conduct are organized</p> <p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: A. All of the above</p> <p>Remark : As per HEO statement in the response dialog box and the documents and data provided during the process of clarification.</p>																				
8.1.3	<p>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.)</p> <p>8.1.3.1. Number of fulltime teachers with additional PG Degrees /Diplomas /Fellowships/Master Trainer certificate</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>92</td><td>89</td><td>89</td><td>89</td><td>89</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>21</td><td>19</td><td>18</td><td>18</td><td>16</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	92	89	89	89	89	2021-22	2020-21	2019-20	2018-19	2017-18	21	19	18	18	16
2021-22	2020-21	2019-20	2018-19	2017-18																	
92	89	89	89	89																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
21	19	18	18	16																	
8.1.9	<p>Is the teaching hospital / clinical laboratory accredited by any National Accrediting Agency?</p> <p>1. NABH Accreditation of the teaching hospital</p> <p>2. NABL Accreditation of the laboratories</p> <p>3. ISO Certification of the departments / divisions</p> <p>4. Other Recognized Accreditation / Certifications</p>																				

	<p>Answer before DVV Verification : A. All of the above</p> <p>Answer After DVV Verification: B. Any three of the above</p>																																								
8.1.10	<p>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.</p> <p>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</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>150</td><td>149</td><td>150</td><td>150</td><td>150</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>149</td><td>149</td><td>149</td><td>149</td><td>150</td></tr></table> <p>8.1.10.2. Number of first year Students addmitted in last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>150</td><td>150</td><td>150</td><td>150</td><td>150</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>192</td><td>189</td><td>150</td><td>150</td><td>150</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	150	149	150	150	150	2021-22	2020-21	2019-20	2018-19	2017-18	149	149	149	149	150	2021-22	2020-21	2019-20	2018-19	2017-18	150	150	150	150	150	2021-22	2020-21	2019-20	2018-19	2017-18	192	189	150	150	150
2021-22	2020-21	2019-20	2018-19	2017-18																																					
150	149	150	150	150																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
149	149	149	149	150																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
150	150	150	150	150																																					
2021-22	2020-21	2019-20	2018-19	2017-18																																					
192	189	150	150	150																																					

2.Extended Profile Deviations

Extended Forms Deviations

ID	Extended Questions																				
1.1	<p>Number of students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>779</td><td>737</td><td>633</td><td>626</td><td>582</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>823</td><td>746</td><td>638</td><td>639</td><td>587</td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18	779	737	633	626	582	2021-22	2020-21	2019-20	2018-19	2017-18	823	746	638	639	587
2021-22	2020-21	2019-20	2018-19	2017-18																	
779	737	633	626	582																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
823	746	638	639	587																	
1.2	<p>Number of outgoing / final year students year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2021-22	2020-21	2019-20	2018-19	2017-18															
2021-22	2020-21	2019-20	2018-19	2017-18																	

138	126	34	113	85
-----	-----	----	-----	----

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
127	138	39	116	87

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
183	183	183	183	183

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
183	183	183	183	178

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	178	178	178

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
193	193	183	183	183

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2839.8589 4	1009.5042 3	1526.4755 3	2882.7703 6	2214.0009 6

Answer After DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1691	1665	1526.5	451	497