



YEARLY STATUS REPORT - 2022-2023

Part A	
Data of the Institution	
1.Name of the Institution	KAMINENI INSTITUTE OF MEDICAL SCIENCES
• Name of the Head of the institution	Dr. Shruti Mohanty
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone No. of the Principal	08682272344
• Alternate phone No.	08682279999
• Mobile No. (Principal)	9490294931
• Registered e-mail ID (Principal)	principal@kimsmedicalcollege.org
• Alternate Email ID	info@kimsmedicalcollege.org
• Address	508254
• City/Town	Narketpally
• State/UT	Telangana
• Pin Code	508254
2.Institutional status	
• Affiliated / Constitution Colleges	Affiliated
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Private				
• Name of the Affiliating University	Kaloji Narayana Rao University of Health Sciences				
• Name of the IQAC Co-ordinator/Director	Dr.P.Sudhir Babu				
• Phone No.	08682272344				
• Alternate phone No.(IQAC)					
• Mobile No:	9701896996				
• IQAC e-mail ID	iqac@kimsmedicalcollege.org				
• Alternate e-mail address (IQAC)	info@kimsmedicalcollege.org				
3.Website address (Web link of the AQAR (Previous Academic Year)	https://www.kimsmedicalcollege.org/2024/AQAR-2021-22.pdf				
4.Was the Academic Calendar prepared for that year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.kimsmedicalcollege.org/2024/academic-calender%202022-23.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.06	2008	01/08/2008	01/01/2015
Cycle 2	A	3.08	2015	01/01/2015	13/09/2020
6.Date of Establishment of IQAC			31/12/1999		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					
Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount	
NIL	NIL	NIL	Nil	NIL	
8.Whether composition of IQAC as per latest NAAC guidelines			Yes		

<ul style="list-style-type: none"> • Upload latest notification of formation of IQAC 	View File
9.No. of IQAC meetings held during the year	4
<ul style="list-style-type: none"> • Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes
<ul style="list-style-type: none"> • (Please upload, minutes of meetings and action taken report) 	No File Uploaded
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No
<ul style="list-style-type: none"> • If yes, mention the amount 	
11.Significant contributions made by IQAC during the current year (maximum five bullets)	
International Yoga Day conduction	
Conduction of Sports and cultural activities to Undergraduates	
Scientific exhibition by Undergraduate students	
starting integrated of Post Graduate AETCOM classes	
12.Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).	

Plan of Action	Achievements/Outcomes				
International Yoga Day conduction	Yoga awareness among students				
Sports and cultural activities to students	Multidisciplinary approach and cultural and fitness awareness among students				
World Mental Health day conduction	counselling and awareness among youth regarding importance of mental health				
Summer assignments	Keeping academic focus during vacation period				
13. Whether the AQAR was placed before statutory body?	Yes				
<ul style="list-style-type: none"> Name of the statutory body 					
<table border="1"> <thead> <tr> <th>Name</th> <th>Date of meeting(s)</th> </tr> </thead> <tbody> <tr> <td>ACADEMIC COUNCIL MEETING</td> <td>11/01/2022</td> </tr> </tbody> </table>		Name	Date of meeting(s)	ACADEMIC COUNCIL MEETING	11/01/2022
Name	Date of meeting(s)				
ACADEMIC COUNCIL MEETING	11/01/2022				
14. Does the Institution have Management Information System?	Yes				
<ul style="list-style-type: none"> If yes, give a brief description and a list of modules currently operational <p>The Institution uses the following modules available on Management information System for various academic, administrative and patient care purpose. HRMS Human Resource Management System. • Staff Attendance: All teaching and non teaching staff attendance is Biometric linked and is monitored by HR department. • Leave Management: Leave application and approval are done through HRMS software linked to biometric devices. • Duty Rosters: All departments Duty rosters are uploaded on the HRMS software as to ensure and facilitate smooth functioning of Hospital and college departments. 2. Medical College management system: MCMS • Student Admission: (UG, PG, Superspeciality) Students admissions are done through MCMS portal, Where in student fills all relevant information online and is stored in the system for further reference.</p>					
15. Multidisciplinary / interdisciplinary					

The institution follows the curriculum outlined by the National Medical Commission (NMC) and is affiliated with Kaloji Narayana Rao University. The Institute is dedicated to providing quality education in the field of Medicine along with Foundation's broader vision for integrating Tertiary and Community Health care. Vision of the institute is to achieve 'Global Excellence' in experiential and technology-driven medical education, transformative research, patient centered clinical care, and promotional and preventive health care services, through creative medical professionals, leading to national and global development. The teaching faculty of the Institution plays an important role in this process by adopting various student-centric teaching-learning methods. Institution takes efforts in providing tolerance and harmony towards cultural, regional, linguistic and other diversities by organizing various programmes all throughout the year. The Institution celebrates various national and international commemorative days, events and festivals to create a sense of inclusiveness among all the students and staff. The organisation of multidisciplinary seminars for the students, common academic programs like monthly Symposia, guest lecture and intrgrated sessions for undergraduates and post graduates highlighting the transdisciplinary web of health, participation in the Implementation of national health programs, Common clinic-pathological conferences, mortality meets, celebration and organisation of national health days are examples of interdisciplinary teaching and training in medical education.

16.Academic bank of credits (ABC):

Kamineni Institute of Medical Sciences is an affiliated institution. Institution is affiliated to Kaloji Narayana Rao University. Degrees are awarded by the University. Academic credits are being awarded by KNRUHS based on theory and practical examinations conducted by the university as per regulatory schedule. Academic credits given accordingly as follows : Pass class, Second class , Frst class , and Distinction. over all state wise topper in Finall MBBS Part II examination is given a gold medal by KNRUHS. apart from university academic bank of credits . institution has and mnagement Kamineni Education Society has instituted various awards of gold medal and cash prizes in all the year subject toppers and over all toppers to encourage academic excellence. these awards are distributed to the eligible students on the Kamineni Foundation day.

17.Skill development:

Institute employs several capability enhancement and development schemes for the students that include - Soft skill development, Language and communication skill development, Yoga and wellness,

Analytical skill development, Human value development, Personality and professional development. Simulation based teaching is conducted for both undergraduates and post-graduate students by using High Fidelity Mannequins for recreating real time clinical scenarios. Teaching session is followed by debriefing session involving guided reflective learning. Simulation based learning creates shift from traditional teacher centered learning to student centered learning. Simulated learning is useful for reflecting upon experience in clinical areas because it develops clinical reasoning and integrates theory with practice. One faculty from each department is posted for the skills lab and weekly skills development training is conducted which is integrated with bedside teaching. Skills assessment is done through OSCE and OSPE. MBBS students have to complete the Certifiable skills made mandatory by the statutory body as per the Competency Based Medical Education (CBME) curriculum. Skills of the students are assessed and certified by the faculty.

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

Students coming to the institute are from various cultural and language backgrounds, Hence the need of teaching the local language to the students coming from different states and teaching English to students coming from rural backgrounds is taken up. English and Telugu teachers are hired for educating the students according to their need to learn the languages and students are encouraged to learn local language for better communication with the patients in the healthcare. As knowledge of computers is essential in the ever changing technology world, students are taught basic computer skills with the help of an hired computer teacher. Institute incorporated Indian traditional knowledge through conducting Yoga and life style modification methods according to Indian culture and context. Apart from this, students are sensitised in universal human values during the induction program. Sports and cultural activities conducted annually as part of college fest encourage student participation and appreciation of co-curricular activities.

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

Institute is following the CBME curriculum proposed to train Indian Medical Graduate who is trained and efficient to work as a Primary care physician upon completion of the Undergraduate course which is the need of the hour for the Indian Health care system. AETCOM classes are conducted to all undergraduates and post graduates. Communication skills teaching is incorporated in the academics. Central teaching to undergraduates is taken up through implementation of Monthly symposia, guest lectures and vertical and

horizontal teaching methods. Central teaching to postgraduates is taken up through weekly clinical case presentations, weekly integration sessions, monthly symposia and guest lectures. Fortnightly theory exams are conducted to the postgraduates. Monthly formative assessments, periodic conduction of Mock Viva sessions and regular practical exams and endposting exams are held for the undergraduates focusing on preparation for the university examinations. Implentation of Family adoption programme through the department of Social and Preventive medicine to the undergraduates. Training undergraduates and postgraduates through Skills lab.

20.Distance education/online education:

All faculty and Post graduates are encouraged to complete Online Basic course in Basic Medical research on NPTEL platform. it is manadatory for all the postgraduates to clear BCBR (Basic Course in Medical Education and Research) for to become eligibe for appearing in final year summative examinations. thses exminations consist of registration for the course followed by online assignments , after completion of online assignments with minium of 50 % of marks , candidate is eligible for final summative doctored examination in physical form after clearing a certificate is awarded to the student. apart from the above exams there are various Wbinars conducted by the particular subject national / state level associations which postgraduates attend to enhance their knowldge and competency.

Extended Profile

1.Student

2.1	1225
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Total number of students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.2	184
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Number of outgoing / final year students during the year:

File Description	Documents
Institutional Data in Prescribed Format	View File

2.3	272
Number of first year students admitted during the year	

File Description	Documents
Institutional Data in Prescribed Format	View File

2.Institution

4.1	47,57,37,565
Total expenditure, excluding salary, during the year (INR in Lakhs):	

File Description	Documents
Institutional Data in Prescribed Format	View File

3.Teacher

5.1	156
Number of full-time teachers during the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

5.2	148
Number of sanctioned posts for the year:	

File Description	Documents
Institutional Data in Prescribed Format	View File

Part B

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.

The curriculum framework encompasses Teaching, Learning, Assessment and Resources. Faculty engage in planning and orientation for effective implementation. New faculty undergo curriculum orientation and teaching workshops. Students receive training in

various subjects and essential skills through workshops. Continuous feedback ensures curriculum refinement.

Assessment includes slip tests, internal evaluations, and OSCE, OSPE and DOPS assessments, followed by personalized feedback sessions. Postgraduates undergo bimonthly internal exams, with theory and viva segments in university exams. Integrated seminars and case discussions involve both undergraduates and postgraduates under faculty supervision.

Institute support services enhance curriculum delivery, including faculty training and infrastructure. Growth opportunities are provided through conferences, CME sessions and workshops on modern technologies.

In a meeting, fortnightly postgraduate exams were discussed, along with counseling for first MBBS students and adherence to the CBME curriculum.

File Description	Documents
Minutes of the meeting of the college curriculum committee	https://www.kimsmedicalcollege.org/NAAC/2022-23/cirriculumcommitte.pdf
Any other relevant information.	Nil

1.1.2 - Number of fulltime teachers participating in BoS /Academic Council of Universities during the year. (Restrict data to BoS /Academic Council only)

0

File Description	Documents
Details of participation of teachers in various bodies(Data Template)	View File
Scanned copies of the letters supporting the participation of teachers	View File
Any other relevant information	View File

1.2 - Academic Flexibility

1.2.1 - Number of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the year

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

0

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

1.2.2 - Number of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the year

0

File Description	Documents
Details of the students enrolled in subject-related	View File
Certificate/Diploma/Add-on courses	View File
Any other relevant information	View File

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

Green Plantation, Yogaday, NSS Healthcamp:In 2022-23, NSS organized health camps, yoga sessions, and green tree plantation initiatives,Volunteers provided health screenings, yoga classes for wellness, and participated in tree planting for environmental sustainability. These activities promoted holistic health, environmental consciousness, and community engagement among students and the local community.

Gender Harassment:In 2022-23, addressing gender harassment during

medical student admissions was vital. Institutions implemented strict measures to prevent discrimination, fostering a safe and inclusive environment. Awareness initiatives promoted respect and gender parity, combating biases in selection processes. Upholding ethical standards, they aimed to establish a culture of respect and equity in medical education.

Ethical clearance certificates : Throughout medical student admissions in 2022-23, moral principles directed the process. Institutions stressed honesty, openness, and impartiality. They evaluated applicants on competence, variety, and dedication to ethical conduct. Maintaining professionalism, they guaranteed fair chances, cultivating a climate of honesty and distinction in medical education.

File Description	Documents
List of courses with their descriptions	https://www.kimsmedicalcollege.org/NAAC/2022-23/courseswiththeirdescription.zip
Any other relevant information	<u>Nil</u>

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

0

File Description	Documents
Number of value-added courses offered during the year that impart transferable and life sk	View File
List of-value added courses (Data template)	View File
Any other relevant information	View File

1.3.3 - Number of students enrolled in the value-added courses during the year

0

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

1.3.4 - Number of students undertaking field visits/Clinical / industry internships/research projects/industry visits/community postings (data for the academic year)**1225**

File Description	Documents
List of programmes and number of students undertaking field visits/internships/research projects/industry visits/community postings (Data template)	View File
Total number of students in the Institution	View File
Any other relevant information	View File

1.4 - Feedback System

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

C. Any 2 of the above

File Description	Documents
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	View File
URL for feedback report	https://www.kimsmedicalcollege.org/NAAC/2022-23/feedback.zip
Data template	View File
Any other relevant information	View File

1.4.2 - Feedback on curricula and syllabi obtained from stakeholders is processed in terms of: Options (Opt any one that is applicable): Feedback collected, analyzed and action taken on feedback besides such documents made available on the institutional website Feedback collected, analyzed and action has been taken Feedback collected unanalyzed Feedback collected E. Feedback

D. Any 1 of the Above

not collected	
File Description	Documents
URL for stakeholder feedback report	https://www.kimsmedicalcollege.org/NAAC/2022-23/feedbacksurvey.zip
Action taken report of the Institution on the feedback report as stated in the minutes of meetings of the College Council/IQAC	View File
Any other relevant information	View File
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.	
2.1.1.1 - Number of seats filled against seats reserved for various categories as per applicable reservation policy during the year	
109	
File Description	Documents
Copy of letter issued by State Govt. or and Central Government (which-ever applicable) Indicating there served categories to be considered as per the GO rule (translated in English)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state OBC, SC and ST cell every year.	View File
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution	View File
Information as per data template	View File
Any other relevant information	View File
2.1.2 - Number of seats filled in for the various programmes as against the approved intake	

File Description	Documents
Relevant 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 File
Any other relevant information	View File
Data template	View File

2.1.3 - Number of Students enrolled demonstrates a national spread and includes students from other states

2.1.3.1 - Number of students from other states; during the year

19

File Description	Documents
Total number of students enrolled in th	View File
E-copies of admission letters of the students enrolled from other states	View File
Institutional data in prescribed format (Data template)	View File
Any other relevant information	View File

2.2 - Catering to Student Diversity

2.2.1 - The Institution assesses the learning levels of the students, after admission and organizes special Programmes for advanced learners and slow performers The Institution: Follows measurable criteria to identify slow performers Follows measurable criteria to identify advanced learners Organizes special programmes for slow performers Follows protocol to measure student achievement

A. All of the Above

File Description	Documents
Criteria to identify slow performers and advanced learners and assessment methodology	View File
Details of special programmes for slow performers and advanced Learners	View File
Student participation details and outcome records	View File
Any other relevant information	View File

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

Number of Students	Number of Full Time Teachers
1225	156

File Description	Documents
List of students enrolled in the preceding academic year	View File
List of full time teachers in the preceding academic year in the college	View File
Institutional data in prescribed format (data templates)	View File
Any other relevant information	View File

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)

Extramural activities is essential for nurturing well-rounded medical professionals. These activities complement academic learning and promote personal growth, soft skills, and holistic development.

1. Cultural Events and Festivals: Organizing cultural events and fests provides opportunities to show their talents and appreciate diverse cultural expressions. They strengthen the sense of community and belonging.

2. Sports and Fitness Activities: The institution supports sports teams and fitness clubs, yoga groups encouraging to maintain a healthy lifestyle while developing teamwork and leadership skills.

3. **Research and Academic team:** Foster students' interests in medical research, innovation, and learning beyond the curriculum. They offer valuable networking and mentoring opportunities.

4. **Community Engagement:** By facilitating students' involvement in community service and outreach programs, the institution helps them develop empathy, communication skills, and a sense of social responsibility.

5. **Workshops and Seminars:** Hosting workshops and seminars on topics ranging from professional development to personal wellness helps students explore new areas of insight

6. **Mentorship Programs:** Pairing students with faculty guide their personal and professional development while nurturing their unique talents.

7. **Innovation and Entrepreneurship Initiatives:** Supporting students in pursuing innovative projects , inter college events and competitions, one student has bagged the 1st prize in inter college event.

File Description	Documents
Appropriate documentary evidence	https://www.kimsmedicalcollege.org/NAAC/2022-23/2.2.3final.pdf
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2022-23/2.2.3.docx

2.3 - Teaching- Learning Process

2.3.1 - Student-centric methods are used for enhancing learning experiences by: Experiential learning Integrated/inter disciplinary learning Participatory learning Problem solving methodologies Self-directed learning Patient-Centric and Evidence-Based Learning Learning in the Humanities Project-based learning Role play

1. Students gain hands-on experience through clinical rotations, internships, and simulations. This real-world exposure deepens their understanding and hones their clinical skills.
2. Integrating teaching scheduled every wednesday helps relate different subjects, fostering a holistic understanding of patient care.
3. Students participate in various events , CMEs and academic sessions helps in active learning

4. Approaches such as case-based learning and problem-based learning (PBL) challenge students to apply their knowledge to real-world scenarios, like analysing reports and arriving in diagnosis. developing their critical thinking and decision-making ability. 5: Encouraging students to take part in case presentations, and seminars in the schedule timetable.. 6. Emphasizing patient-centered care and evidence-based practices ensure focus. 7. AETCOM classes help learning ethics, communication, and empathy enhances interpersonal skills and human aspects of medicine. 8. Students work on projects like making models in exhibitions, conducting surveys, research etc that require them to apply their medical knowledge to solve complex problems. 9. Role-playing, such as patient interactions and clinical consultations, especially in field camps and awareness programmes for public. allow students to enhance learning

Thus various methods of learning creates a dynamic environment, promoting deeper understanding and preparation for real-world medical practice.

File Description	Documents
Learning environment facilities with geo tagged photographs	View File
Any other relevant information	View File

2.3.2 - Institution facilitates the use of Clinical Skills Laboratory / Simulation Based Learning
The Institution: Has Basic Clinical Skills / Simulation Training Models and Trainers for skills in the relevant disciplines. Has advanced simulators for simulation-based training Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation based learning. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning

A. All of the Above

File Description	Documents
List of clinical skills models	View File
Geo tagged photographs of clinical skills lab and simulation centre	View File
List of training programmes conducted in the facilities during the year	View File
Any other relevant information	View File

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

absolutely, ICT (Information and Communication Technology) plays a crucial role in enhancing teaching and learning processes in medical institutions. Here's how teachers utilize ICT-enabled tools for effective teaching and learning in such institutions:

- 1. Online Learning Platforms:** Teachers often use online platforms to upload course materials, assignments, and resources. Students can access these materials anytime, anywhere, allowing for flexible learning schedules.
- 2. Virtual Laboratories:** ICT enables the creation of virtual laboratories where students can conduct experiments and simulations. This is especially beneficial in medical education where access to physical labs might be limited or expensive.
- 3. Telemedicine and Teleconferencing:** With advancements in technology, teachers can conduct e-classes, seminars, and conferences. They also invite guest speakers and experts from around the world without the need for physical presence, enriching the learning experience.
- 4. Medical Simulation Software:** ICT facilitates the use of medical simulation software, allowing students to practice clinical skills in a safe and controlled environment. This includes virtual patient scenarios, surgical simulations, and diagnostic exercises.
- 5. Mobile Learning Apps:** Mobile apps designed for medical education, kahootapp, moodle google meet etc

6. NPTEL courses like BCBR for PGs, and other sites in npTEL are used for UG teaching.

File Description	Documents
Details of ICT-enabled tools used for teaching and learning	https://www.kimsmedicalcollege.org/NAAC/2022-23/2.3.3ict_toolslist.pdf
List of teachers using ICT-enabled tools (including LMS)	https://www.kimsmedicalcollege.org/NAAC/2022-23/icttoolsusedbyteachers.pdf
Webpage describing the "LMS/Academic Management System"	<u>Nil</u>
Any other relevant information	<u>Nil</u>

2.3.4 - Student :Mentor Ratio (preceding academic year)

Number of Mentors	Number of Students
184	1152

File Description	Documents
Details of fulltime teachers/other recognized mentors and students	View File
Any other relevant information	View File

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

Here's how the teaching-learning process can be tailored to achieve these objectives:

- 1. Interactive Teaching Methods:** Incorporating interactive teaching methods such as case-based learning, problem-solving sessions, and small group discussions can stimulate critical thinking and analytical skills among students.
- 2. Research Opportunities:** Providing opportunities for students to engage in research projects encourages students. mentorship programs, summer research internships, and electives courses

to support students in developing their skills.

3. **Clinical Exposure:** Early clinical exposure helping students to diverse clinical settings and patient populations exposes them to different healthcare challenges, relate subjects, encouraging them to think critically . Clinical rotations,, and elective rotations in various specialties help students to apply their knowledge in real-world scenarios.
4. **Interdisciplinary presentations:** Encouraging interdisciplinary presentations among students from different healthcare disciplines fosters creativity and innovation.
5. **Encouraging Curiosity:** Various seminars, guest lectures, and conferences on emerging topics in healthcare to inspire students to think critically and explore innovative solutions to current healthcare challenges.
6. **Mentorship and Guidance:** Providing mentorship and guidance from experienced faculty members and healthcare professionals nurtures students' creativity and innovation.

By integrating these strategies into the teaching-learning process, institute effectively nurture creativity, analytical skills, and innovation among students, preparing them to become competent and innovative healthcare professionals.

File Description	Documents
Appropriate documentary evidence	https://www.kimsmedicalcollege.org/NAAC/2022-23/2.3.5.zip
Any other relevant information	Nil

2.4 - Teacher Profile and Quality

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

156

File Description	Documents
List of fulltime teachers and sanctioned posts for year certified by the Head of the Institution (Data template)	View File
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/ translated in English)	View File
Any other relevant information	View File

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

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

Not Applicable - as Phd is course is not present in the institution.

File Description	Documents
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees 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 and the number of fulltime teachers for the year	View File
Copies of Guide-ship letters or authorization of research guide provided by the university	View File
Any other relevant information	View File

2.4.3 - Total Teaching experience of fulltime teachers in number of years (data for the academic year)

1798

File Description	Documents
List of teachers including their designation, qualifications, department and number of years of teaching experience (Data Template)	View File
Any other relevant information	View File

2.4.4 - Number of teachers trained for development and delivery of e-content / e-courses during the year

20

File Description	Documents
Reports of the e-training programmes	View File
e-contents / e-courses developed	View File
Year –wise list of full time teachers trained during the year	View File
Certificate of completion of training for development of and delivery of econtents / e-courses / Video lectures / demonstrations	View File
Web-link to the contents delivered by the faculty hosted in the HEI's website	View File
Any other relevant information	View File

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

3

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

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

By following a clear academic calendar and adhering to a structured approach to CIE, helps to support students' learning and maintain the integrity. This approach ensures students receive fair, consistent, and comprehensive evaluations of their academic performance.

1. Academic Calendar Planned and published at the start of each academic year, outlining key dates for internal evaluations, integrated teaching, assignments, exams, etc
2. Consistency and Fairness: By adhering to the academic calendar, the institution ensures that all students experience consistent evaluation schedules.
3. Multiple Assessment Opportunities: Varied range of assessment types across different subjects and semesters provides multiple opportunities for students to demonstrate their knowledge and skills.
4. Transparency in Evaluation: Clear guidelines and criteria are followed for transparency in the evaluation process. Students understand the process of CIE, prepare accordingly.
5. Prompt Feedback: Timely feedback on CIE assessments are provided to guide students' learning and improvement. which helps students address challenges they face.
6. Compliance with Regulatory Requirements: The academic calendar and CIE schedules align with regulatory body requirements to meets all academic and professional standards.
7. Monitoring and Review: The institution regularly monitors the CIE process to identify areas for improvement and make necessary adjustments. This ongoing review ensures the evaluation system remains robust and relevant.

File Description	Documents
Academic calendar	https://www.kimsmedicalcollege.org/NAAC/2022-23/academiccalander.pdf
Dates of conduct of internal assessment examinations	https://www.kimsmedicalcollege.org/NAAC/2022-23/INTERNALASSESSMENT2022-23.doc
Any other relevant information	<u>Nil</u>

2.5.2 - Mechanism to deal with examination-related grievances is transparent, time-bound and efficient. Provide a description on Grievance redressal mechanism with reference to continuous internal evaluation, matters relating to University examination for submission of appeals, providing access to answer scripts, provision of re-totaling and provision for reassessment within 100 - 200 words

Transparent, time-bound, and efficient grievance redressal mechanism for examination-related issues ensures that students have access to fair and equitable resolution of their concerns. This includes the following key aspects:

1. Submission of retotalling request Students can submit appeals related to internal evaluation or university examinations within a specified period, usually within a week of receiving their results. This appeal process involves filling out a formal complaint form detailing the nature of the grievance.

- Provision for Re-Totaling: Upon request, answer scripts undergo re-totaling to verify the accuracy of marks. This process is conducted by qualified personnel to ensure objectivity and accuracy. The reassessment process follows strict guidelines to maintain fairness and integrity.
- Clear Communication: The grievance redressal mechanism includes clear communication channels for students to lodge their complaints and track their status. Updates are provided at each stage of the process.
- Time-Bound Resolution: The entire grievance redressal process adheres to a time-bound schedule, ensuring prompt resolution of students' concerns. Typically, grievances are resolved within two to three weeks.

This robust mechanism ensures that examination-related grievances are addressed promptly and fairly, providing students with

confidence in the evaluation process.

File Description	Documents
Details of University examinations / Continuous Internal Evaluations (CIE) conducted during the last year	View File
Number of grievances regarding University examinations/ Internal Evaluation	View File
Any other relevant information	No File Uploaded

2.5.3 - Reforms in the process and procedure in the conduct of evaluation/examination; including the automation of the examination system. Describe the reforms implemented in internal evaluation/ examinations with reference to the following within 100 - 200 words Examination procedures Processes integrating IT Continuous internal assessment system Competency-based assessment Workplace-based assessment Self assessment OSCE/OSPE

Reforms in evaluation and examinations have been implemented to modernize and to create a more holistic, fair, and relevant assessment process

1. **Examination Procedures:** Traditional exams have been replaced with digital valuation using computer to streamline the process and reduce administrative burdens. This transition also supports remote proctoring, offering flexibility for students and institutions.
2. **Processes Integrating IT:** IT integration includes online exam platforms, secure assessment, and digital submission for assignments. This offers real-time analytics and feedback to both students and teachers.
3. **Continuous Internal Assessment System:** quizzes, slip tests, ensures ongoing evaluation rather than relying solely on final exams. two internal assessment and prefinal which are conducted as in final exams. This provides a more comprehensive view of a student's progress and areas for improvement.
4. **Competency-Based Assessment:** Focuses on evaluating students' abilities to apply knowledge and skills in practical scenarios, rather than rote memorization..
5. **Workplace-Based Assessment:** Practical valuations provides valuable insights into their readiness for professional roles. as internships or simulations, assess students' skills and adaptability in real-world environments.

6. **Self-Assessment:** Evaluating their own work fosters self-awareness and critical thinking, helps students identify areas for improvement.
7. **OSCE/OSPE:** Form structured methods for evaluating clinical and practical skills. They involve stations where students demonstrate specific competencies.

File Description	Documents
Information on examination reforms	https://www.kimsmedicalcollege.org/NAAC/2022-23/MBBSInternalAssesment.pdf
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2022-23/ScheduleofOSPE.pdf

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: Timely administration of CIE On time assessment and feedback Makeup assignments /tests Remedial teaching/ support

A. All of the Above

File Description	Documents
List of opportunities provided for the students for midcourse improvement of performance in the examinations	View File
Information as per Data template	View File
Policy document of midcourse improvement of performance of students	View File
Re-test and Answer sheets	View File
Any other relevant information	View File

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

The institution gives:

1. **Learning Outcomes:** These are specific goals that outline what students are expected to know, do, and be able to demonstrate upon completion of their medical program. They include:
 - **Generic Learning Outcomes:** These encompass broad skills such as communication, attitude, teamwork, critical thinking, and ethical reasoning that are applicable across different medical specializations.
 - **Program-Specific Learning Outcomes:** These outcomes focus on the knowledge and skills particular to the medical program, such as clinical competence, patient care, and medical research capabilities.
1. **Graduate Attributes:** These are qualities and competencies that graduates are expected to possess, such as professionalism, compassion, and the ability to adapt to the evolving medical landscape. They reflect the institution's mission and values.
2. **Communication of Outcomes and Attributes is through:**
 - **Website:** The college's website serves as a central hub for information on the program's goals, expectations, and curriculum.
 - **Course Syllabi:** provides learning outcomes and graduate attributes for , ensuring students and faculty are aware of the focus and objectives.
 - **Student Handbooks:** These contain important information about the learning outcomes and graduate attributes, for easy reference.
 - **Orientation programmes:** New students receive an overview of the program's outcomes and attributes during orientation sessions.

File Description	Documents
Relevant documents pertaining to learning outcomes and graduate attributes	https://www.kimsmedicalcollege.org/NAAC/2022-23/MBBScompetencies.pdf
Methods of the assessment of learning outcomes and graduate attributes	https://www.kimsmedicalcollege.org/NAAC/2022-23/MBBSInternalAssesment.pdf
Upload Course Outcomes for all courses (exemplars from Glossary)	https://www.kimsmedicalcollege.org/NAAC/2022-23/handbook.zip
Any other relevant information	<u>Nil</u>

2.6.2 - Incremental performance in Pass percentage of final year students in the year

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

2.6.3 - The teaching learning and assessment processes of the Institution are aligned with the stated learning outcomes. Provide details on how teaching learning and assessment processes are mapped to achieve the generic and program-specific learning outcomes (for each program) within 100 – 200 words

Teaching, learning, and assessment processes are carefully aligned to ensure students acquire the necessary knowledge, skills, and competencies for their medical practice.

1. **Curriculum Design:** The curriculum is structured to cover the essential knowledge and skills required . It includes core subjects, clinical rotations, and electives that cater to program-specific learning outcomes.
2. **Integrated Teaching:** Interdisciplinary teaching methods helps to understand how different medical concepts relate to each other. It combines theoretical knowledge with practical applications, fostering a holistic understanding.
3. **Active Learning Strategies:** The institution employs active learning strategies such as case studies, simulations, and problem-based learning (PBL) to engage students in critical thinking and application of knowledge to real-world scenarios.
4. **Clinical Rotations and Practical Training:** Clinical rotations provide hands-on experience in various specialties, allowing students to apply their learning in real patient care settings. These rotations are essential for achieving program-specific outcomes.
5. **Formative and Summative Assessments:** Formative assessments (e.g., quizzes, assignments) provide ongoing feedback and help track student progress, while summative assessments (e.g., exams, OSCE/OSPE) evaluate overall achievement of learning outcomes.
6. **Competency-Based Assessment:** Assessment methods such as OSCE and OSPE focus on evaluating clinical and practical skills, ensuring students meet program-specific competencies.
7. **Feedback Mechanisms:** Regular feedback from faculty and peers helps students identify areas for improvement and guides their learning process.

By mapping teaching, learning, and assessment processes are mapped to the stated learning outcomes, so that students receive a comprehensive education

File Description	Documents
Programme-specific learning outcomes	https://www.kimsmedicalcollege.org/NAAC/2022-23/handbook.zip
Any other relevant information	<u>Nil</u>

2.6.4 - Presence and periodicity of parent-teachers meetings, remedial measures undertaken and outcome analysis. Describe structured mechanism for parent-teachers meetings, follow-up action taken and outcome analysis within 100 - 200 words

Parent-teacher counselling sessions caters valuable platform for discussing students' academic progress and along with their attendance. These meetings foster collaboration and support to ensure students' success.

1. Sessions are scheduled at least once per semester to maintain regular communication.

- Sessions are planned and communicated to parents well in advance, ensuring maximum participation.
- Agenda: discussions about students' academic performance, attendance, behaviour, and areas for improvement.
- Faculty Participation: Faculty members who assess students attend the meetings to provide personalized feedback .along with the answer sheets of the students in assessment along with the Principal

2.Follow-Up Actions: administration takes follow-up actions based on discussions with parents:

- Individualized Support: Faculty work with students and their families to create personalized plans for academic and personal development..Informing about their attendance monthly basis to the parents
- Remedial Measures: College offers remedial teaching and tutoring for students struggling in specific subjects.
- Counselling Services: College will provide counselling for students facing personal or academic challenges.

3.Outcome of these sessions and subsequent actions is evaluated over time:

- Performance Tracking: College monitors students' academic progress to assess the effectiveness of interventions.
- Feedback Collection: Gathering feedback from parents and students helps identify areas for further improvement.

File Description	Documents
Proceedings of parent –teachers meetings held during the year	https://www.kimsmedicalcollege.org/NAAC/2022-23/2.6.4.pdf
Follow up reports on the action taken and outcome analysis.	https://www.kimsmedicalcollege.org/NAAC/2022-23/improvementanswersheets.pdf
Any other relevant information	<u>Nil</u>

2.7 - Student Satisfaction Survey

2.7.1 - Online student satisfaction survey regarding teaching learning process

<https://www.kimsmedicalcollege.org/2024/studentsatisfactionsurvey-2022-23.pdf>

File Description	Documents
Any other relevant information	View File

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Number of teachers recognized as PG/ Ph.D research guides by the respective University during the year

68

File Description	Documents
List of full time teachers recognized as PG/ Ph.D guides during the year.	View File
List of full time teacher during the year.	View File
Copies of Guide-ship letters or authorization of research guide provide by the university	View File
Information as per Data template	View File
Any other relevant information	View File

3.1.2 - Number of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the year

0

File Description	Documents
Fellowship award letter / grant letter from the funding agency	View File
List of teachers and their national/international fellowship details (Data templates)	View File
E-copies of the award letters of the teachers	View File
Any other relevant information	View File

3.1.3 - Number of research projects/clinical trials funded by government, industries and non-governmental agencies during the year

Number of Research Projects	Amount / Funds Received
0	0

File Description	Documents
List of research projects and funding details during the year (Data template)	View File
List of research projects and funding details during the year (Data template)	View File
Link for funding agencies websites	Nil
Any other relevant information	View File

3.2 - Innovation Ecosystem

3.2.1 - The Institution has created an ecosystem for innovations including Incubation Centre and other initiatives for creation and transfer of knowledge. Describe the available Incubation Centre and evidence of its functioning (activities) within 100 - 200 words

In the academic year 2022-23, Kamineni Institute of Medical Sciences embarked on a transformative journey to bolster research endeavors. Recognizing the pivotal role of research in advancing healthcare, significant investments were made to empower postgraduate students and catalyze innovation in various departments.

In the radiology department, a paradigm shift was witnessed with the

procurement of cutting-edge equipment such as colour-dappled ultrasound machines, double-view x-ray boards, and the striker crossfire-2 Arthroshaver system sourced from the USA. These state-of-the-art technologies paved the way for ground breaking research in radiological imaging techniques, enhancing patient care outcomes.

Similarly, the Otorhinolaryngology department embraced innovation with the acquisition of a video laryngoscope, revolutionizing airway management and enabling comprehensive research in ENT care. This advancement promises to enhance diagnostic accuracy and treatment efficacy.

Moreover, the Obstetrics and Gynecology (OBG) department enhanced its research capabilities through advanced equipment such as the virtual endo-pelvic trainer, fetal Doppler, and ultrasonic sealers. These tools empower clinicians and researchers to delve deeper into obstetric and gynecological issues, leading to improved maternal and fetal health outcomes.

Overall, these initiatives underscore Kamineni Institute of Medical Sciences' unwavering commitment to fostering a culture of research excellence and innovation. By equipping its departments with state-of-the-art technologies and resources, the institution is not only enhancing the research aptitude of its students but also driving impactful advancements in healthcare delivery.

File Description	Documents
Details of the facilities and innovations made	Nil
Any other relevant information	Nil

3.2.2 - 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 year

8

File Description	Documents
List of workshops/seminars during the year(Data template)	View File
Reports of the events	View File
Any other relevant information	View File

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

A. All of the Above

File Description	Documents
Institutional Code of Ethics document	View File
Institutional data in prescribed format	View File
Any other relevant information	View File
Minutes of meetings of the committees with reference to the code of ethics	View File

3.3.2 - Number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teachers* of the Institution during the year

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 year

76

File Description	Documents
List of Ph.D.s /DM/MCh/PG degrees in the respective disciplines received during the year	View File
List of teachers recognized as guides during the year	View File
Information as per Data template	View File
Letter of PG guide recognition from competent authority	View File
Any other relevant information	View File

3.3.3 - 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 year

3.3.3.1 - Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during the year

32

File Description	Documents
Number of research papers published per teacher in the Journals notified on UGC website/Scopus/ Web of Science/ PubMed during t	View File
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	View File
Information as per Data template	View File
Any other relevant information	View File

3.3.4 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings indexed in UGCCARE list on the UGC website/ Scopus/ Web of Science/ PubMed/ during the year

0

File Description	Documents
List of books and chapters in edited volumes/books published with ISBN and ISSN number and papers in national/ international conference proceedings during the year	View File
Information as per Data template	View File
Any other relevant information	View File

3.4 - Extension Activities

3.4.1 - Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, the community, Government and NonGovernment organized bodies through NSS/NCC during the year

17

File Description	Documents
List of extension and outreach activities during the year (Data Template)	View File
List of students in NSS/NCC involved in the extension and outreach activities during the year	View File
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 File
Any other relevant information	View File

3.4.2 - Number of students participating in extension and outreach activities during the year

770

File Description	Documents
Reports of the events organized	View File
List of extension and outreach activities conducted with industry, community etc for the last year (Data template)	View File
List of students who participated in extension activities during the year	View File
Geotagged photographs of extension activities	View File

3.4.3 - Number of awards and recognitions received for extension and outreach activities from Government / other recognised bodies during the year. Describe the nature and basis of awards /recognitions received for extension and outreach activities of the Institutions from Government /other recognised bodies during the year within 100 - 200 words

The Telangana State Pollution Control Board awarded a Certificate of Appreciation to the Kamineni Institute of Medical Sciences in Marketpally for its outstanding performance in biomedical waste management. This certificate signifies the institute's exemplary efforts in adhering to environmental and safety regulations for handling, segregating, and disposing of biomedical waste. Effective waste management is crucial for preventing contamination and protecting public health, and Kamineni Institute has demonstrated best practices in this domain. The award from the Pollution Control Board highlights the institute's commitment to sustainability, environmental protection, and compliance with statutory norms. It serves as an acknowledgment of the institute's role in setting a high standard for biomedical waste management in the healthcare sector.

File Description	Documents
List of awards for extension activities in the year	https://www.kimsmedicalcollege.org/NAAC/2022-23/Awardforextensionactivity22-23.pdf
e-copies of the award letters	https://www.kimsmedicalcollege.org/NAAC/2022-23/Awardforextensionactivity22-23.pdf
Any other relevant information	<u>Nil</u>

3.4.4 - Institutional social responsibility activities in the neighbourhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness and socio-economic development issues carried out by the students and staff during the year. Describe the impact of extension activities in sensitizing students to social issues and holistic development within 100 - 200 words

The array of activities, including medical and health awareness camps, significantly impacted students by sensitizing them to social issues. Initiatives like the World Health Day camp not only provided healthcare services but also sensitized students to community needs, enhancing their understanding of societal challenges. Through active participation, students engaged in patient care, health education, and community outreach.

The health camps and observances like World No-Tobacco Day and World Environment Day, continued to raise awareness among students about pressing social issues like healthcare and environmental sustainability. By actively participating in sensitization programs, medical examinations, and health education sessions, students gained valuable insights into community needs and the importance of proactive engagement.

These initiatives extended to commemorations like World Breastfeeding Week and World AIDS Day, further emphasizing students' role in addressing critical health issues. By actively participating in these activities, students not only enhanced their understanding of social issues but also developed empathy, critical thinking, and problem-solving skills, contributing to their overall holistic development and readiness to address societal challenges.

Through collaborative efforts and proactive involvement, the impact of these initiatives extended beyond mere healthcare provision, shaping attitudes, behaviors, and ultimately, improving the quality of life for many.

File Description	Documents
Details of Institutional social responsibility activities in the neighbourhood community during the year	https://www.kimsmedicalcollege.org/NAAC/2022-23/socialresponsibilityactivities.pdf
Any other relevant information	Nil

3.5 - Collaboration**3.5.1 - Number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the year**

10

File Description	Documents
List of collaborative activities for research, faculty/student exchange etc. (Data template)	View File
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	View File
Certified copies of collaboration documents and exchange visits	View File
Any other relevant information	View File

3.5.2 - Total number of Functional MoUs 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. during the year

12

File Description	Documents
List of functional MoUs for the year (Data Template)	View File
List of partnering Institutions/ Industries /research labs with contact details	View File
E-copies of the MoU's with institution/ industry/corporate house, Indicating the start date and completion date	View File
Any other relevant information	View File

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

4.1.1 - The Institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc. Describe the adequacy of facilities for teaching-learning viz., classrooms, ICT-enabled classrooms, seminar halls, facilities for clinical learning, learning in the community, Teleconferences, AYUSH-related learning cum therapy centre, well-equipped laboratories, skills labs etc. as stipulated by the appropriate Regulatory bodies within 100 - 200words

This institution has adequate facilities for conduct of regular academic activities. There are 7 air conditioned lecture Halls which are I T enabled; with high quality audio systems. In addition each department has a dedicated Demo/ Seminar Hall with projector & A V system. Dedicated labs which are fully equipped for each subject wherever required for student learning are available. Central research lab & well equipped skills lab are functional for training of U G & P G students.

File Description	Documents
List of available teaching-learning facilities such as Class rooms, Laboratories, ICT enabled facilities including Teleconference facilities etc., mentioned above	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.1.1revised.docx
Geo tagged photographs	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.1.1.docx
Any other relevant information	<u>Nil</u>

4.1.2 - The Institution has adequate facilities to support physical and recreational requirements of students and staff - sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc.) and for cultural activities. Describe the adequacy of facilities for sports, games and cultural activities including specification about area/size, year of establishment and user rate within 100 - 200 words

1. KIMS Campus has adequate sports & re-creational facilities for students & staff. A dedicated Physical Education teacher is available on Campus full time; for guiding & training the students. Indoor sports (Badminton; Table Tennis; Carrom board & chess are available) both in the College & in student hostels Play grounds for foot ball & Cricket practice & net practice are also available.

2. There is a Central gymnasium for students & staff which is well equipped and maintained. There a separate gym room for the girls in the hostel.

3. Synthetic Volley ball & basketball courts with viewing gallery

have been commissioned on the campus & are available for use.

4. An indoor game auditorium has separately been created for Badminton & Table Tennis.

5. Movies are screened for students & faculty periodically. Movies are screened as per popular demand.

File Description	Documents
List of available sports and cultural facilities	https://www.kimsmedicalcollege.org/NAAC/2022-23/Physicalfacilitiesports.docx
Geo tagged photographs	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.1.2.docx
Any other relevant information	<u>Nil</u>

4.1.3 - Availability and adequacy of general campus facilities and overall ambience: Describe the availability and adequacy of campus facilities such as hostels, medical facilities, toilets, canteen, post office, bank, roads and signage, greenery, alternate sources of energy, STP, water purification plant, etc. (within 100 - 200 words)

On campus medical facilities are available 24 x7 and all students are treated free of cost (for investigations & treatment) Adequate number of toilets for the students & Staff are available in different section of the College & Hospital. The campus has two cafeterias which cater to the needs of the students & staff. For late nights for students /doctors on duty, limited items are available. A separate canteen is run for the girls in the girls hostel.

The campus is a green campus & environmentally is a No smoking & No plastic zone.

There is on STP plantwith a capacity of 12 lakh Ltrs. ofwater used for horticulture.The campus hasan industrial mechanical laundry with high capacity laundry machines. all four weeler vehicle are provided with a sticker for identification, the entry of vehilce into the campus is limited authorised vehicles only, they are to be park in designated areas, the parking area is provided with greenary, the vehicles are not permitted to move randamly in the campus. The battery operated vechiles are proccured for food transport in the campus i.e from kitchen to cafteria, hostels and other service delevary parts., garbage is trasported with machaised non fuel

driven transport vehicles.

File Description	Documents
Photographs/ Geo tagging of Campus facilities	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.1.3.docx
Any other relevant information	Nil

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

16,85,23,573

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

4.2 - Clinical, Equipment and Laboratory Learning Resources

4.2.1 - Teaching Hospital, equipment, clinical teaching-learning and laboratory facilities as stipulated by the respective Regulatory Bodies. Describe the adequacy of the Teaching Hospital, equipment, clinical teachinglearning and laboratory facilities as stipulated by the respective Regulatory Bodies within 100 - 200 words

The teaching hospital is well equipped for training UG & PG in departments. All the Departments are NMC accredited & laid out as per N M C norms. Each Department has a dedicated seminar / demo room & department library. Department of Surgery & Obg has the provision of endotrainers for laparoscopic surgery. There are twelve well equipped operation theatres modular & four theatres have laminar air flow & four theatres have audiovisual connectivity for teaching & training purposes. The hospital is supported by N A B L accredited lab. The hospital has a well equipped Radiology services which include CT Scan & M R I All the departments are upgraded time to time with newer diagnostic machines.

File Description	Documents
The facilities as per the stipulations of the respective Regulatory Bodies with Geo tagging	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.2.1.docx
The list of facilities available for patient care, teaching-learning and research	https://www.kimsmedicalcollege.org/NAAC/2022-23/List of the facilities available for the patient care.docx
Any other relevant information	<u>Nil</u>

4.2.2 - Number of patients per year treated as outpatients and inpatients in the teaching hospital for the year

4.2.2.1 - Number of patients treated as outpatients in the teaching hospital during the year

7,34,697

File Description	Documents
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 File
Outpatient and inpatient statistics for the year	View File
Link to hospital records/ Hospital Management Information System	<u>Nil</u>
Any other relevant information	View File

4.2.3 - Number of students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

4.2.3.1 - Number of UG students exposed to learning resource such as Laboratories, Animal House & Herbal Garden (in house OR hired) during the year

0

File Description	Documents
Detailed report of activities and list of students benefitted due to exposure to learning resource	View File
Details of the Laboratories, Animal House & Herbal Garden	View File
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per year based on time-table and attendance	View File
Any other relevant information	View File

4.2.4 - Availability of infrastructure for community based learning. Institution has: Attached Satellite Primary Health Center/s Attached Rural Health Center/s other than College teaching hospital available for training of students Residential facility for students / trainees at the above peripheral health centers /hospitals Mobile clinical service facilities to reach remote rural locations

B. Any 3 of the Above

File Description	Documents
Description of community-based Teaching Learning activities (Data Template)	View File
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	View File
Government Order on allotment/assignment of PHC to the institution	View File
Any other relevant information	View File

4.3 - Library as a Learning Resource

4.3.1 - Library is automated using Integrated Library Management System (ILMS). Describe the Management System of the Library within 100 - 200 words

The current management system of the Library involves catering to

the needs of UG/PG/FACULTY for knowledge and research. There is a Library committee which continuously monitors the procurement of books and journals. The Library conducts an annual audit of the books available, Issue and receipts of books is maintained physically. Reminders are sent to book borrowers, if books are not returned in time. The Library has 3 well qualified Librarians and other supporting staff. The Institution does not have ILMS system at present.

File Description	Documents
Geo tagged photographs of library facilities	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.3.1.docx
Any other relevant information	<u>Nil</u>

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

With a total of 18734 textbooks, library of our college serves as a treasure trove of knowledge, boasting a diverse collection of textbooks, reference volumes, journals, and rare books. Textbooks provide foundational knowledge, while reference volumes offer in-depth insights into specialized topics. Journals offer the latest research findings and advancements in medical sciences, keeping students and faculty abreast of current trends. Additionally, rare book collections house historical and seminal works, offering glimpses into the evolution of medical practices. Together, these resources form a comprehensive repository that supports academic inquiry, fosters critical thinking, and enriches the learning experience for students and faculty alike.

File Description	Documents
Data on acquisition of books / journals /Manuscripts /ancient books etc., in the library	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.3.2.xlsx
Geotagged photographs of library ambiance	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.3.2.docx
Any other relevant information	<u>Nil</u>

4.3.3 - Does the Institution have an e-Library with membership / registration for the following: 1 e – journals / e-books consortia E-Shodh Sindhu Shodh ganga SWAYAM Discipline-specific Databases	E. None of the Above								
<table border="1"> <thead> <tr> <th data-bbox="86 405 541 465">File Description</th> <th data-bbox="549 405 1471 465">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 465 541 645">Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)</td> <td data-bbox="549 465 1471 645" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 645 541 824">E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted</td> <td data-bbox="549 645 1471 824" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 824 541 891">Any other relevant information</td> <td data-bbox="549 824 1471 891" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Details of subscriptions like e-journals, e-Shodh Sindhu, Shodh ganga Membership etc. (Data template)	View File	E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	View File	Any other relevant information	View File	
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Any other relevant information	View File								
4.3.4 - Annual expenditure for the purchase of books and journals including e- journals during the year (INR in Lakhs)									
79,84,326									
<table border="1"> <thead> <tr> <th data-bbox="86 1093 541 1153">File Description</th> <th data-bbox="549 1093 1471 1153">Documents</th> </tr> </thead> <tbody> <tr> <td data-bbox="86 1153 541 1332">Audited Statement highlighting the expenditure for purchase of books and journal / library resources</td> <td data-bbox="549 1153 1471 1332" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1332 541 1512">Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)</td> <td data-bbox="549 1332 1471 1512" style="text-align: center;">View File</td> </tr> <tr> <td data-bbox="86 1512 541 1579">Any other relevant information</td> <td data-bbox="549 1512 1471 1579" style="text-align: center;">View File</td> </tr> </tbody> </table>	File Description	Documents	Audited Statement highlighting the expenditure for purchase of books and journal / library resources	View File	Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File	Any other relevant information	View File	
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Details of annual expenditure for the purchase of books and journals including e-journals during the year (Data template)	View File								
Any other relevant information	View File								
4.3.5 - In-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students (data for the academic year) Describe in-person and remote access usage of library and the learner sessions/library usage programmes organized for the teachers and students data for the preceding academic year within 100 - 200 words									
<p>In-person library usage and learner session programs play pivotal roles in the academic journey of teachers and students in the institution. Libraries serve as knowledge hubs, providing access to a plethora of resources crucial for research and learning. Learner sessions offer tailored guidance, enhancing understanding of complex medical concepts and fostering critical thinking skills. For</p>									

teachers, these programs offer opportunities for professional development and networking, enriching their teaching methodologies. Similarly, students benefit from interactive sessions tailored to their curriculum, improving comprehension and application of medical knowledge. Together, these initiatives cultivate a vibrant academic environment essential for success in medical education.

File Description	Documents
Details of library usage by teachers and students	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.3.5.docx
Details of library usage by teachers and students	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.3.5.docx
Any other relevant information	<u>Nil</u>

4.3.6 - E-content resources used by teachers: MOOCs platforms SWAYAM Institutional LMS e-PG-Pathshala Any other

D. Any 1 or 2 of the Above

File Description	Documents
Links to documents of e-contents used	View File
Data template	View File
Any other relevant information	View File

4.4 - IT Infrastructure

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

24

File Description	Documents
Number of classrooms and seminar halls and demonstration rooms linked with internet /Wi-Fi-enabled ICT facilities (Data Template)	View File
Geo-tagged photos of the facilities	View File
Any other relevant information	View File

4.4.2 - Institution frequently updates its IT facilities and computer availability for students including Wi-Fi . Describe computer availability for students and IT facilities including Wi-Fi with the date(s) and nature of updation within 100 - 200 words

Regular updates to IT facilities, computers, and WiFi are indispensable for teachers and students. With the rapid advancements in medical research and technology, staying current is crucial for students to access up-to-date information and utilize modern tools for learning and research. Updated IT infrastructure ensures seamless access to online resources, medical data bases, and software vital for practical learning experiences. Reliable WiFi connectivity facilitates collaboration, communication, and online learning activities, essential for keeping pace with evolving medical practices and advancements. By prioritizing frequent updates, colleges empower students with the technological resources necessary for success in their academic and professional endeavors.

File Description	Documents
Documents related to updation of IT and Wi-Fi facilities	https://www.kimsmedicalcollege.org/NAAC/2022-23/itupdation.pdf
Any other relevant information	Nil

4.4.3 - Available bandwidth of internet connection in the Institution (Leased line) Opt any one:

A. ?1GBPS

File Description	Documents
Details of available bandwidth of internet connection in the Institution(Data Template)	View File
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	View File
Any other relevant information	View File

4.5 - Maintenance of Campus Infrastructure

4.5.1 - Expenditure incurred on maintenance of physical and academic support facilities, excluding salary component, during the year (INR in lakhs)

678.774150

File Description	Documents
Audited statements of accounts on maintenance of physical facilities and academic support facilities duly certified by Chartered Accountant / Finance Officer	View File
Details about approved budget and expenditure on physical and academic support facilities (Data templates)	View File
Any other relevant information	View File

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. Describe policy details of systems and procedures for maintaining and utilizing physical and academic support facilities within a maximum of 100 -200 words.

The institution has laid out procedures for maintaining and utilising physical, academic & other support facilities. For all the classrooms, important physical areas, biometric & access control is established & followed All critical areas area monitored by CCTV cameras. The concerned departments are given the responsibility of maintenance , through a process of Maintenance Requisition. Purchase of newer equipment or gadgets are processed through purchase requisitions. All costly & sensitive items are initially covered by warranty and on expiring of warranty AMC / CM C is entered into to ensure trouble free performance. A system of Annual Condemnation

Board is in place; in which all the equipment is conditioned and old obsolete equipment is condemned & disposed off to pave way for purchase of new equipment.

File Description	Documents
Minutes of the meetings of the Maintenance Committee	https://www.kimsmedicalcollege.org/NAAC/2022-23/CENTRAL MAITENANCE REPORS 2022 & 2023.zip
Log book or other records regarding maintenance works	https://www.kimsmedicalcollege.org/NAAC/2022-23/4.5.2maintenancerecords.pdf
Any other relevant information	<u>Nil</u>

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

50

File Description	Documents
Attested copies of the sanction letters from the sanctioning authorities	View File
List of students who received scholarships/ free ships/fee-waivers	View File
Any other relevant information	View File
Data template	View File

5.1.2 - Capability enhancement and development schemes employed by the Institution for students: Soft skill development Language and communication skill development Yoga and wellness Analytical skill development Human value development Personality and professional development Employability skill development

B. Any 5 or more of the Above

File Description	Documents
Link to Institutional website	https://www.kimsmedicalcollege.org/Capability-Enhancement.htm
Details of capability enhancement and development schemes(Data Template)	View File
Any other relevant information	View File

5.1.3 - Number of students provided training and guidance for competitive examinations and career counseling offered by the Institution during the year

0

File Description	Documents
List of students benefited by guidance for competitive examinations and career counselling during the year (Data template)	View File
Institutional website. Web-link to particular program/scheme mentioned in the metric	Post pandemic students take the training online individually
Copy of circular/ brochure/report of the event/ activity report Annual report of Pre-Examination Coaching centres	View File
list of students attending each of these schemes signed by competent authority	View File
Any other relevant information	View File

5.1.4 - The Institution has an active international student cell to facilitate study in India program etc..., Describe the international student cell activities within 100 - 200 words

Nil

File Description	Documents
For international student cell	The Institute doesn't have an International student cell
Any other relevant information	Nil

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

A. All of the Above

File Description	Documents
Minutes of the meetings of student Grievance Redressal Committee and Anti-Ragging Committee/Cell	View File
Circular/web-link/ committee report justifying the objective of the metric	https://www.kimsmedicalcollege.org/Gender_Harassment_Committee.htm
Details of student grievances and action taken (Data template)	View File
Any other relevant information	View File

5.2 - Student Progression

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

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

75

File Description	Documents
List of students qualifying in state/ national/ international level examinations during the year (Data template)	View File
Pass Certificates of the examination	View File
Copies of the qualifying letters of the candidate	View File
Any other relevant information	View File

5.2.2 - Number of outgoing students who got placed / self-employed during the year

45

File Description	Documents
Annual reports of Placement Cell	View File
Self-attested list of students placed /self-employed	View File
Details of student placement / self-employment during the year (Data template)	View File
Any other relevant information	View File

5.2.3 - Number of the graduated students of the preceding year, who have progressed to higher education

83

File Description	Documents
Supporting data for students/alumni as per data template	View File
Details of student progression to higher education (Data template)	View File
Any other relevant information	View File

5.3 - Student Participation and Activities

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

0

File Description	Documents
Duly certified e-copies of award letters and certificates	View File
Any other relevant information	View File

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. Describe the Student Council, its activities related to student welfare and student representation in academic & administrative bodies /committees of the Institution within 100 - 200words

Nil

File Description	Documents
Reports on the student council activities	Nil
Any other relevant information	Nil

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

1

File Description	Documents
List of sports and cultural activities / competitions organized during the year (Data Template)	View File
Report of the events with photographs	View File
Any other relevant information	View File

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 year. Describe the contributions of the Alumni Association to the Institution during the year within 100 – 200 words

Alumni activities act as essential links connecting the past, present, and future. These events cover a wide variety of activities, from mentorship programs that guide upcoming healthcare professionals to research projects that spark new ideas in medicine.

Alumni are also key in arranging educational events, meetings, and conferences that enhance learning and encourage lifelong education. Outside of academic pursuits, alumni networks often offer support to students by providing career advice, networking chances, and charitable projects led by alumni, all contributing to a strong sense of community and progress within the medical field.

File Description	Documents
Registration of Alumni association	https://www.kimsmedicalcollege.org/NAAC/2022-23/AlumniAssociationregistration.pdf
Details of Alumni Association activities	https://www.kimsmedicalcollege.org/NAAC/2022-23/Alumnimeetingminutes.pdf
Frequency of meetings of Alumni Association with minutes	https://www.kimsmedicalcollege.org/NAAC/2022-23/Alumnimeetingminutes.pdf
Quantum of financial contribution	https://www.kimsmedicalcollege.org/NAAC/2022-23/Financialcontribution.pdf
Audited statement of accounts of the Alumni Association	https://www.kimsmedicalcollege.org/NAAC/2022-23/Financialcontribution.pdf

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

D. Any 1 of the Above

File Description	Documents
List of Alumni contributions made during the year	View File
Extract of Audited statements of highlighting Alumni Association contribution	View File
Certified statement of the contributions by the head of the Institution	View File
Any other relevant information	View File

GOVERNANCE, LEADERSHIP AND MANAGEMENT**6.1 - Institutional Vision and Leadership**

6.1.1 - The Institution has clearly stated Vision and Mission which are reflected in its academic and administrative governance. Describe the Vision and Mission of the Institution, nature of governance, perspective plans and stakeholders' participation in the decision-making bodies highlighting the activities leading to Institutional excellence.

The vision and mission of the organisation point towards establishing an institute of global standards to serve the people in the region with advanced medical facilities with special focus on rural population. The Kamineni Institute of medical sciences is to be the centre of excellence through appropriate , innovative and need based programs of teaching, research, service and extension with community orientation in a student friendly learning environment which include empowering the students with appropriate knowledge and skills, providing technology-mediated education, providing access to the disadvantaged sections of the society to get medical education, promoting research among faculty and students, instill a sense of national pride and infuse ethical and moral values and commitment to society in the students.

File Description	Documents
Vision and Mission documents approved by the College bodies	https://www.kimsmedicalcollege.org/NAAC/2022-23/mission.pdf
Achievements which led to Institutional excellence	https://www.kimsmedicalcollege.org/NAAC/2022-23/institutionalexllence.pdf
Any other relevant information	<u>Nil</u>

6.1.2 - Effective leadership is reflected in various Institutional practices such as decentralization and participative management. Describe the organogram of the college management structure and its functioning system highlighting decentralized and participatory management and its outcomes in the Institutional governance within 100 - 200 words

The institutional organizational structure of our medical college encompasses key administrative, academic, and clinical departments. At the helm is the Director, supported by the Principal and Vice Principal (Admin) and Vice Principal (Academic).

The Vice Principal (Admin) heads the Human Resource and Finance & Accounts Departments.

The Vice Principal (Academics) heads the AO and Examination cell. They together guide the Department HODs, Committee Chairs and administrative staff.

Decentralization of academics is achieved through centralized academic activities like integrated seminar, panel discussions, clinical case discussion, mortality and morbidity meetings and clinico pathological meetings.

Decentralization of administration is achieved through a statutory body that comprises of the Principal, Medical Superintendent, Vice Principal Administration, UG coordinator, PG coordinator Medical education unit coordinator , Human resource department, civil engineering department, electrical engineering department and biomedical engineering .

Functions of the statutory body are to form various committees for smooth administrative functioning of the institutional activities that meet at a stipulated time ,chalk out the programme and supervise their implementation.

File Description	Documents
Relevant information /documents	https://www.kimsmedicalcollege.org/NAAC/2020-21/ORGANOGRAMOFKIMS.docx
Any other relevant information	<u>Nil</u>

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. Provide the write-up within 100 - 200 words

The institutional organizational structure of our medical college encompasses key administrative, academic, and clinical departments. At the helm is the Director, supported by the Principal and Vice Principal (Admin) and Vice Principal (Academic).

Statutory bodies and committees play vital roles in ensuring compliance with regulatory standards and ethical guidelines. The Academic Council oversees academic policies and program

accreditation, while the Ethics Committee ensures adherence to ethical norms in research and patient care. Committees for Curriculum Development, Research Oversight, and Clinical Quality Assurance enforce guidelines and promote excellence in education, research, and clinical practice. The primary aim is to achieve institutional goals effectively. It includes initiatives for faculty development, infrastructure enhancement, and community engagement. Priorities may focus on enhancing teaching quality, increasing research output, and improving healthcare delivery which align with accreditation criteria, professional standards, and healthcare demands, fostering a culture of continuous improvement and innovation. Compliance with regulatory norms, professional ethics, and patient care protocols remains paramount, ensuring the highest standards of medical education and practice.

File Description	Documents
Organisational structure	https://www.kimsmedicalcollege.org/NAAC/2022-23/6.2.1ORGANIZATIONSTRUCTURE.pdf
Strategic Plan document(s)	https://www.kimsmedicalcollege.org/NAAC/2022-23/Startargicplan22-23.pdf
Minutes of the College Council/ other relevant bodies for deployment/ deliverables of the strategic plan	https://www.kimsmedicalcollege.org/NAAC/2022-23/cirriculamminutes2022-23.pdf
Any other relevant information	<u>Nil</u>

6.2.2 - Implementation of e-governance in areas of operation Academic Planning and Development Administration Finance and Accounts Student Admission and Support Examination

A. All of the Above

File Description	Documents
Data template	View File
Institutional budget statements allocated for the heads of E_governance implementation	View File
e-Governance architecture document	View File
Screen shots of user interfaces	View File
Policy documents	View File
Any other relevant information	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non-teaching staff and avenues for their career development/ progression

The faculty empowerment strategies focus on enhancing teaching effectiveness, research productivity, and clinical expertise. This may include faculty development programs, workshops, and conferences to update knowledge and teaching methodologies. Research grants, collaborations, and incentives promote scholarly activities. Clinical exposure and continuing medical education ensure up-to-date patient care standards.

Welfare measures for teaching and non-teaching staff encompass healthcare benefits. Employee assistance programs support mental health and work-life balance. Recognition schemes and career progression opportunities motivate staff. Transparent grievance redressal mechanisms foster a supportive work environment.

Career development avenues include opportunities for advanced degrees, certifications, and leadership training. Mentorship programs pair junior faculty with experienced mentors. Cross-functional training and job rotations broaden skill sets. Promotion policies based on merit and experience encourage professional growth.

The governmental regulations and institutional policies mandate equitable treatment, fair compensation, and opportunities for career advancement in the institute. Continuous feedback mechanisms ensure alignment with staff needs and evolving industry standards. Collaboration with professional associations and industry partners further enriches career development pathways. health check ups for

staff have been done and vaccination drive has been conducted.

File Description	Documents
Policy document on the welfare measures	https://www.kimsmedicalcollege.org/NAAC/2022-23/8.1.11.2022HRpolicy.pdf
List of beneficiaries of welfare measures	https://www.kimsmedicalcollege.org/NAAC/2022-23/6.3.1beneficirieslist..pdf
Any other relevant document	https://www.kimsmedicalcollege.org/NAAC/2022-23/6.3.1meternity_leavesandspacial_leaves2023.pdf

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

8

File Description	Documents
Details of teachers provided with financial support to attend conferences, workshops etc. during the year (Data Template)	View File
Policy document on providing financial support to teachers	View File
List of teachers provided membership fee for professional bodies	View File
Receipts to be submitted	View File
Any other relevant information	View File

6.3.3 - Number of professional development / administrative training programmes organized by the University for teaching and non- teaching/technical staff during the year (Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

0

File Description	Documents
List of professional development / administrative training programmes organized by the Institution during the year and the lists of participants who attended them (Data template)	View File
Reports of Academic Staff College or similar centers Verification of schedules of training programs	View File
Copy of circular/ brochure/ report of training program self conducted program may also be considered	View File
Any other relevant information	View File

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

15

File Description	Documents
Details of teachers who have attended FDPs during the year (Data template)	View File
E-copy of the certificate of the program attended by teacher	View File
Days limits of program/course as prescribed by UGC/ AICTE or Preferably Minimum one day programme conducted by recognised body/academic institution	View File
Any other relevant information	View File

6.3.5 - Institution has Performance Appraisal System for teaching and non- teaching staff. Describe the functioning of the Performance Appraisal System for teaching and nonteaching staff within 100 - 200 words

A performance appraisal system for teaching and non-teaching staff in our organisation serves to evaluate and enhance the effectiveness of personnel in their respective roles. The evaluation criteria

includes work accomplishment, quality of work performed, effective use of time, commitment towards the work, responsiveness to others in timely manner, co-operation with team members.

The system typically involves periodic reviews, often annually, where supervisors assess staff performance based on predetermined criteria. Feedback from multiple sources, including peers, students, and supervisors, can provide a comprehensive perspective. These evaluations serve the purpose of identifying areas for improvement, recognizing achievements, providing guidance for professional development, and informing decisions related to promotions, salary increments, and training opportunities.

File Description	Documents
Performance Appraisal System	https://www.kimsmedicalcollege.org/NAAC/2022-23/6.3.5Appraiselformate.docx
Any other relevant information	<u>Nil</u>

6.4 - Financial Management and Resource Mobilization

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

The main objective and goal of strategy for mobilization of funds policy is to ensure adequate funds flow for maintenance and development expenses for growth and expansion.

The Medical College Hospital of the Kamineni Institute of Medical Sciences has got an extensive infrastructure with modern diagnostic facilities. This provides a reasonable amount of clinical data to the UG / PG students. The receipts from OPD /IPD activities, fee receipts from UG and PG students contribute to the revenue pool of the organization. All funds provided for a particular project will be scrutinized for appropriate utilization of the allotted fund for the quoted purpose. All the documents which are submitted for this purpose are duly verified by the finance, followed by head of the institution. The resources are optimally disbursed towards salaries, consumables, staff welfare activities, student welfare activities, equipment purchase and other general expenses.

File Description	Documents
Resource mobilization policy document duly approved by College Council/other administrative bodies	https://www.kimsmedicalcollege.org/NAAC/2022-23/6.4.1.resoursesmobilisation.docx
Procedures for optimal resource utilization	https://www.kimsmedicalcollege.org/NAAC/2022-23/6.4.1.optimalutilizationoffunds.docx
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2022-23/2022-23annualbudget.pdf

6.4.2 - Institution conducts internal and external financial audits regularly. Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling any audit objections within 100 -200 words

Institute regularly conducts internal and external financial audits. It has a full-time Treasurer and Accounts Department since inception to ensure maintenance of annual accounts and audits. This includes scrutiny of the following:

(a) all receipts from fee, donations, grants, contributions, interest earned and returns on investments;

(b) all payments to staff, vendors, contractors, students and other service providers.

External Audit: External Audit is conducted by Sriramamurthy & Co Chartered accountants. Chartered Accountant of the Institute conducts regular accounts audit and certifies its Annual Financial Statements

Internal Audit: Internal Audit is conducted by an Internal Auditor. This is mainly pre-audit of major receipts and payments and concurrent/post audit of all other receipts and payments. He also pre-checks salary fixations, pension and gratuity payments and final payments of GPF.

File Description	Documents
Documents pertaining to internal and external audits for the last year	https://www.kimsmedicalcollege.org/NAAC/2022-23/6.4.2.balancesheet.pdf
Any other relevant information	<u>Nil</u>

6.4.3 - Total Grants received from government/non-government bodies, individuals, philanthropists during the year (INR in Lakhs)

Funds/grants received from government bodies (INR in Lakhs)	Funds/grants received from nongovernment bodies (INR in Lakhs)
0	0

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

6.5 - Internal Quality Assurance System

6.5.1 - Institution has a streamlined Internal Quality Assurance Mechanism. Describe the Internal Quality Assurance Mechanism in the Institution and the activities of IQAC within 100 - 200 words

Internal Quality Assurance cell (IQAC) is established on 31 December 1999 with a vision to streamline the quality initiatives of the institution. Institution's IQAC is vibrant and is constituted as per the norms of NAAC. It has representation from most of the departments and has an amalgam of senior and junior faculty.

The IQAC mainly focuses on:

- Realizing the Mission and Vision of the institution.
- Defining the POs Institutionalizing the quality policies
- Documenting the quality assuring strategies
- Continuous improvement in the strategies after thoroughly

assessing the attainment.

- Redefining the new goals and observing the attainment level.

The objectives of IQAC are:

- To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

File Description	Documents
The structure and mechanism for Internal Quality Assurance	https://www.kimsmedicalcollege.org/NAAC/2022-23/6.5.1iqacstructure.docx
Minutes of the IQAC meetings	https://www.kimsmedicalcollege.org/NAAC/2022-23/minutesofIQACmeeting.pdf
Any other relevant information	<u>Nil</u>

6.5.2 - Number of teachers attending programs/ workshops/ seminars specific to quality improvement in the year (Please exclude participations in Faculty Development Programmes (FDP) mentioned in metric 6.3.4)

File Description	Documents
Details of programmes/ workshops/ seminars specific to quality improvement attended by teachers during the year	View File
List of teachers who attended programmes/ workshops/ seminars specific to quality improvement during the year	View File
Certificate of completion/participation in programs/ workshops/ seminars specific to quality improvement	View File
Information as per Data template	View File
Any other relevant information	View File

<p>6.5.3 - The Institution adopts several Quality Assurance initiatives. The Institution has implemented the following QA initiatives: Regular meeting of Internal Quality Assurance Cell (IQAC) Feedback from stakeholder collected, analysed and report submitted to college management for improvements Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF, NABH, NABL etc.,)</p>	<p>A. All of the Above</p>
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File Description	Documents
Information as per Data template	View File
Annual report of the College	View File
Minutes of the IQAC meetings	View File
Copies of AQAR	https://www.kimsmedicalcollege.org/NAAC/2022-23/AQAR-2021-22.pdf
Report of the feedback from the stakeholders duly attested by the Board of Management	View File
Report of the workshops, seminars and orientation program	View File
Copies of the documents for accreditation	View File
Any other relevant information	View File

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 year

3

File Description	Documents
List of gender equity sensitization programmes organized by the Institution (Data template)	View File
Copy of circular/brochure/ Report of the program	View File
Extract of Annual report	View File
Geo tagged photographs of the events	View File

7.1.2 - Measures initiated by the Institution for the promotion of gender equity during the year. Describe gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus within 100 - 200 words

Gender equity and sensitization in education are crucial for

fostering inclusive communities. Key strategies include diverse curriculum content, gender sensitivity workshops, and equal opportunities for participation. Representation of women in leadership roles challenges stereotypes and inspires inclusivity.

Ensuring women's safety on campus is a top priority, and our institution employs a range of measures to create a secure environment. This includes maintaining well-lit pathways and parking areas, installing emergency call boxes for immediate assistance, conducting regular security patrols, and offering safe transportation options, especially during late hours. Clear reporting mechanisms and support services are in place to assist victims of harassment or assault, and we collaborate closely with law enforcement agencies to address safety concerns effectively. Promoting awareness and prevention of sexual harassment in the workplace has been one of the major agendas on the campus.

By implementing these measures, educational institutions can cultivate environments where all individuals, regardless of gender, feel valued, respected, and empowered to pursue their goals. This holistic approach promotes not only gender equity but also a broader culture of diversity and inclusivity.

File Description	Documents
Annual gender sensitization action plan	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.2AnnualPlan2022-23.pdf
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	https://www.kimsmedicalcollege.org/NAAC/2022-23/Specificfacilities.docx
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.2.pdf

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

B. Any 3 or 4 of the Above

File Description	Documents
Geotagged Photos	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.3-2022photos.docx
Installation receipts	View File
Facilities for alternate sources of energy and energy conservation measures	View File
Any other relevant information	View File

7.1.4 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 100 - 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

In our institution, we have a structured waste management system that categorizes waste into dry and wet forms. Dry waste, such as recyclable papers and plastics, is sorted into blue and black covers respectively, before being collected daily from the campus and taken to the dump yard for further sorting. Wet waste is processed in a food processor unit, where food scraps and vegetable waste are transformed into nutrient-rich manure, used alongside cow dung as compost for agricultural purposes. Liquid waste undergoes treatment in a Sewage Treatment Plant (STP), with the recycled water utilized for watering campus plants.

Biomedical waste management adheres strictly to the 2018 guidelines, with ROMA Industries handling the disposal. Color-coded biomedical waste bins are placed in every department, ward, ICU, and casualty area, collected daily by housekeeping staff, and disposed of near the designated biomedical waste area. ROMA Industries' vehicle collects and weighs the bags every morning for appropriate disposal.

E-waste is carefully screened by a committee before disposal and processed through condemnation procedures to ensure proper handling and disposal practices

File Description	Documents
Relevant documents like agreements/MoUs with Government and other approved agencies	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.4-2022Compressed.pdf
Geotagged photographs of the facilities	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.4-2022photos.docx
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.4other.pdf

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

A. Any 4 or all of the above

File Description	Documents
Geotagged photos / videos of the facilities	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.5-2022photos.docx
Installation or maintenance reports of Water conservation facilities available in the Institution	View File
Any other relevant information	View File

7.1.6 - Green campus initiatives of the Institution include: Restricted entry of automobiles Battery-powered vehicles Pedestrian-friendly pathways Ban on use of plastics Landscaping with trees and plants

A. All of the Above

File Description	Documents
Geotagged photos / videos of the facilities if available	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.6greenary.docx
Geotagged photo Code of conduct or visitor instruction displayed in the institution	View File
Any other relevant information	View File
Reports to be uploaded (Data Template)	View File

7.1.7 - The Institution has Divyangjan friendly, barrier-free environment Built environment with ramps/lifts for easy access to classrooms. Divyangjan friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for Divyangjan to access NAAC for Quality and Excellence in Higher Education AQAR format for Health Sciences Universities Page 68 website, screen-reading software, mechanized equipment Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

C. Any 2 or 3 of the Above

File Description	Documents
Geo tagged photos of the facilities as per the claim of the institution	View File
Any other relevant information	View File
Data template	View File
Relevant documents	View File

7.1.8 - Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 200 words).

Institutions are crucial in fostering harmony and tolerance amidst diverse cultural, regional, linguistic, communal, and socio-economic backgrounds through diversity training initiatives. Cultural festivals and art exhibitions further contribute by honoring

diversity and fostering unity among members of the institution.

Understanding the pivotal role effective communication plays in both clinical settings and community interactions, we have designed supplementary classes to address any language barriers that students from diverse backgrounds may encounter. By focusing on bolstering their proficiency in the local language, we aspire to equip them with the confidence and skills necessary to engage meaningfully with patients, peers, and community members alike. Beyond simply improving linguistic abilities, these specialized sessions also serve as opportunities for students to deepen their understanding and appreciation of the local culture and customs. Through such initiatives, we aim to cultivate an inclusive learning environment where every student feels empowered and supported to fully participate in all aspects of their educational journey, including clinical placements and community outreach activities.

In summary, through a holistic approach encompassing educational programs, cultural celebrations, inclusive policies, and community engagement, institutions play a pivotal role in nurturing a culture of harmony and tolerance.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	https://www.kimsmedicalcollege.org/NAAC/2022-23/AETCOMMarch-June_23.pdf
Any other relevant information/documents	https://www.kimsmedicalcollege.org/NAAC/2022-23/7.1.8-2022Photos.docx

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

A. All of the Above

File Description	Documents
Information about the committee composition, number of programmes organized etc., in support of the claims	View File
Web link of the code of conduct	https://www.kimsmedicalcollege.org/citizen_charters.htm
Details of the monitoring committee of the code of conduct	View File
Details of Programs on professional ethics and awareness programs	View File
Any other relevant information	View File
Institutional data in Prescribed format (Data Template)	View File

7.1.10 - The Institution celebrates/ organizes national and international commemorative days, events and festivals. Describe the efforts of the Institution in celebrating /organizing National and International commemorative days and events and festivals within 100 - 200 words

On World Suicide Prevention Day, September 10th, 2022, Department of Psychiatry launched "CREATING HOPE THROUGH ACTION," an awareness campaign that addressed the rising prevalence of suicide, particularly among youth, and included identifying individuals with suicidal thoughts, offering support, and implementing prevention strategies, utilizing audio-visual aids. A round-the-clock mental health crisis helpline was introduced, with awareness among all college students.

On World AIDS Day, on December 1st, 2022, Dermatology department focused on raising awareness by highlighting dermatological manifestations of HIV/AIDS and emphasizing the importance of early detection, comprehensive care for affected individuals.

On March 3rd, 2023, the Department of Pediatrics organized awareness initiatives for World Obesity Day under the theme "Let's talk about obesity," fostering discussions to address this issue. Similarly, on June 6th, 2023, on Complementary Feeding Day, the department raised awareness among mothers about the significance of complementary feeds after 180 days.

The NSS unit along with the Department of Community Medicine

celebrated World Population Day (11 July 2022), World Breastfeeding Week (4 August 2022), World Heart Day (29 September 2022), World Diabetic Day (14 November 2022), and World TB Day (23 March 2023) by organizing Medical and Health Education Camps in our adopted village, Cherlapally, and UHTC Panagal, to educate stakeholders about respective diseases and their prevention.

7.2 - Best Practices

7.2.1 - Describe two Institutional Best Practices as per the NAAC format provided in the Manual (Respond within 100 - 200 words)

1) MENTAL HEALTH CRISIS HELPLINE NUMBER

The college's mental health crisis helpline is a vital resource for students facing acute emotional distress or crisis. Launched on World Suicide Prevention Day, the 24/7 service connects students with trained Psychiatrists, offering assessment, emotional support, and practical advice. It is prominently displayed across campus to ensure students are aware of this crucial resource. By providing immediate support and counselling, the presence of this helpline plays a pivotal role in promoting students' well-being and safety during acute mental health challenges, emphasizing the institution's commitment to addressing mental health needs and fostering a supportive environment for its students. On an average 10 - 15 students are benefited per month with this service.

2.MEDICAL EXHIBITION

Our institute hosted a medical exhibition on October 27, 2022, welcoming 1500 students from various schools. This event, "A Journey to Healing and Discovery," led by medical students, bridged classroom learning with real-world applications. Through interactive displays and hands-on activities, students explored the diverse facets of medicine. Medical students shared personal journeys, inspiring future healthcare professionals. This enhanced community engagement and students' communication skills. It featured sections on Anatomy, Pathology, Microbiology, Preventive Medicine, Forensic Medicine, and counselling all of them for stress management and career guidance.

File Description	Documents
Best practices page in the Institutional website	https://www.kimsmedicalcollege.org/2024/Best%20Practices.pdf
Any other relevant information	Nil

7.3 - Institutional Distinctiveness

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

Free Geriatric health and Emergency health services

Geriatric free health services in a hospital cater to the unique healthcare needs of elderly individuals. These services typically include medical consultations, diagnostic tests, medication management, admissions and counselling, all provided free of charge to elderly patients aged above 60 years. The aim is to improve the health and well-being of geriatric population, addressing age-related health issues, chronic conditions, and mental health concerns. By offering these services at no cost, hospitals can help alleviate the financial burden of health care for elderly individuals and ensure that they receive the care and support they need to lead healthy and fulfilling lives.

Free emergency services are a vital aspect of health care systems, ensuring that individuals, regardless of their financial status, receive timely and necessary medical care during emergencies. This approach prioritizes patient well-being and helps save lives without additional financial stress during already challenging situations. Upon arrival at an emergency department, patients are triaged based on the severity of their condition, and emergency services include consultation with specialists, diagnostics such as imaging and laboratory tests, medical and surgical treatments including any surgical procedures and medication are provided free of cost.

So far 1850 geriatric patients and 156 patients in emergency are benefited by these free services.

File Description	Documents
Appropriate web page in the institutional website	https://www.kimsmedicalcollege.org/Institutional-Distinctiveness.html
Any other relevant information	Nil

MEDICAL PART**8.1 - Medical Indicator****8.1.1 - NEET percentile scores of students enrolled for the MBBS programme for the preceding academic year**

Number of students enrolled for the MBBS programme during the preceding academic year	Range of NEET percentile scores Mean NEET percentile score SDNEET percentile score	Mean NEET percentile score	SDNEET percentile score
200	14.31-80.42	54.10	2069

File Description	Documents
List of students enrolled for the MBBS programme for the preceding academic year	View File
NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year (Data Template)	View File
Any other relevant information	No File Uploaded

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.

Regular workshops on quality care, patient safety, and infection control are conducted for interns and residents. The hospital's infection control committee actively engages students in learning infection prevention and control procedures.

During the academic sessions on Infection prevention the topics such as Hospital acquired infections, Hand hygiene, Needle stick injury etc are discussed among faculty and residents.

AETCOM classes are conducted for sensitization of infection control for the post graduates.

File Description	Documents
Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	https://www.kimsmedicalcollege.org/NAAC/2020-21/8.1.2HospitalPolicies.pdf
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2020-21/8.1.2mbbsclass.hic.ams22.pdf

8.1.3 - Number 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, PhD in Medical Education etc.) (excluding those mentioned in metric 2.4.2)

8

File Description	Documents
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 year	View File
Attested e-copies of certificates of postgraduate Degrees, Diplomas or Fellowships	View File
Any other relevant information	View File
Institutional data in prescribed format (Data Template)	View File

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

The institution strives for effectively implementing various modules of "Competency Based Medical Education" (CBME) curriculum introduced by the National Medical Commission (NMC).

The Objective Structured Clinical Examination (OSCE) is one of the most effective tools to evaluate accurately the various domains of clinical competency. OSCE is a versatile multipurpose evaluative

tool that can be utilized to assess health care professionals in a clinical setting. It assesses competency, based on objective testing through direct observation. It is precise, objective, and reproducible allowing uniform testing of students for a wide range of clinical skills. OSCE exams are conducted for interns as end posting exams. Interns End posting exams is mandatory for certification of skills acquired during their internship in the concerned department.

Multiple Choice Questions (MCQ) are given in the question paper for undergraduates.

Foundation course is conducted for the undergraduates in the beginning of their 1st semester.

Academic sessions are conducted on Communication skills as a part of orientation programme for interns and post graduates.

Fortnightly Formative assessments are conducted for postgraduate students. Integrated teaching presentations are conducted on every Wednesday.

File Description	Documents
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 year	https://www.kimsmedicalcollege.org/NAAC/2020-21/MCQforMBBSandPGQP8.1.42023.pdf
Geotagged photographs of the objective methods used like OSCE/OSPE	https://www.kimsmedicalcollege.org/NAAC/2022-23/8.1.4.docx
Any other relevant information.	<u>Nil</u>

8.1.5 - Instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation. Give a description of the instructional sessions for students introduced by the College on the Medical, Legal, Ethical and Social Issues involved in organ transplantation.

Kamineni Institute of Medical Sciences have been inspected and certificate of registration is granted for performing the

organ/tissue retrieval/transplantation/banking of the following organs and tissue under transplantation of human organ act, 1994:

1. Kidney

2. Eye

Recognizing the importance of educating medical graduates on organ donation's medico-legal and social aspects, Kamineni Institute of Medical Sciences has been proactive in educating students on national and state guidelines for medical, legal, ethical, and social aspects of organ transplantation.

AETCOM classes for postgraduates are conducted which includes topics regarding organ transplantation.

Clinical meets with respect to legal and ethical issues of transplant are organized which includes discussion and debate between faculty and post graduates.

File Description	Documents
National/State level policies on organ transplantation as adopted by the Institution	https://www.kimsmedicalcollege.org/NAAC/2022-23/8.1.5Policyonorgantransplantprogramme-KIMS-H.pdf
Report on the teaching sessions on medical, legal, ethical and social issues involved in organ transplantation	https://www.kimsmedicalcollege.org/NAAC/2022-23/8.1.5teachingclassesonmedicolegalaspects.pdf
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2022-23/AllJivandan8.1.5Certifications.pdf

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. Describe the functioning of the Immunization Clinic in the Institution as per the quality specifications stated in WHO guidelines and the steps taken to provide students with information on its relevance and operational features within 100-200 words.

The immunization clinic at Kamineni Hospital, Marketpally plays a pivotal role in public health. Functioning as a cornerstone of preventive medicine, it ensures timely vaccinations for children of all ages. The clinic operates efficiently, with trained staff administering vaccines following IAP guidelines. Maintenance of accurate records is paramount, with meticulous documentation of

vaccine types, doses, and patient information to track immunization schedules and ensure adherence to national guidelines. Beyond its primary function, the clinic serves as a valuable educational resource for medical students. They learn firsthand about the importance of immunization, vaccine safety, and the management of immunization programs. Students observe clinic operations, participate in patient consultations, and gain practical experience in administering vaccines under supervision.

File Description	Documents
Report on the functioning of the Immunization Clinic	https://www.kimsmedicalcollege.org/NAAC/2022-23/immunizationclinic2022.pdf
Report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic.	https://www.kimsmedicalcollege.org/NAAC/2022-23/TEACHINGSCHEDULE2022.pdf
Quality maintenance records in compliance with WHO guidelines during the preceding academic year	https://www.kimsmedicalcollege.org/NAAC/2022-23/Qualitymaintenance2022.pdf
Any other relevant information.	<u>Nil</u>

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. Describe the Medical graduate attributes developed by the College and the steps taken to implement and assess the attainment of the same (100-200 words).

KIMS has successfully implemented Competency-Based Medical Education (CBME) adhering to the Medical Graduate Attributes outlined by the National Medical Commission (NMC). The foundation course is conducted at the onset of the undergraduates' 1st semester. All MBBS undergraduate students undergo three internal assessments as part of formative assessments, followed by feedback and counseling. Prefinal examinations, including practicals and Viva voce, follow the university pattern, with answer scripts subjected to double evaluation.

Additionally, students undergoing clinical training undergo end-posting examinations. The institute conducts assessments, MCQs, and Objective Structured Clinical Examinations to meet global standards.

For postgraduates, formative assessments occur fortnightly in the form of Practical/Viva/Theory, followed by feedback. University

internal examinations are held every six months as part of formative assessment. Departments schedule PG teaching programs from 2-4 PM three days a week, which include seminars, case presentations, and journal clubs. Each postgraduate is assigned a topic, moderated by faculty, and receives feedback on their performance. Integrated teaching is conducted every Wednesday, with postgraduates from different departments giving presentations followed by active discussions. Alternate Wednesdays host competitions judged by senior professors, with the best presenter awarded a certificate of appreciation. Clinical meetings are conducted every Thursday from 9-10 AM by each department in rotation, where postgraduates present and faculty engage in discussions on interesting cases and best practices.

File Description	Documents
Medical graduate attributes as described in the website of the College.	https://www.kimsmedicalcollege.org/2024/Attributes%20of%20Indian%20Medical%20Graduate.pdf
Any other relevant information.	https://www.kimsmedicalcollege.org/NAAC/2022-23/8.1.7medicalattributesandacademicssessions.pdf

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. Describe the Faculty Development Programmes organized by the MEU of the College in the areas of emerging trends in Medical Educational Technology during the year.

Faculty development encompasses all activities related to the induction, training and further development of faculty members so as to optimize their effectiveness as teachers, trainers and leaders in education. While most teachers in medical education accomplish the task of teaching by emulating their seniors, and by trial and error, the need for systematic faculty development Programmes (FDP) is well established.

The MEU oversees the AETCOM classes implementation. It conducts the foundation course for 1st Year M.B.B.S students. Activities regarding Kalamazoo Communication skills were initiated by the MEU.

MEU conducts the Curriculum Implementation Support Programme (CISP) for the faculty.

Regular meetings are conducted by the MEU to deliberate on various

issues such as improving the existing curriculum for UG/PG, conducting workshops for CISP etc.

File Description	Documents
List of seminars/conferences/workshops on emerging trends in Medical Educational Technology organized by the MEU year- wise during the last year.	https://www.kimsmedicalcollege.org/NAAC/2022-23/8.1.8CISP2023.pdf
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 year	https://www.kimsmedicalcollege.org/NAAC/2022-23/8.1.8ListofparticipantsCISP2023Aug.xlsx
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2022-23/2022.8.1.9meuminutes.pdf

8.1.9 - Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency? NABH accreditation NABL accreditation International accreditation like JCI., ISO certification of departments /Institution GLP/GCLP accreditation.

D. Any 2 of the Above

File Description	Documents
e-copies of Certificate/s of Accreditations	View File
Any other relevant documents	View File
Data Template	View File

8.1.10 - Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work during the year.

Number of students admitted in the first year of the teaching programmes during the year	Number of First year students administered immunization /prophylaxis
200	200

File Description	Documents
Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work.	View File
List of first year students, teachers and hospital staff, who received such immunization during the year	View File
Any other relevant information	View File
Data Template	View File

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.

Regular academic sessions are conducted for the post graduates regarding the Arogyasree mechanism and workflow in the hospital. Classes on Medico legal aspects are taken regularly because our hospital is located on the highway and many road traffic accidents come to our casualty which are all Medicolegal cases.

We have our own Insurance policy known as "Kamineni Arogya Pathakam (KAP)" for the faculty and employees who can avail benefits for them and their family members, if they are enrolled in the scheme.

Currently our hospital does not have indemnity insurance protection for the doctors.

File Description	Documents
Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	https://www.kimsmedicalcollege.org/NAAC/2020-21/8.1.11Arogyasreekepehs.pdf
List of clinical faculty covered by medical indemnity insurance policy by the Institution	<u>Nil</u>
Any other relevant information	https://www.kimsmedicalcollege.org/NAAC/2022-23/8.1.11.pdf