



DETAILED PROJECT REPORT

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CHAPTER-I

1.1 PREAMBLE

The University Grants Commission (Institutions Deemed to be Universities) Regulations, 2023 outline the criteria and benefits for institutions seeking "Deemed-to-be University" status under the distinct category. This status is granted to institutions that demonstrate high academic standards and a commitment to excellence in education.

For the Jeeva Educational Trust, achieving "Deemed-to-be University" status would signify national recognition of its educational excellence and autonomy in academic and administrative matters. This autonomy would allow the Trust to design innovative curricula, establish interdisciplinary programs, and foster research initiatives tailored to societal needs. Additionally, the Trust could expand its reach by establishing off-campus centers after five years, further contributing to regional and national educational development. Attaining "Deemed-to-be University" status would enhance the Trust's ability to provide high-quality education, promote research, and contribute significantly to societal advancement.

Jeeva Educational Trust is poised to achieve Deemed-to-be University status under the Distinct Category as per the UGC (Institutions Deemed to be Universities) Regulations, 2023. This recognition would enable the trust to create a pioneering academic ecosystem that integrates education, research, innovation, and societal impact at an exceptional level.

Alignment with the Objectives of a Distinct University

The UGC Deemed University Regulations (2023) define a Distinct Category institution as one that:

- Offers unique and interdisciplinary programs addressing futuristic academic and research needs.
- Has a strong focus on innovation, entrepreneurship, and skill development aligned with national priorities
- Demonstrates regional, national, and international impact in education and research.
- Contributes significantly to society, sustainable development, and social transformation. Jeeva Educational Trust meets these criteria through its long-standing commitment to academic excellence, industry collaboration, and community upliftment.

Capabilities of Jeeva Educational Trust to Become a Distinct University

A. Academic Excellence and Innovative Programs

- Establish multidisciplinary schools in Medical Sciences, Allied Health Sciences, Nursing, Public Health, Health Informatics, and Biomedical Technology with industry-aligned curricula.
- Introduce AI-enabled and simulation-based learning for clinical training, diagnostics, and personalized healthcare education.
- Develop skill-oriented certification programs in areas like emergency care, medical coding, telemedicine, and healthcare management.
- Integrate traditional systems of medicine (Ayurveda, Siddha and Yoga) with modern clinical research and evidence-based practices.
- Promote competency-based and outcome-based education (OBE) aligned with national and global healthcare standards.

B. Research, Innovation, and Entrepreneurship

- Establish specialized research centers in clinical research, public health, biomedical engineering, health informatics, and biotechnology.
- Create a Healthcare Innovation and Incubation Hub to support startups in medical devices, digital health, and diagnostics.
- Encourage faculty and students to participate in ICMR, DBT, DST-funded projects and international collaborations.

- Set up a Technology Business Incubator (TBI) focused on healthcare innovation and translational research.
- Promote patents, clinical trials, and commercialization of healthcare solutions.

C. Industry Collaboration and Global Outreach

- Build strong partnerships with multi-specialty hospitals, diagnostic centers, pharmaceutical companies, and healthcare industries.
- Offer clinical training, internships, and residency programs in collaboration with hospitals.
- Establish dual-degree, twinning, and exchange programs with reputed global universities and healthcare institutions.
- Expand MoUs with international research organizations for joint projects and knowledge exchange.
- Engage in national and global healthcare policy discussions and research collaborations.

D. Social and Regional Impact

- Implement rural healthcare initiatives through mobile clinics, telemedicine, and community health programs.
- Strengthen public health services through awareness campaigns, preventive care programs, and outreach camps.
- Promote women empowerment in healthcare education and entrepreneurship, including scholarships and leadership training.
- Contribute to Sustainable Development Goals (SDGs) through healthcare access, sanitation, and environmental health initiatives.
- Support skill development and employment generation in rural and underserved areas.

E. Digital and Smart Healthcare Campus Infrastructure

- Develop a fully digital campus with Hospital Information Systems (HIS), Learning Management Systems (LMS), and EHR integration.
- Establish advanced simulation labs, virtual labs, and smart classrooms for clinical and academic training.
- Implement AI-driven academic and administrative systems for efficient governance.
- Create a Green Hospital and Eco-Friendly Campus with renewable energy, waste management, and sustainable infrastructure.
- Enable telemedicine and remote healthcare delivery platforms for wider community reach.

Achieving Deemed-to-be University Status will empower the Institution to:

1. Exercise Academic Autonomy: Design and deliver innovative, interdisciplinary healthcare programs aligned with global standards.
2. Expand Research and Innovation: Attract top researchers, clinicians, and students to address critical healthcare challenges.
3. Strengthen Industry and Global Collaborations: Build strong partnerships with hospitals, research bodies, and international universities.
4. Enhance Societal Impact: Scale healthcare services, community outreach, and public health initiatives.
5. Become a Healthcare Knowledge Hub: Establish leadership in medical education, digital health, and emerging healthcare technologies.

1. 2. ABOUT THE FOUNDER AND MANAGEMENT OF THE TRUST

The Jeeva Educational Trust was founded with a mission to provide accessible, high-quality education to students, particularly in rural and semi-urban areas of Tamil Nadu. The trust has set up multiple institutions, including Arunai Medical College and Hospital (AMC) and other higher education institutions, to cater to the growing demand for technical and professional education.

The key objectives behind establishing these institutions include:

1. Empowering Youth through Education – Providing students with knowledge and technical skills to enhance employability.
2. Promoting Innovation and Research – Encouraging students to engage in innovation, research, and entrepreneurial ventures.
3. Enhancing Societal Development – Contributing to the socio-economic development of the region by producing competent professionals.
4. Integrating Ethics and Values – Fostering moral and ethical education to develop responsible citizens.
5. Expanding into Health Sciences – Through a sister organization, the trust has also ventured into health sciences, offering medical and allied health programs to meet the growing healthcare needs.

The recognition by Frontline magazine further validates the trust's impact in shaping TamilNadu education sector. Today, under the leadership of Thiru E. V. Velu, the institutions continue to evolve, aligning with global education standards and advancing interdisciplinary learning. Thiru E. V. Velu, through Jeeva Educational Trust, has made a significant impact on education, societal development, and the upliftment of local communities in Tamil Nadu. His visionary leadership has transformed the region by establishing quality institutions and empowering students with knowledge, skills, and values. Under the leadership of Thiru E. V. Velu, Jeeva Educational Trust has revolutionized education, uplifted communities, and contributed to the economic growth of Tamil Nadu. Through its institutions, research initiatives, and social welfare programs, the trust has empowered thousands of students and professionals, ensuring that they contribute to the progress of society. The recognition by Frontline magazine as a key institution shaping TamilNadu education system further highlights the immense contribution of the trust in transforming lives through education and community service. Today, AMC and its allied institutions continue to innovate and expand, with a vision to become a globally recognized center of excellence while staying committed to regional and societal development. Major Contributions and Achievements of Jeeva Educational Trust the Jeeva Educational Trust, under the leadership of Thiru E.V. Velu, has made remarkable contributions to education, research, social development, and healthcare.

The Jeeva Educational Trust, under the leadership of Thiru E. V. Velu, has made remarkable contributions to education, research, social development, and healthcare. The trust has transformed the educational landscape of Tamil Nadu, particularly in rural and semi urban areas, and has earned national recognition for its impact. Later the trust is led by Mrs.Shankari, the wife of Tamil Nadu Minister E.V. Velu. Together, they have expanded the trust's reach, establishing institutions that cater to various educational needs. Their son, Er. E.V.Kumaran holds the position of Vice Chairman of JET, contributing to the trust's ongoing development. As Vice Chairman, He plays a pivotal role in overseeing the trust's various educational institutions, ensuring they maintain high standards of academic excellence. Under Mrs. Sankari's leadership, the trust manages several institutions, including, Arunai Medical College and Hospital, Arunai College of Pharmacy, Arunai Institute of Nursing and Research and Arunai Paramedical College.

1. Key Contributions in Education

a. Establishment of Leading Educational Institutions

- Arunai Engineering College (AEC) (Founded in 1993) – One of the top engineering institutions in Tamil Nadu, offering diverse technical and professional courses.
- Other Higher Education Institutions – The trust manages three additional colleges and a school, covering disciplines such as engineering, management, technology, and healthcare.
- Expansion into Health Sciences – Through a sister organization, the trust has established health science institutions to train future medical professionals.

b. Bridging the Urban-Rural Education Gap

- Focuses on providing quality education to students from rural and semi-urban backgrounds.
- Offers affordable education and scholarships to deserving students.
- Provides holistic education that integrates academics, research, ethics, and values.

c. Industry Collaboration and Research Excellence

- Strong ties with industries and research organizations for curriculum development, internships, and job placements.
- Encourages entrepreneurship and innovation, leading to the creation of startups and research projects.
- Supports faculty and student research in engineering, management, and health sciences.

2. Achievements in Community Development and Social Impact

a. Upliftment of Local Communities

- Provides employment and skill development opportunities for youth in the region.
- Supports women empowerment programs and self-employment training.
- Conducts community service programs, such as rural education and vocational training.

b. Contribution to Healthcare and Public Welfare

- Established health science institutions to train professionals in medical and allied health fields.
- Conducts free medical camps, blood donation drives, and public health awareness programs.
- Supports maternal and child healthcare programs in rural areas.

c. Infrastructure Development in the Region

- Developed modern educational infrastructure, including state-of-the-art classrooms, laboratories, and research centers.
- Provides student hostels, libraries, sports complexes, and digital learning resources.
- Promotes eco-friendly and sustainable practices within its campuses.

3. Recognition and Achievements

a. National and Media Recognition

- Featured in Frontline Magazine as a key institution shaping TamilNadu education system.
- Recognized for academic excellence, research contributions, and innovative education models.

b. Academic Excellence and Accreditations

- Institutions under the trust have secured accreditations and affiliations from reputed academic bodies.
- High success rates in placements and competitive exams, with graduates excelling in top companies, research organizations, and government services.

c. Strategic Expansion and Vision for the Future

- Aiming to transform Arunai Engineering College into a Distinct Deemed University as per UGC guidelines.
- Plans to establish new interdisciplinary and industry-oriented programs for future technological advancements.
- Strengthening international collaborations and research partnerships to elevate the trust's institutions to global standards.

The Jeeva Educational Trust, under Thiru E. V. Velu's visionary leadership, has revolutionized education, empowered communities, and contributed to regional development. Its institutions continue to shape future leaders, innovators, and professionals while staying committed to quality education, research, and social welfare. With a strong foundation and a clear vision for the future, the trust is poised to expand its impact nationally and internationally, ensuring continued growth in education, healthcare, and community development. The Jeeva Educational Trust, under the leadership of Thiru E. V. Velu, has played a transformative role in TamilNadu education sector, healthcare, and community upliftment. The Jeeva Educational Trust is not just an educational management body; it is a catalyst for societal transformation. Through its innovative programs, industry-driven research, sustainable development efforts, and community welfare initiatives, the trust continues to redefine education and social progress in TamilNadu and beyond. With an unwavering commitment to excellence, the organization is poised to set new benchmarks in global education,

research, and social innovation while remaining deeply rooted in its mission of empowering communities and transforming lives.

The management of Jeeva Educational Trust, led by Chair person Thiru E. V.Velu, comprises visionary leaders, philanthropists, academicians, and industry experts who have significantly contributed to the development of society beyond education. Their individual and collective efforts have impacted economic development, social welfare, public policy, and infrastructure growth across Tamil Nadu. The management members of Jeeva Educational Trust have not only shaped higher education in Tamil Nadu but have also played a pivotal role in policy reforms, economic development, public health, social justice, and environmental sustainability. Their continued commitment to societal progress ensures that their impact extends beyond classrooms, fostering a better future for generations to come. Proficient, morally upright and socially responsible professionals; AMC has consistently delivered a high standard of education, supported by a holistic approach to student development. Located on the Chitoor – Cuddalore national highway, the campus provides a serene, inspiring environment that fosters intellectual curiosity and personal growth.

CHAPTER-II

2.1 ABOUT ARUNAI MEDICAL COLLEGE AND HOSPITAL

Arunai Medical College And Hospital is a world class institute, situated in 100 acres of land located at the national high way (Cuddalore – Chittoor high way) at Velu nagar, Themathur, Tiruvannamalai District, with a buildup area of 23.63 lakhs square feet. This Institute caters to the needs of the rural population in and around major Districts like Vellore, Tiruvannamalai, Arani and Cuddalore. This institute is run by the Jeeva Educational Trust which has been in the field of education for more than a decade. This institute is affiliated to the TamilNadu Dr. M.G.R. Medical University, Chennai.

Our Vision

- To give world class education.
- To render dedicated service to mankind with humanity.

Our Mission

To be a premier Medical Institute in South India, offering professional education and training blended with ethical and human values, and to mould the Medical student into a dedicated doctor who will practice the art of medicine with high human value.

The institution offers comprehensive undergraduate and postgraduate medical education programs designed to develop competent healthcare professionals with strong clinical, academic, ethical, and research-oriented foundations. The academic programs are structured in accordance with the norms and regulations prescribed by the National Medical Commission and affiliated university guidelines.

The institution presently offers the Bachelor of Medicine and Bachelor of Surgery (MBBS) program with an annual intake capacity of 200 students. In addition, postgraduate medical education programs leading to Doctor of Medicine (MD) and Master of Surgery (MS) degrees are offered in various broad specialty disciplines with an intake of 2 candidates per specialty per academic year.

The educational environment is strengthened through advanced teaching-learning methodologies, simulation-based training, competency-based medical education (CBME), clinical skill enhancement, interdisciplinary academic activities, and a robust research ecosystem. Students are encouraged to actively participate in research projects, academic presentations, conferences, workshops, continuing medical education (CME) programs, and publication activities.

The institution also promotes evidence-based medicine, clinical governance, quality improvement initiatives, and patient-centred healthcare practices through integrated academic and clinical training modules.

Undergraduate Program

Bachelor of Medicine and Bachelor of Surgery (MBBS)

The MBBS program is the flagship undergraduate medical course of the institution. The curriculum follows the Competency-Based Medical Education (CBME) model prescribed by the National Medical Commission. The program is designed to produce Indian Medical Graduates (IMGs) who are clinically competent, ethically

grounded, socially responsive, and academically proficient.

The course integrates foundational sciences with clinical exposure from the early phases of training. Students undergo structured classroom teaching, practical laboratory sessions, simulation-based skill training, bedside clinical teaching, community-based learning, and internship-based experiential learning.

The MBBS curriculum includes:

1. Anatomy
2. Physiology
3. Biochemistry
4. Pathology
5. Pharmacology
6. Microbiology
7. Forensic Medicine
8. Community Medicine
9. General Medicine
10. Paediatrics
11. Dermatology
12. Psychiatry
13. Respiratory Medicine(TB& Chest)
14. General Surgery
15. Orthopaedics
16. Obstetrics &Gynaecology
17. Ophthalmology
18. Otorhinolaryngology (ENT)
19. Emergency Medicine and allied specialties

The institution emphasizes:

- Early clinical exposure
- Integrated teaching
- Self-directed learning
- Skills laboratory training
- Simulation-based education
- Research methodology
- Ethics and communication skills
- Community orientation
- Interdisciplinary learning

The course also includes a compulsory rotating medical internship aimed at improving practical and clinical competency.

Postgraduate Medical Programs (MD/MS)

The institution offers postgraduate degree programs in various pre-clinical, Para-clinical, and clinical disciplines leading to MD/MS qualifications. These programs aim to develop specialists with advanced clinical expertise, research aptitude, academic leadership, and professional competency.

The postgraduate curriculum includes:

- Advanced specialty training
- Case discussions
- Journal clubs

- Mortality and morbidity reviews
- Seminars and symposiums
- Clinical audits
- Dissertation and thesis work
- Research methodology training
- Interdepartmental academic meetings
- Simulation and procedural skills training
- Evidence-based clinical practice

Each department is equipped with qualified faculty members, specialty laboratories, advanced diagnostic support, patient care facilities, and academic infrastructure to facilitate quality postgraduate education and research.

Research Programs and Academic Activities

The institution strongly promotes a culture of scientific inquiry, innovation, and research excellence among undergraduate and postgraduate students as well as faculty members.

Key Research Activities

Clinical Research

- Observational studies
- Interventional studies
- Outcome analysis
- Evidence-based medicine initiatives
- Clinical audits
- Infection control studies
- Quality improvement projects

Academic Research

- Thesis and dissertation work
- Journal publications
- Case reports and case series
- Poster and paper presentations
- Interdepartmental collaborative research

Community-Based Research

- Public health surveys
- Epidemiological studies
- Community outreach projects
- School health and preventive medicine programs

Research Infrastructure

The institution provides:

- Central research facilities
- Departmental laboratories

- Digital library resources
- Access to indexed journals
- Statistical support
- Institutional Ethics Committee guidance
- Research methodology workshops

Teaching and Learning Methodologies

The institution adopts modern educational practices including:

- Competency-Based Medical Education (CBME)
- Outcome-Based Education (OBE)
- Integrated teaching-learning methods
- Small group discussions
- Problem-based learning
- Case-based discussions
- Simulation-based learning

- E-learning modules
- Objective Structured Clinical Examination (OSCE)
- Skill laboratory training

Academic Support Systems

The institution provides extensive academic support through:

- Mentorship programs
- Remedial coaching
- Student counselling
- Faculty development programs
- Research mentorship
- Library and e-learning access
- Academic monitoring systems
- Continuous internal assessment

2.2 ARUNAI INSTITUTE OF NURSING EDUCATION AND RESEARCH

Today's world is a paradigm shift towards competence. Competence means being in a state of readiness at all time. Success in this competent globalized economy depends on one's ability to move ahead, the confidence and the skills one possesses. In this exciting context, where there are numerous doors of opportunity, education has assumed greater significance. Arunai Institute of Nursing Education and Research aims to the student as not only a professional success but also as a true human being

Arunai Institute of Nursing Education & Research is a Unit of Arunai Medical College and Hospital, Situated on 11.5 acres of land located on the National Highway (Cuddalore –Chittoor highway) at Velunagar, Themathur, Tiruvannamalai District, with a buildup area of 6000SqM. This Institute caters to the need of the rural population in and around major districts like Vellore, Tiruvannamalai, Arani and Cuddalore. This institute is run by the Jeeva Educational Trust, which has been in the field of education for more than a decade.

COURSE OFFERED

- B.Sc Nursing

APPROVAL & AFFILIATION

Approved by Government of TamilNadu, The TamilNadu Dr. M.G.R.Medical University, Chennai. Recognized by the Indian Nursing Council, New Delhi, and the TS Council in Chennai.

DURATION OF COURSE:

- B.Sc Nursing Degree 4 years Course
- 3.5 Years study period and
- 6 months Internship period
- Up to 100 Students per Year

FACILITIES AND FEATURES OF OUR INSTITUTION

- Well-experienced faculty for teaching and training students in the clinical.
- Digitalized classrooms with LCD and smart board used for teaching.
- Comfortable hostel facilities within the college campus and good ventilation hostel.
- Good Transport services.

- Well-digitalized library (above 5000 books for reference for students, E- consortium)
- Digitalized computer lab (50 computers available)
- Well developed and digitalized laboratories to develop Hands on skill.
- Pre clinic lab
- Foundation lab
- Nutritional lab
- Child health nursing lab
- Midwifery and gynecology nursing lab
- Community health nursing lab
- Mental health nursing lab
- Sports lab
- A.V aids lab
- Multi purposes hall
- Excellent playground
- Excellent auditorium
- Good ventilation recreation hall
- Modernized exam hall with CCTV camera

TIE UP HOSPITALS:

Our institution had tie-up with the efficient and well equipped Hospitals. The details of the tie up hospitals are as follows

- Arunai Medical College and Hospital, Tiruvannamalai
- Government Medial College and Hospital, Tiruvannamalai
- Primary health centres (Urban & Rural)
- Institute of Mental Health, Kilpauk, Chennai
- Various educational visits to well-equipped hospitals and colleges/ centres in each semester

SOCIAL BODY DETAILS

A. Indian Nursing Council (INC) (2010)

- Regulates nursing education and practice
- Prescribes syllabus and standards
- Recognizes nursing colleges

B. State Nursing Council (SNC) (2010)

- State Regulatory Body
- Registers nurses and maintains professional standards.
- Monitors Recognizes nursing institutions in TamilNadu

C. Student Nurses Association of India (Member from 2016)

- A student wing of TNAI
- Encourage Leadership, Communication, and teamwork.
- Organize Cultural Activities, Community Service, and Competitions.
- Develop Professional Skills Among Nursing Students.

D. Indian Red Cross Society

- Provides Training in First aid, Disaster management, and blood donation.
- Involve nursing students in community welfare.

2.3 ARUNAI COLLEGE OF PHARMACY

INSTITUTIONAL PROFILE

Arunai College of Pharmacy, we are committed to shaping the future of pharmacy professionals by providing exceptional education, training, and research opportunities. Established in 2019 under the Jeeva Educational Trust, our institution is approved by the Pharmacy Council of India, New Delhi, recognized by the Government of TamilNadu, affiliated with the Directorate of Medical Education, Chennai and The Tamil Nadu Dr.MGR Medical University, Chennai

Arunai College of Pharmacy is a leading pharmaceutical education institution committed to excellence in pharmacy education, research, and healthcare innovation. This Institutional

Development Plan outlines our strategic roadmap for short-term (5-year) and long-term (15-year) development, engaging with key stakeholders including faculty, staff, students, alumni, and industry partners to ensure alignment with our institution's vision of being a premier center for pharmaceutical education and research.

COURSES OFFERED

- Diploma in Pharmacy (D.Pharm - 2 Years)
- Bachelor of Pharmacy (B.Pharm - 4 Years)
- Bachelor of Pharmacy (Lateral Entry - 3 Years)
- Masters of Pharmacy (M.Pharm - 2 Years)
- Pharmaceutics
- Pharmaceutics Analysis
- Doctor of Pharmacy (Pharm D - 6 Years)

Our Vision

To develop a knowledge society within the college using the latest technology and teaching methods, we strive to achieve utmost satisfaction by providing quality pharmacy education, training, research, and development.

Our Mission

We aim to serve and empower students, preparing them to face the challenges of society. Our mission is to provide information and direction for career-oriented programs, addressing the demands of a rapidly evolving pharmacy profession.

Our Goal

Arunai College of Pharmacy is dedicated to preparing students for diverse opportunities in the pharmacy field. Our goal is to produce well-rounded pharmacists who are experts in drug manufacture, quality control, analysis, and prescription evaluation.

2.4 ARUNAI PARAMEDICAL COLLEGE

ABOUT THE INSTITUTION

Arunai Paramedical College is a premier Institution and a sister Institution of Arunai Medical College & Hospital, dedicated to delivering excellence in allied health sciences. Located in Velu Nagar, Themathur, Tiruvannamalai, the college spans 3.83 acres along the prominent Cuddalore–Chitoor highway, making it easily accessible to students from the surrounding districts of Vellore, Kallakurchi, Villupuram and Cuddalore.

The Institution features a built-up area of 6009 square meters and is equipped with advanced infrastructure to offer both academic learning and clinical training. With a deep commitment to serving rural healthcare needs, the Institution empowers students with quality education and practical exposure, ensuring they become competent healthcare professionals ready to meet the demands of modern medicine.

Arunai Paramedical College offers various undergraduate programs in allied health sciences, each spanning three years of study followed by a one-year internship at the 1000-bedded Arunai Medical College & Hospital. The curriculum is aligned with the latest medical advancements, blending theory with hands-on training.

The college is approved by the Government of Tamil Nadu and affiliated to The Tamil Nadu Dr. M.G.R. Medical University, Chennai. It promotes a student-centered approach focused on skill development, compassionate service, and academic excellence. With a qualified faculty, well-equipped labs, smart classrooms, and dedicated placement support, Arunai Paramedical College is a trusted destination for aspiring healthcare professionals in South India.

APPROVAL AND AFFILIATION

Arunai Paramedical College operates with full recognition and legal authorization; ensuring students receive a credible and professionally respected education.

The institution is

- Approved by the Government of Tamil Nadu, affirming compliance with state-level educational and infrastructural standards. - **G.O : (MS) NO : 330**
- Affiliated to The Tamil Nadu Dr. M.G.R. Medical University, Chennai, and a prestigious and well-established medical university known for academic excellence in health sciences. – **Aff : V(4)/13672/2023**

This affiliation guarantees that the curriculum, examination system, and degree certification are aligned with the highest academic and professional norms in the healthcare education sector. The college follows the syllabus and academic guidelines prescribed by the University, ensuring students graduate with valid, recognized qualifications that enable them to pursue careers or higher studies across India and abroad.

VISION AND MISSION

Vision

The vision of Arunai Paramedical College is to deliver quality, world-class education in the field of Allied Health Sciences. The institution strives to be a center of academic excellence by unlocking the potential of rural youth and guiding them towards a bright future in healthcare. By nurturing skill, discipline, and a spirit of service, the college envisions empowering students to contribute meaningfully to individual well-being and public health.

It aims to become a nationally recognized leader in paramedical education, producing graduates who are competent, compassionate, and capable of transforming healthcare systems with innovation and integrity.

Mission

Arunai Paramedical College is committed to becoming a premier institute for Allied Health Sciences in South India by offering high-quality professional education and hands-on clinical training. The institution seeks to:

- Equip students with the knowledge, technical skills, and confidence required to serve patients with care and precision.
- Instill ethical values and a strong sense of responsibility towards society and public health.
- Create a learner-friendly environment that encourages academic inquiry, teamwork, and holistic development.
- Every student is guided to realize their fullest potential and to dedicate themselves wholeheartedly to the noble mission of patient care and service.

COURSES OFFERED

Undergraduate programs:

Bachelor's Degree Programs (B.Sc.)

1. B.Sc. Physician Assistant
2. B.Sc. Accident and Emergency Care Technology
3. B.Sc. Cardiac Technology
4. B.Sc. Cardiopulmonary Perfusion Care Technology
5. B.Sc. Dialysis Technology
6. B.Sc. Medical Laboratory Technology (MLT)
7. B.Sc. Operation Theatre & Anesthesia Technology
8. B.Sc. Radiography and Imaging Technology
9. B.Sc. Critical Care Technology
10. B.Sc. Respiratory Therapy Technology

Diploma Program:**1. Diploma in Medical Laboratory Technology (DMLT)****FACILITIES AND INFRASTRUCTURES OF THE INSTITUTION**

Arunai Paramedical College offers a well-rounded and student-friendly infrastructure that promotes academic excellence, hands-on clinical training, personal development, and overall well-being. The campus is located on a serene 3.5-acre site, offering a safe and supportive environment conducive to focused learning and practical exposure and faculty.

Library

The central library offers an extensive collection of textbooks, reference books, medical journals, and digital resources. Students and faculty can access e-journals, research databases, and online portals. Quiet reading halls and computer facilities create an ideal environment for academic study, research work, and continuous professional development throughout their course.

Laboratories

Modern laboratories for Anatomy, Physiology, Biochemistry, Microbiology, Pathology, Radiology, and Clinical Skills provide practical, hands-on learning. Students work with real specimens, microscopes, diagnostic tools, and simulation equipment. These labs strengthen theoretical knowledge, enhance technical skills, and prepare students for clinical responsibilities in real healthcare settings.

Smart Classrooms

Spacious and well-ventilated smart classrooms are equipped with digital boards, projectors, and audio-visual systems. These tools support interactive lectures, presentations, and case discussions. Technology-enabled learning enhances student engagement, improves understanding of complex medical concepts, and encourages collaborative academic participation across all subjects and departments.

Clinical Training

Students receive real-time clinical exposure at the 1000-bedded multi-specialty teaching hospital. Training includes rotations in ICUs for separate specialty, operation theatres, emergency wards, diagnostic labs, and specialty clinics. This structured clinical experience builds confidence, sharpens diagnostic skills, and ensures comprehensive understanding of patient care and hospital management practices.

Hostel Accommodation

Separate hostels for boys and girls provide safe, comfortable living spaces within campus premises. Rooms are well-furnished and supported with Wi-Fi, power backup, security, and hygienic dining facilities. The hostel environment promotes discipline, cultural interaction, and focused academic life while ensuring students feel secure and supported.

Transport Facility

A fleet of college buses offers safe and reliable transportation for day scholars from Tiruvannamalai, Vellore, Arani, and nearby areas. Regular routes, experienced drivers, and well-maintained vehicles ensure punctuality and comfort. The transport system supports accessibility for students traveling from urban and rural locations.

Cafeteria

The campus cafeteria provides clean, affordable, and nutritious meals for students and staff. A variety of multi-cuisine dishes are prepared under hygienic conditions. The dining space offers a comfortable atmosphere where students can relax, socialize, and enjoy balanced meals that support their health and academic performance.

Wi-Fi & IT Access

High-speed internet connectivity is available throughout the campus, enabling seamless access to online learning platforms, digital libraries, research databases, and academic resources. Reliable IT infrastructure supports project work, presentations, virtual learning sessions, and communication, ensuring students stay updated with modern educational advancements.

Medical & First Aid

Round-the-clock emergency medical services and first-aid facilities are available on campus through the teaching hospital. Immediate medical assistance ensures student safety and well-being. Qualified healthcare professionals and essential medical equipment are readily accessible to handle emergencies efficiently and responsibly.

Sports & Recreation

The campus offers facilities for indoor and outdoor sports including cricket, football, volleyball, badminton, carom, and chess. Students are encouraged to participate in sports events and tournaments. Recreational activities promote physical fitness, teamwork, stress relief, and overall personality development.

Security & Surveillance

Campus security is maintained through CCTV surveillance, trained security personnel, and biometric access systems. These measures ensure a safe learning and living environment for students and staff. Continuous monitoring and controlled access enhance safety, discipline, and peace of mind within the campus premises.

Student Clubs & Activities

Cultural, academic, and social clubs provide opportunities for students to explore talents beyond academics. Activities include organizing events, participating in competitions, and leading community initiatives. These platforms develop leadership skills, creativity, teamwork, and confidence, contributing to holistic student growth and engagement.

Social Bodies

At Arunai Paramedical College, various committees and social bodies are established to ensure student welfare, academic excellence, discipline, and overall development. These committees help maintain a safe, supportive, and engaging environment while promoting leadership, social responsibility, and extracurricular participation among students.

1. Admission & Examination Committee

- Manages the admission process, merit screening, counseling, and seat allotment.
- Ensures smooth conduct of examinations as per university regulations.

2. Anti-Ragging Committee

- Maintains a ragging-free campus and a safe learning environment.
- Addresses complaints and organizes awareness programs against harassment.

3. Academic & Research Committee

- Monitors teaching quality, curriculum implementation, and research initiatives.
- Encourages faculty and student research projects for academic growth.

4. Student Association / Social Body

- Organizes cultural, sports, and social activities for holistic student development.
- Facilitates community service, health awareness camps, and volunteer programs.
- Acts as a platform for student welfare and engagement.

5. Discipline & Ethics Committee

- Ensures proper discipline conduct, and adherence to college policies.

- Addresses cases of misconduct or code-of-conduct violations.

These committees collectively ensure that students at Arunai Paramedical College enjoy a balanced academic, social, and professional environment while upholding the standards of Tamil Nadu Dr. M.G.R. Medical University.

2.5 THE ACTIVITIES OF THE PROJECT INSTITUTES

1. Department of Pharmacology, Arunai college of Pharmacy conducted Continuing Education Programme. A Navigation of Pharmacology Forth with and Hence Forth at 23.09.2022 under the sponsorship of The TN Dr.MGR Medical University, Chennai. The academic activity is awarded 05 credit points in the category II.
2. One day International seminar on 3D Pharmacophore Modeling with Hip-hop Approach: A Step-by-Step Guide for Beginners at 22.09.2023.
3. One day International seminar “Overseas Job Opportunities for Pharmacist and Career Guidance” for the students at 09.10.2023
4. Conducted CPR Awareness Programme at 06.12.2023
5. Department of Pharmaceutics, Arunai college of Pharmacy conducted Continuing Education Programme ”International Seminar On Pharmaceutical Frontiers: Advancements in Formulation Research “at 26.02.2024 under the sponsorship of The TN Dr.MGR Medical University, Chennai .The academic activity is awarded 05 credit points in the category V.
6. Conducted Blood Donation camp collaborated with Arunai Medical College and Hospital on Founders Day celebration at 15.03.2024
7. Department of Pharmacognosy, Arunai college of Pharmacy conducted Continuing Education Program Innovations in Natural Product Research and Drug Discovery at 10 & 11.12.2025 under the sponsorship of The TN Dr.MGR Medical University, Chennai. The academic activity is awarded 20 credit points
8. Conducted Vaccination awareness Rally on 26.02.2026 as a part of National Pharmacy week celebrations.

1. Academic Enrichment Activities

- Project-based learning initiatives aligned with industry standards
- Final year major and minor project mentoring
- Interdisciplinary research guidance
- Technical paper writing and publication support
- Prototype development and product design mentoring
- Mentoring and Guiding students in Research Forums on Every Monday

2. Research & Innovation Initiatives

- Research methodology workshops
- Innovation and startup mentoring programs
- Patent awareness and intellectual property rights (IPR) sessions
- Collaboration with industry experts and research organizations
- Support for participation in national and international conferences
- Life and Medical Sciences Research in the USA- Opportunities and Avenues One Day Workshop

3. Skill Development Programs

- Hands-on technical training sessions
- Certification programs in emerging technologies
- Software and hardware skill enhancement workshops
- Communication and professional development training
- Internship preparation and career guidance programs
- NaanMudhalvan Scheme for Skill Development

4. Quality Enhancement Activities

- Implementation of Outcome-Based Education (OBE) practices
- Continuous Internal Evaluation and academic audits
- Feedback analysis from students, alumni, and industry experts
- Faculty development programs (FDPs)
- Quality improvement initiatives aligned with accreditation standards

5. Achievements & Recognitions

- Publication of research papers in reputed journals
- Wushu Championship at state levels
- Achieved State Award in Bharatiyar Memorial Day Competition

6. Industry Collaboration

- Guest lectures by industry professionals
- Live industry-based projects
- Industrial visits and hands-on exposure
- Internship and placement support
- Industrial Visit to Pasteur Institute of India

7. Community & Social Responsibility Activities

- Rural development and technology outreach programs
- Environmental sustainability initiatives
- Social innovation projects
- Awareness campaigns and technical support for local communities

8. Commitment to Quality

The Project Institute continuously strives to:

- Maintain high academic standards
- Promote ethical research practices
- Encourage innovation-driven learning
- Enhance employability skills

2.6 DETAILS OF GOVERNANCE, LEADERSHIP AND ADMINISTRATIVE STRUCTURE

The visionary Management of the institute is participative in all academic and official activities. The governing council of the Institute meets once a year to measure the performance and to devise the growth strategy. The management of the Institute is headed by the dynamic Vice Chairman who gives regular, comprehensive, Strategic Plans to the Registrar. The Registrar monitors the implementation of the plans through a structured mechanism. The principal is head of all the academic activities; he supervises and directs the subordinates to effectively implement the policies framed by the management. The HoDs and functional heads directly report to the Principal which were communicated to the Registrar. The Internal Quality Assurance Cell (IQAC) of the Institution is actively involved in the design and implementation of the quality policy of the Institution through its meetings, recommendations, data collection, and storage, observation of evolving trends in Higher Education, and planning institutional activities accordingly. The quality policy was framed as per the ISO9001:2015 standards. This provides various templates for various activities to set the operations as chronologically recorded and audited every six months. Several committees are constituted under the leadership of the Principal of the Institution to continuously guide, monitor, and assess the execution of various activities as planned and scheduled. The Management strictly follows the regulations provided by regulatory bodies such as Affiliating University, the NMC, and MGR University (Affiliating University). The Governing Body ensures that the policy statements and action plans are fulfilled by the stated mission of the institution.

Policies for faculty recruitment, retention, and development. The service rules, the recruitment procedure, and the promotion policies are framed by the norms of NMC, and/or affiliating universities. The institute has well-developed HR policies for faculty recruitment, retention, and development, the service rules, and promotion policies are framed by the norms of NMC and UGC.

2.7 THE EDUCATIONAL AND RESEARCH PROGRAMMES OFFERED BY THE PROJECT INSTITUTE

ARUNAI MEDICAL COLLEGE AND HOSPITAL

MBBS Course Details

Course Name	Degree Awarded	Duration	Annual Intake	Fee per Annum (Government Quota - GQ)	Fee per Annum (Management Quota - MQ)
Bachelor of Medicine & Bachelor of Surgery	MBBS	4½ Years + 1 Year Compulsory Rotatory Internship	200	As per Government/NMC/State Fee Committee Norms	As per Government/NMC/State Fee Committee Norms

MD/MS Programs Offered

Pre-Clinical Specialties

Course	Degree	Duration	Annual Intake	Fee per Annum (GQ)	Fee per Annum (MQ)
Anatomy	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Physiology	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Biochemistry	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms

Para-Clinical Specialties

Course	Degree	Duration	Annual Intake	Fee per Annum (GQ)	Fee per Annum (MQ)
Pathology	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Pharmacology	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Microbiology	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Community Medicine	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Forensic Medicine	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms

Clinical Specialties

Course	Degree	Duration	Annual Intake	Fee per Annum (GQ)	Fee per Annum (MQ)
General Medicine	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Pediatrics	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Dermatology	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Psychiatry	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Radio Diagnosis	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Anesthesiology	MD	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms

				Norms	Norms
General Surgery	MS	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Orthopedics	MS	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Obstetrics & Gynecology	MS	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
Ophthalmology	MS	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms
ENT	MS	3 Years	2	As per Fee Committee Norms	As per Fee Committee Norms

**ARUNAI INSTITUTE OF NURSING EDUCATION AND RESEARCH
FEE STRUCTURE FOR EXITING COURSES**

S.No	Duration of Course	Academic Year	Intake of Seats	Fee Per Annum	
				MQ	GQ
1.	4 years	2010 -2011	40	50,000	40,000
2.	4 years	2017- 2018	50	50,000	40,000
3.	4 years	2021- 2022	100	55,000	45,000
4.	4 years	2025- 2026	100	55,000	45,000

**ARUNAI COLLEGE OF PHARMACY
FEE STRUCTURE FOR EXITING COURSES**

S.No	Courses offered	Duration	Intake	Fee per annum	
				MQ	GQ
1	D.Pharmacy	2 years	60	85000.00	-
2	B.Pharmacy	4 years	100	150000.00	120000.00
3	M.Pharmacy	2 years	30	80000.00	80000.00
4	Pharm.D	6 Years	30	300000.00	250000.00

**ARUNAI PARAMEDICAL COLLEGE
FEE STRUCTURE FOR EXITING COURSES**

S.NO	COURSE	DURATION	ELIGIBILITY	FEES PER ANNUM
1.	B.SC., RESPIRATORY THERAPY TECHNOLOGY	3Years +1Year Internship	+2 Pass (Science& Bio-Maths)	1,00,000
2.	B.SC., CARDIAC TECHNOLOGY	3Years +1Year Internship	+2 Pass (Science& Bio-Maths)	2,00,000
3.	B.SC., CARDIO PULMONARY PERFUSION CARE TECHNOLOGY	3Years +1Year Internship	+2 Pass (Science& Bio-Maths)	2,00,000
4.	B.SC., CRITICAL CARE TECHNOLOGY	3Years +1Year Internship	+2 Pass (Science& Bio-Maths)	1,50,000
5.	B.SC., PHYSICIAN ASSISTANT	3Years +1Year Internship	+2 Pass (Science& Bio-Maths)	1,50,000
6.	B.SC., DIALYSIS TECHNOLOGY	3Years +1Year Internship	+2 Pass (Science& Bio-Maths)	1,00,000
7.	B.SC., MEDICAL LABORATORY TECHNOLOGY	3Years +1Year Internship	+2 Pass (Science& Bio-Maths)	1,50,000
8.	B.SC., RADIOGRAPHY AND IMAGING TECHNOLOGY	3Years +1Year Internship	+2 Pass (Science& Bio-Maths)	1,50,000

9.	<i>B.SC., OPERATION THEATRE & ANESTHESIA TECHNOLOGY</i>	<i>3Years +1Year Internship</i>	<i>+2 Pass (Science& Bio-Maths)</i>	<i>2,00,000</i>
10.	<i>B.SC., ACCIDENT & EMERGENCY CARE TECHNOLOGY</i>	<i>3Years +1Year Internship</i>	<i>+2 Pass (Science& Bio-Maths)</i>	<i>1,50,000</i>
11.	<i>DIPLOMA IN MEDICAL LABORATORY TECHNOLOGY</i>	<i>2 Years + 6 Months Internship</i>	<i>+2 Pass (Science& Bio-Maths)</i>	<i>75,000</i>

2.8 THE INFRASTRUCTURE & RESOURCES WITH THE COLLEGE

The proposed AMC University has established a world-class infrastructure and academic ecosystem designed to meet the highest standards of professional education in the fields of Medical, Pharmacy, Nursing, and Paramedical Sciences. The university is committed to providing an integrated learning environment that supports academic excellence, clinical training, advanced research, innovation, healthcare delivery, and holistic student development. The campus infrastructure has been developed in accordance with the norms and guidelines prescribed by statutory and regulatory bodies such as the National Medical Commission (NMC), Pharmacy Council of India (PCI), Indian Nursing Council (INC), and Allied Health Sciences regulatory authorities.

The university campus is spread across a vast eco-friendly environment with modern academic buildings, teaching hospitals, administrative blocks, research centres, libraries, hostels, auditoriums, sports facilities, and healthcare support systems. The institution has adopted a comprehensive infrastructure development model that promotes interdisciplinary learning, clinical competence, technological advancement, and community healthcare service.

The campus is designed with wide internal roads, landscaped gardens, pedestrian pathways, green spaces, rainwater harvesting systems, sewage treatment facilities, solar-powered lighting systems, waste management units, and environmentally sustainable infrastructure. The institution continuously upgrades its facilities and infrastructure to ensure a modern, safe, and technologically advanced educational environment for students, faculty members, researchers, healthcare professionals, and patients.

The university has a total of **145 spacious classrooms** that are designed according to modern medical university standards. All classrooms are fully furnished, well-ventilated, and equipped with ICT-enabled teaching facilities including LCD projectors, smart boards, audio systems, digital podiums, microphones, internet connectivity, and advanced multimedia systems. Out of these, **22 lecture halls are gallery-type air-conditioned lecture theatres** with modern seating arrangements and audiovisual facilities capable of accommodating large batches of students for academic sessions, seminars, and conferences.

The institution has separate academic blocks for the Medical College, College of Pharmacy, College of Nursing, and College of Allied Health Sciences and Paramedical Courses. Each academic block includes tutorial rooms, departmental offices, faculty chambers, seminar halls, demonstration rooms, and student discussion areas. The university follows modern teaching methodologies using digital learning platforms, online educational resources, simulation-based learning, and smart classroom technologies to improve academic effectiveness and student engagement.

The Medical College infrastructure is developed in accordance with National Medical Commission standards and consists of fully equipped pre-clinical, Para-clinical, and clinical departments. The institution has **68 modern laboratories** that support undergraduate, postgraduate, doctoral, and research programs in various healthcare disciplines. These laboratories are equipped with modern instruments, simulation models, advanced laboratory systems, research equipment, and safety infrastructure to provide hands-on training and practical skill development.

The Department of Anatomy includes a spacious dissection hall with cadaver preservation systems, museum sections, specimen galleries, osteology rooms, histology laboratories, and research facilities.

The Physiology department is equipped with clinical physiology instruments, experimental laboratory systems, and digital physiological analysis units. The Biochemistry laboratories contain advanced diagnostic and analytical equipment for biochemical testing and research activities.

The Pathology department includes histopathology laboratories, haematology sections, pathology museums, staining rooms, specimen preservation units, and microscopic diagnostic systems. The Microbiology laboratories are equipped with culture rooms, sterilization units, microscopes, bacterial analysis systems, virology sections, and microbiological research equipment. The Pharmacology department includes experimental pharmacology laboratories, pharmacy practice models, simulation systems, and drug analysis facilities.

The university teaching hospital functions as a major tertiary healthcare centre and clinical training facility for students pursuing Medical, Nursing, Pharmacy, and Allied Health Sciences programs. The hospital infrastructure includes outpatient departments, inpatient wards, intensive care units, emergency and trauma care units, neonatal intensive care units, labour rooms, modular operation theatres, diagnostic laboratories, radiology departments, dialysis units, blood bank services, physiotherapy units, and specialty healthcare facilities.

The clinical departments include General Medicine, General Surgery, Paediatrics, Orthopaedics, Obstetrics and Gynaecology, Dermatology, Psychiatry, Pulmonology, ENT, Ophthalmology, Radiology, Emergency Medicine, Anaesthesiology, Cardiology, Neurology, and other specialty and super-specialty services. Students receive extensive clinical exposure through bedside teaching, ward rounds, clinical postings, patient interaction, supervised practical sessions, and case discussions.

The College of Pharmacy is equipped with advanced pharmaceutical laboratories and research facilities. The pharmacy laboratories include Pharmaceutics Laboratories, Pharmaceutical Chemistry Laboratories, Pharmacology Laboratories, Pharmacognosy Laboratories, Pharmaceutical Analysis Laboratories, Human Anatomy and Physiology Laboratories, Pharmaceutical Biotechnology Laboratories, and Industrial Pharmacy Laboratories. These laboratories are equipped with sophisticated pharmaceutical instruments including UV spectrophotometers, dissolution apparatus, HPLC systems, tablet punching machines, coating equipment, stability chambers, analytical balances, and pharmaceutical research systems.

The institution also maintains a model pharmacy and drug information centre where students are trained in prescription handling, patient counselling, pharmaceutical care, drug dispensing, medication management, and pharmacy practice. The pharmacy departments encourage formulation development, industrial exposure, pharmaceutical research, quality assurance studies, and innovation-oriented projects.

The College of Nursing at AMC University has modern nursing laboratories and simulation centres designed to strengthen clinical competencies and professional nursing skills. The Nursing Foundation Laboratory provides training in patient care techniques, nursing procedures, emergency care, and clinical practices using advanced mannequins and simulation models.

Additional nursing laboratories include Medical-Surgical Nursing Lab, Community Health Nursing Lab, Child Health Nursing Lab, Obstetrics and Gynaecology Nursing Lab, Nutrition Lab, Anatomy and Physiology Lab, and Computer Lab. These laboratories are equipped with hospital beds, patient simulators, infant care models, emergency care equipment, patient monitoring systems, nursing instruments, and demonstration aids that support practical training and clinical skill enhancement.

The Paramedical and Allied Health Sciences departments include advanced practical training facilities for Medical Laboratory Technology, Radiology and Imaging Technology, Operation Theatre Technology, Dialysis Technology, Emergency Medical Care Technology, Optometry, Physiotherapy, Respiratory Therapy, and Cardiac Care Technology. Each department is provided with dedicated

laboratories, modern diagnostic systems, simulation equipment, patient care instruments, and technical training facilities that support competency-based healthcare education.

The university has established **2 fully air-conditioned indoor auditoriums**, each with a seating capacity of approximately **1,200 persons**. These auditoriums are equipped with modern audio-visual systems, digital presentation facilities, multimedia projectors, conference systems, and advanced acoustics for conducting seminars, workshops, conferences, guest lectures, cultural programs, continuing medical education programs, and academic events.

In addition to the indoor auditoriums, the institution also has **1 spacious open-air auditorium** with a seating capacity of around **4,000 persons**. The open auditorium is utilized for graduation ceremonies, annual day celebrations, intercollegiate cultural events, awareness programs, public health campaigns, sports celebrations, and community outreach activities.

The Central Library of AMC University functions as a modern digital knowledge and learning resource centre. The library has a seating capacity for more than **800 students and faculty members** at a time and includes separate reading halls, reference sections, digital learning areas, journal sections, discussion rooms, faculty research cabins, and multimedia facilities.

The library houses more than **72,500 volumes of textbooks and reference books** related to Medical Sciences, Pharmacy, Nursing, Allied Health Sciences, Biomedical Research, Public Health, and General Education subjects. The institution subscribes to **215 National Journals** and **148 International Journals** in print format. In addition, students and faculty members have access to more than **2,500 e-journals**, online databases, digital libraries, and academic repositories through institutional subscriptions.

The library is fully automated using integrated library management software with barcode systems, OPAC facilities, digital cataloguing systems, internet-enabled resource access, and digital academic services. The digital library supports e-learning, online research, virtual journal access, and scientific database utilization. Separate computer terminals are provided for students and researchers to access digital academic resources and online publications.

The Information Technology infrastructure at AMC University is highly advanced and supports digital learning, healthcare services, and administration, communication, and research activities across the campus. The institution has more than **1,250 computer systems** distributed across academic departments, libraries, laboratories, research centres, administrative offices, and hospital units. All systems are connected through high-speed LAN connectivity and campus-wide Wi-Fi internet services.

Dedicated computer laboratories with licensed software, simulation applications, medical databases, e-learning platforms, and statistical analysis software are available for students and faculty members. The institution also implements Learning Management Systems (LMS), Hospital Information Systems (HIS), telemedicine systems, online examination systems, digital attendance systems, and virtual learning platforms to improve academic administration and healthcare delivery.

The university has a robust transportation infrastructure with a fleet of **60 college buses** operating across nearby towns, cities, and rural areas for the convenience of students, faculty members, hospital staff, and support personnel. All buses are equipped with first-aid facilities, GPS tracking systems, emergency exits, fire safety equipment, and trained drivers to ensure safe and efficient transportation services.

To ensure uninterrupted academic, clinical, and hospital operations, AMC University has established a strong power backup system across the campus. The institution is equipped with **multiple generator facilities including a dedicated 1300 kW standby generator system** along with additional high-capacity generators for teaching hospitals, operation theatres, intensive care units,

laboratories, hostels, libraries, and administrative blocks. UPS-supported systems are also installed for critical medical equipment, server rooms, research laboratories, digital classrooms, and diagnostic facilities.

The university provides separate hostel facilities for boys and girls with furnished rooms, study halls, internet connectivity, recreation rooms, indoor games facilities, gymnasiums, hygienic dining halls, purified drinking water systems, solar water heaters, laundry facilities, and 24-hour security systems. Hostel wardens and residential support staff ensure a safe and disciplined residential environment for students.

The institution has spacious cafeterias and food courts that provide nutritious and hygienic food for students, staff members, patients, and visitors. Additional student support facilities include banking and ATM services, stationery stores, transport offices, counselling centres, waiting lounges, healthcare assistance units, and emergency support services.

Sports and recreational facilities are available to encourage physical fitness, mental wellness, leadership qualities, and extracurricular participation among students. The campus includes cricket grounds, football grounds, volleyball courts, basketball courts, badminton courts, indoor sports complexes, yoga centres, and modern gymnasium facilities. The institution regularly organizes sports competitions, wellness programs, cultural festivals, personality development sessions, and student enrichment activities.

The university strongly emphasizes environmental sustainability and green campus initiatives. Rainwater harvesting systems, solar energy utilization, biomedical waste management systems, sewage treatment plants, tree plantation drives, plastic-free campus initiatives, and eco-friendly infrastructure maintenance activities are implemented throughout the campus.

The management of AMC University continuously focuses on infrastructure modernization, technological advancement, academic development, healthcare service expansion, and research enhancement to maintain national and international standards in healthcare education. The institution remains committed to providing a student-centred educational environment supported by advanced infrastructure, modern laboratories, digital learning systems, comprehensive library resources, and quality healthcare training facilities.

Through its world-class infrastructure and extensive academic resources, AMC University strives to produce highly competent healthcare professionals with strong academic knowledge, clinical expertise, ethical values, leadership qualities, research capabilities, and a commitment to community healthcare service.

LAND DETAILS

Survey No.	DESCRIPTION / DOCUMENT DETAILS	AREA (ACRES)
6/1	<i>Arunai Medical College and Hospital</i>	0.20
6/2B2pt	<i>Arunai Medical College and Hospital</i>	2.85
7/1A	<i>Arunai Medical College and Hospital</i>	0.62
7/1B	<i>Arunai Medical College and Hospital</i>	0.62
7/1C	<i>Arunai Medical College and Hospital</i>	1.38
7/2	<i>Arunai Medical College and Hospital</i>	0.44
7/3	<i>Arunai Medical College and Hospital</i>	0.40
7/4A	<i>Arunai Medical College and Hospital</i>	0.36
7/4B	<i>Arunai Medical College and Hospital</i>	0.34
7/5	<i>Arunai Medical College and Hospital</i>	0.64
8/1A	<i>Arunai Medical College and Hospital</i>	0.30
8/1B	<i>Arunai Medical College and Hospital</i>	0.64
8/2	<i>Arunai Medical College and Hospital</i>	2.33
8/3A	<i>Arunai Medical College and Hospital</i>	0.78
8/3B	<i>Arunai Medical College and Hospital</i>	2.09
12/1	<i>Arunai Medical College and Hospital</i>	0.76
12/2	<i>Arunai Medical College and Hospital</i>	0.75
12/3A	<i>Arunai Medical College and Hospital</i>	0.90
12/3B	<i>Arunai Medical College and Hospital</i>	0.77
12/4A	<i>Arunai Medical College and Hospital</i>	0.33
12/4B1A	<i>Arunai Medical College and Hospital</i>	0.11
12/5	<i>Arunai Medical College and Hospital</i>	3.07
10/1A2	<i>Arunai Medical College and Hospital</i>	0.62
10/1B1	<i>Arunai Medical College and Hospital</i>	0.49
10/2B	<i>Arunai Medical College and Hospital</i>	0.36
10/3A	<i>Arunai Medical College and Hospital</i>	0.35
10/1B2	<i>Arunai Medical College and Hospital</i>	0.05
10/3B	<i>Arunai Medical College and Hospital</i>	0.53
10/4A	<i>Arunai Medical College and Hospital</i>	0.72
10/4B	<i>Arunai Medical College and Hospital</i>	0.26

10/4C	Arunai Medical College and Hospital	0.22
11/2A	Arunai Medical College and Hospital	0.25
11/3B	Arunai Medical College and Hospital	0.68
11/3C	Arunai Medical College and Hospital	0.73
12/4C	Arunai Medical College and Hospital	0.32
44/3pt	Arunai Medical College and Hospital	0.45
44/5B	Arunai Medical College and Hospital	2.10
46/1Apt	Arunai Medical College and Hospital	0.18
46/4Bpt	Arunai Medical College and Hospital	0.76
46/6	Arunai Medical College and Hospital	2.00
47/1	Arunai Medical College and Hospital	2.99
47/2	Arunai Medical College and Hospital	2.10
Total Acres		36.84
3/3A	Arunai Institute of Nursing Education and Research	0.52
3/3B	Arunai Institute of Nursing Education and Research	0.80
3/4	Arunai Institute of Nursing Education and Research	2.29
3/5	Arunai Institute of Nursing Education and Research	2.26
39/1B	Arunai Institute of Nursing Education and Research	0.50
39/3A	Arunai Institute of Nursing Education and Research	0.16
40/3	Arunai Institute of Nursing Education and Research	4.71
Total Acres		11.24
46/4A	Arunai College of Pharmacy	2.59
46/4Bpt	Arunai College of Pharmacy	0.45
Total Acres		3.04
44/3pt	Arunai Paramedical College	1.62
46/1Apt	Arunai Paramedical College	0.73
46/2	Arunai Paramedical College	0.95
46/3	Arunai Paramedical College	0.33
Total Acres		3.63

THE BUILDING AND AREA OF CONSTRUCTION UNDER PROJECT INSTITUTES

Survey No.	DESCRIPTION / DOCUMENT DETAILS	AREA (ACRES)
6/1	<i>Arunai Medical College and Hospital</i>	0.20
6/2B2pt	<i>Arunai Medical College and Hospital</i>	2.85
7/1A	<i>Arunai Medical College and Hospital</i>	0.62
7/1B	<i>Arunai Medical College and Hospital</i>	0.62
7/1C	<i>Arunai Medical College and Hospital</i>	1.38
7/2	<i>Arunai Medical College and Hospital</i>	0.44
7/3	<i>Arunai Medical College and Hospital</i>	0.40
7/4A	<i>Arunai Medical College and Hospital</i>	0.36
7/4B	<i>Arunai Medical College and Hospital</i>	0.34
7/5	<i>Arunai Medical College and Hospital</i>	0.64
8/1A	<i>Arunai Medical College and Hospital</i>	0.30
8/1B	<i>Arunai Medical College and Hospital</i>	0.64
8/2	<i>Arunai Medical College and Hospital</i>	2.33
8/3A	<i>Arunai Medical College and Hospital</i>	0.78
8/3B	<i>Arunai Medical College and Hospital</i>	2.09
12/1	<i>Arunai Medical College and Hospital</i>	0.76
12/2	<i>Arunai Medical College and Hospital</i>	0.75
12/3A	<i>Arunai Medical College and Hospital</i>	0.90
12/3B	<i>Arunai Medical College and Hospital</i>	0.77
12/4A	<i>Arunai Medical College and Hospital</i>	0.33
12/4B1A	<i>Arunai Medical College and Hospital</i>	0.11
12/5	<i>Arunai Medical College and Hospital</i>	3.07
10/1A2	<i>Arunai Medical College and Hospital</i>	0.62
10/1B1	<i>Arunai Medical College and Hospital</i>	0.49
10/2B	<i>Arunai Medical College and Hospital</i>	0.36
10/3A	<i>Arunai Medical College and Hospital</i>	0.35
10/1B2	<i>Arunai Medical College and Hospital</i>	0.05
10/3B	<i>Arunai Medical College and Hospital</i>	0.53
10/4A	<i>Arunai Medical College and Hospital</i>	0.72
10/4B	<i>Arunai Medical College and Hospital</i>	0.26

10/4C	Arunai Medical College and Hospital	0.22
11/2A	Arunai Medical College and Hospital	0.25
11/3B	Arunai Medical College and Hospital	0.68
11/3C	Arunai Medical College and Hospital	0.73
12/4C	Arunai Medical College and Hospital	0.32
44/3pt	Arunai Medical College and Hospital	0.45
44/5B	Arunai Medical College and Hospital	2.10
46/1Apt	Arunai Medical College and Hospital	0.18
46/4Bpt	Arunai Medical College and Hospital	0.76
46/6	Arunai Medical College and Hospital	2.00
47/1	Arunai Medical College and Hospital	2.99
47/2	Arunai Medical College and Hospital	2.10
Total Acres		36.84
3/3A	Arunai Institute of Nursing Education and Research	0.52
3/3B	Arunai Institute of Nursing Education and Research	0.80
3/4	Arunai Institute of Nursing Education and Research	2.29
3/5	Arunai Institute of Nursing Education and Research	2.26
39/1B	Arunai Institute of Nursing Education and Research	0.50
39/3A	Arunai Institute of Nursing Education and Research	0.16
40/3	Arunai Institute of Nursing Education and Research	4.71
Total Acres		11.24
46/4A	Arunai College of Pharmacy	2.59
46/4Bpt	Arunai College of Pharmacy	0.45
Total Acres		3.04
44/3pt	Arunai Paramedical College	1.62
46/1Apt	Arunai Paramedical College	0.73
46/2	Arunai Paramedical College	0.95
46/3	Arunai Paramedical College	0.33
Total Acres		3.63

Details of the Assets

Particulars	AMC	AINER	ACP	APM	TOTAL
A) Immovable Properties					
Building	₹ 3,25,00,00,000	₹ 48,00,00,000	₹ 62,00,00,000	₹ 55,00,00,000	₹ 4,90,00,00,000
Total – A	₹ 3,25,00,00,000	₹ 48,00,00,000	₹ 62,00,00,000	₹ 55,00,00,000	₹ 4,90,00,00,000
B) Movable Properties					
Computers & Accessories	₹ 1,85,00,000	₹ 42,00,000	₹ 58,00,000	₹ 55,00,000	₹ 3,40,00,000
Electrical Installation	₹ 6,50,00,000	₹ 1,25,00,000	₹ 1,75,00,000	₹ 1,50,00,000	₹ 11,00,00,000
Furniture Account	₹ 14,50,00,000	₹ 3,25,00,000	₹ 4,10,00,000	₹ 3,75,00,000	₹ 25,60,00,000
Kitchen Equipment	₹ 2,25,00,000	₹ 75,00,000	₹ 60,00,000	₹ 55,00,000	₹ 4,15,00,000
Lab. Equipment	₹ 48,75,00,000	₹ 8,50,00,000	₹ 12,75,00,000	₹ 10,25,00,000	₹ 80,25,00,000
Library Books Account	₹ 4,25,00,000	₹ 95,00,000	₹ 1,35,00,000	₹ 1,10,00,000	₹ 7,65,00,000
Office Equipment	₹ 1,80,00,000	₹ 42,00,000	₹ 55,00,000	₹ 48,00,000	₹ 3,25,00,000
Sports Goods Account	₹ 95,00,000	₹ 28,00,000	₹ 35,00,000	₹ 32,00,000	₹ 1,90,00,000
Vehicles	₹ 8,50,00,000	₹ 1,75,00,000	₹ 2,10,00,000	₹ 1,90,00,000	₹ 14,25,00,000
Total – B	₹ 89,35,00,000	₹ 17,57,00,000	₹ 23,13,00,000	₹ 20,40,00,000	₹ 1,50,45,00,000
Total - A+B	₹ 4,14,35,00,000	₹ 65,57,00,000	₹ 85,13,00,000	₹ 75,40,00,000	₹ 6,40,45,00,000

THE PHYSICAL INFRASTRUCTURE : THE EQUIPMENT, FURNITURE, BOOKS, ICT, ETC.,

Institute	Machinery & Equipment	Furniture	Books	Computer	ICT
Arunai Medical College & Hospital	₹ 48,75,00,000	₹ 14,50,00,000	₹ 4,25,00,000	₹ 1,85,00,000	₹ 22,00,000
Arunai Institute of Nursing Education & Research	₹ 8,50,00,000	₹ 3,25,00,000	₹ 95,00,000	₹ 42,00,000	₹ 8,50,000
Arunai College of Pharmacy	₹ 12,75,00,000	₹ 4,10,00,000	₹ 1,35,00,000	₹ 58,00,000	₹ 10,00,000
Arunai Para Medical College	₹ 10,25,00,000	₹ 3,75,00,000	₹ 1,10,00,000	₹ 55,00,000	₹ 9,50,000

The proposed AMC University is committed to complying with environmental protection guidelines, sustainability standards, biomedical waste management regulations, and eco-friendly campus development practices as prescribed by national regulatory authorities and healthcare education standards. The university aims to establish a green, clean, safe, and sustainable educational

environment the promotes environmental responsibility, public health awareness, and sustainable healthcare practices among students, faculty members, healthcare professionals, and staff members.

The proposed university campus has been planned with environmentally sustainable infrastructure including landscaped green zones, rainwater harvesting systems, sewage treatment facilities, solid waste management systems, biomedical waste disposal mechanisms, energy conservation measures, and eco-friendly campus maintenance practices. The institution proposes to conduct regular Green Audits, Energy Audits, Environmental Audits, and Waste Management Assessments to ensure continuous compliance with environmental sustainability standards.

The university plans to maintain a clean and green campus environment through systematic waste segregation, tree plantation programs, herbal garden development, medicinal plant cultivation, pollution control measures, and water conservation initiatives. Awareness programs, environmental campaigns, cleanliness drives, and sustainability workshops will be organized regularly to educate students and staff members about environmental conservation and responsible waste management practices.

Colour-coded dustbins for biodegradable, non-biodegradable, recyclable, biomedical, and chemical waste disposal will be installed throughout the campus including academic blocks, hospital units, laboratories, hostels, cafeterias, libraries, auditoriums, and common utility areas. The institution proposes to implement strict waste segregation systems and scientific disposal methods to maintain hygienic and environmentally safe conditions across the campus.

The proposed AMCUniversity plans to install sanitary napkin disposal systems and hygiene management facilities in girls' hostels, women's restrooms, hospital premises, and women's staff facilities to promote hygiene and safe disposal practices. Separate waste collection systems will be maintained for biomedical waste, sanitary waste and laboratory-generated waste materials.

The institution proposes to establish a modern Sewage Treatment Plant (STP) for treatment and management of wastewater generated from academic blocks, hostels, hospital units, laboratories, cafeterias, laundries, and residential facilities. The proposed sewage treatment process will include screening, primary sedimentation, biological treatment, aeration, secondary clarification, filtration, and disinfection processes to ensure environmentally safe wastewater management and compliance with pollution control regulations.

The treated water from the STP facility will be reused for gardening, landscaping, irrigation systems, flushing purposes, and maintenance of green campus areas. The sewage treatment facility will help in reducing water pollution, conserving natural water resources, improving campus sanitation, and supporting sustainable environmental management practices.

The proposed university also plans to establish a dedicated Effluent Treatment System (ETS) for handling laboratory waste, chemical waste, and hospital-generated liquid waste. The institution will strictly follow biomedical waste management rules and pollution control guidelines for safe disposal of healthcare and laboratory waste materials.

WASTE MANAGEMENT STEPS INCLUDING SOLID WASTE MANAGEMENT

The proposed AMC University plans to implement an organized and systematic waste management mechanism throughout the campus. Green-colored dustbins will be used for biodegradable waste, blue-colored bins for recyclable waste, yellow bins for biomedical waste, and red bins for non-biodegradable waste materials. Waste collection and disposal activities will be carried out regularly under the supervision of the environmental management and campus maintenance teams.

Cleaning and sanitation activities will be conducted daily in academic buildings, hospital premises, hostels, cafeterias, laboratories, auditoriums, sports complexes, and public utility areas to maintain cleanliness, hygiene, and environmental safety throughout the campus.

SOLID WASTE MANAGEMENT

The major solid waste expected to be generated within the campus includes paper waste, food waste, plastic waste, biomedical waste, garden waste, laboratory waste, glass materials, packaging materials, and recyclable waste.

Dry leaves, grass, tree branches, and biodegradable garden waste generated within the campus will be processed through composting and vermicomposting methods for the production of organic manure to be utilized in campus gardening and landscaping activities.

Paper waste generated from classrooms, offices, libraries, laboratories, examination sections, and administrative departments will be collected separately and sent to authorize recycling agencies for safe disposal and recycling.

Plastic waste, glass materials, metal scrap, wooden materials, and packaging waste will be segregated and handed over to authorized scrap vendors and recycling units for environmentally safe disposal and reuse.

Biomedical waste generated from hospitals, operation theatres, intensive care units, laboratories, pathology departments, microbiology laboratories, blood banks, and clinical departments will be segregated using color-coded collection systems and disposed of through authorized biomedical waste treatment facilities.

Chemical waste generated from medical, pharmaceutical, nursing, and research laboratories will be collected separately and disposed of according to hazardous waste management protocols and laboratory safety guidelines.

Food waste generated from hostels, cafeterias, canteens, and hospital kitchens will be processed through composting systems and scientific waste management methods.

Single-side printed papers will be reused for internal office work, draft printing, and departmental documentation to minimize paper consumption and promote sustainable resource utilization.

Environmental awareness programs and waste reduction campaigns will be conducted regularly to encourage responsible waste management and recycling practices among students and staff members.

LIQUID WASTE MANAGEMENT

The proposed university plans to establish a comprehensive liquid waste management system for handling wastewater generated from hospitals, laboratories, hostels, kitchens, laundries, academic departments, and residential facilities.

Wastewater generated from healthcare units, laboratories, operation theatres, diagnostic departments, dialysis units, and research centres will be treated separately through designated treatment systems before safe disposal.

Liquid waste generated from cafeterias, kitchens, laundries, toilets, and hostel facilities will be connected to the Sewage Treatment Plant for scientific treatment and environmentally safe disposal.

The institution proposes to conduct regular inspections and maintenance of plumbing systems, pipelines, drainage systems, and wastewater management facilities to prevent water leakage, contamination, and water wastage.

Treated water from RO plants and STP facilities will be effectively reused for irrigation, gardening, landscaping, and maintenance of green areas within the campus.

Laboratory liquid waste and chemical effluents will be neutralized and treated according to environmental safety standards and biomedical waste management regulations.

Rainwater harvesting systems and groundwater recharge mechanisms will be established throughout the campus to promote water conservation and sustainable water management practices.

The university plans to continuously monitor water quality and wastewater treatment systems to ensure compliance with environmental regulations and public health standards.

BIOMEDICAL WASTE MANAGEMENT

As a proposed multidisciplinary healthcare university with teaching hospitals and healthcare facilities, AMC University plans to strictly comply with Biomedical Waste Management Rules and healthcare waste disposal regulations. Biomedical waste generated from patient care areas, operation theatres, laboratories, intensive care units, pathology departments, microbiology laboratories, blood banks, and clinical departments will be segregated using standardized color-coded collection systems.

The biomedical waste will be collected, stored, transported, treated, and disposed of through authorized biomedical waste management agencies approved by pollution control authorities. Sharp waste, infectious waste, pathological waste, pharmaceutical waste, laboratory waste, and contaminated materials will be handled according to infection control protocols and healthcare safety guidelines.

Regular training programs and awareness sessions will be conducted for students, healthcare workers, laboratory technicians, nursing staff, housekeeping personnel, and hospital employees regarding biomedical waste handling, infection prevention, environmental safety, and public health protection measures.

E-WASTE MANAGEMENT

The proposed AMC University plans to establish an effective e-waste management system for handling electronic waste generated from computers, laboratory equipment, medical devices, printers, communication systems, and digital infrastructure.

The institution proposes to minimize e-waste generation through repair, reuse, refurbishment, and maintenance of electronic equipment. Used printer cartridges will be refilled and reused wherever possible to reduce environmental impact.

Unserviceable computers, medical devices, electronic systems, and digital equipment will be collected separately and disposed of through authorized e-waste recycling agencies and certified vendors in compliance with environmental safety regulations and electronic waste management guidelines.

The university will encourage digital communication systems, online documentation, paperless administration, and energy-efficient technologies to reduce resource consumption and support sustainable environmental practices.

ENERGY CONSERVATION AND GREEN INITIATIVES

The proposed AMC University plans to implement several energy conservation and green campus initiatives including LED lighting systems, solar-powered street lights, energy-efficient electrical equipment, sensor-based lighting systems, and power-saving technologies across the campus.

The institution proposes to undertake tree plantation drives, herbal garden development, medicinal plant cultivation, biodiversity conservation activities, and eco-friendly landscaping programs to maintain ecological balance and improve campus environmental quality.

Rainwater harvesting systems, solar energy utilization, sewage recycling systems, biomedical waste treatment facilities, and sustainable infrastructure management practices will be integrated into campus planning and development activities.

The university also plans to establish environmental clubs, sustainability committees, public health awareness programs, National Green Corps activities, and community outreach initiatives to encourage active participation of students and faculty members in environmental protection and sustainable development activities.

Through its planned environmental management systems and sustainability initiatives, the proposed AMC University aims to create a safe, healthy, eco-friendly, and environmentally responsible academic and healthcare environment while fulfilling its social responsibility towards environmental protection, sustainable healthcare education, and public well-being.

2.9 TECHNOLOGICAL INTEGRATION IN THE CAMPUS ECOSYSTEM (ERP, LMS ETC)

ERP - ENTERPRISE RESOURCE PLANNING

Arunai Paramedical College and its associated institutions utilize an ERP (Enterprise Resource Planning) system to manage academic and administrative functions. The portal is primarily used for attendance management, student records, and faculty data.

ARUNAI ERP LOGIN:

The main portal for the Arunai group (including Engineering and likely Paramedical/Pharmacy wings) is hosted at arunai.org/campus. This system is used specifically for the Attendance Management System.

USER ROLES:

Students and faculty can log in using their assigned Username and Password to track attendance, internal marks, and academic progress. Institutional Context

AFFILIATION:

The college is affiliated with The Tamil Nadu Dr. M.G.R. Medical University, Chennai, and approved by the Government of Tamil Nadu.

PROGRAMS COVERED:

The ERP typically supports students across various Allied Health Science programs, including B.Sc. in Radiography Imaging Technology, B.Sc. Dialysis Technology, B.Sc. Cardiac care Technology, and, B.Sc. Cardiac Technology, B.Sc. Cardiac Pulmonary Perfusion Technology, B.Sc. Operation Theatre Anaesthesia Technology, B.Sc. Physician Assistant, B.Sc. Accident and Emergency Technology, B.Sc. Medical Laboratory Technology, B.Sc. Respiratory Technology and Diploma in Medical Laboratory Technology.

LMS - LEARNING MANAGEMENT SYSTEM

Arunai paramedical college in Tiruvannamalai utilizes a digital learning management system [LMS] to facilitate its academic and clinical training programs

LMS PLATFORM:

The college provides access to online resources and digital learning platforms to support student engagement with contemporary medical knowledge.

SMART CLASSROOMS:

Theory classes are conducted in spacious, ventilated rooms equipped with smart boards and audio-visual aids for interactive learning.

AI INTEGRATION:

Faculty are trained to use AI-supported tools for lesson planning, creating multimedia explanations, and managing student engagement through drafted notices and emails.

HRM-HUMAN RESOURCE MANAGEMENT

Arunai Paramedical College itself is focused on technical healthcare training; "Human Resource Management" (HRM) in this context typically refers to either the administrative management of the college's staff or HRM courses offered by its sister concern, Arunai Paramedical College.

The college's HR functions are integrated with its parent institution, Arunai Medical College and Hospital (AMCH).

HR INFRASTRUCTURE:

The management team includes dedicated HR professionals, such as an Assistant Manager - HR, who oversee recruitment and staff welfare.

STAFF FOCUS:

The institution prioritizes hiring skilled healthcare and academic staff, including Assistant Professors across various medical specialties like Anaesthesiology, ENT, and Psychiatry.

JOB OPPORTUNITIES:

Vacancies for administrative roles (like HR) and faculty are often posted on their Official Careers Portal or through healthcare job platforms like Docthub.

The institution has effectively integrated modern technology into academic and administrative activities to enhance the quality of education, improve efficiency, and support digital learning practices.

Biometric Attendance System for Staff

The institute has implemented a biometric attendance system for staff to ensure accuracy and transparency in attendance management. This system minimizes manual errors and proxy attendance, while also enabling efficient monitoring of staff working hours. It helps the administration maintain reliable records and improves overall discipline and accountability within the institution.

High-Speed Internet and Wi-Fi Facility

The campus is equipped with high-speed internet connectivity and Wi-Fi facilities accessible to both staff and students. This enables seamless access to online academic resources, research materials, and e-learning platforms. It also supports digital communication, online classes, webinars, and academic collaborations, thereby enhancing the overall teaching-learning experience.

Digital Library and Online Journal Access

The institution provides a digital library facility that allows users to access a wide range of e-books, e-journals, and research databases. Students and faculty can utilize resources from platforms such as DELNET and National Digital Library of India to support their academic and research activities. This digital access reduces dependency on physical books and ensures availability of updated and diverse study materials.

Smart Classrooms with Projector and ICT Tools

Classrooms are equipped with projectors and Information and Communication Technology (ICT) tools to facilitate interactive and effective teaching. Faculty members use PowerPoint presentations, videos, animations, and online content to improve students' understanding of complex concepts. These smart classrooms promote student engagement, active learning, and better retention of knowledge.

2.10 THE INCOME AND EXPENDITURE SCENARIO FOR PROJECT INSTITUTES

INCOME AND EXPENDITURE (LAST THREE YEAR DATA)

ARUNAI MEDICAL COLLEGE & HOSPITAL

YEAR	2022-23 (Rs.)	2023-24 (Rs.)	2024-25 (Rs.)
INCOME			
Tuition Fees	18,75,00,000	24,60,00,000	31,25,00,000
Hostel, Lunch & Transport Fees	4,85,00,000	6,10,00,000	7,45,00,000
Total Income	23,60,00,000	30,70,00,000	38,70,00,000
EXPENDITURE			
Advertisement Expenses	12,50,000	18,75,000	22,40,000
Affiliation and Approval Fees	2,45,00,000	3,10,00,000	3,75,00,000
Book & Periodicals	38,50,000	46,00,000	58,00,000
Text Books for Students	18,00,000	24,00,000	30,00,000
College Maintenance	1,25,00,000	1,65,00,000	2,10,00,000
Electricity Charges	58,00,000	72,00,000	88,00,000
Function & Seminar Expenses	14,50,000	20,00,000	28,50,000
Laboratory Consumables & Service A/C	2,75,00,000	3,25,00,000	4,10,00,000
Mess Expenses	72,00,000	95,00,000	1,18,00,000
Miscellaneous Expenses	24,00,000	35,00,000	42,00,000
Printing & Stationery Expenses	16,50,000	22,00,000	29,00,000
Professional Charges	32,00,000	40,00,000	52,00,000
Rent, Rate & Taxes	18,00,000	24,00,000	31,00,000
Repair & Maintenance	42,00,000	55,00,000	70,00,000
Salaries and Allowances	9,85,00,000	12,40,00,000	15,60,00,000
EPF Paid	36,00,000	48,00,000	62,00,000
Subscription	8,50,000	12,00,000	16,00,000
Telephone, Post & Internet Exp	6,20,000	8,40,000	11,50,000
Travelling & Conveyance	10,00,000	14,00,000	18,00,000
Vehicle Maintenance Expenses	38,00,000	48,00,000	62,00,000
Bank Interest & Charges	22,00,000	28,00,000	34,00,000
Total Expenditure	19,58,70,000	24,49,15,000	30,27,40,000

INCOME AND EXPENDITURE (LAST THREE YEAR DATA)
ARUNAI INSTITUTE OF NURSING EDUCATION & RESEARCH

YEAR	2022-23 (Rs.)	2023-24 (Rs.)	2024-25 (Rs.)
INCOME			
Tuition Fees	1,07,36,000	2,52,07,542	2,40,22,000
Hostel, Lunch & Transport Fees	18,65,000	21,10,500	19,96,000
Total Income	1,26,01,000	2,73,18,042	2,60,18,000
EXPENDITURE			
Advertisement Expenses	-	-	-
Affiliation and Approval Fees	72,09,000	40,90,489	20,06,079
Book & Periodicals	-	-	-
Text Books for Students	-	-	-
College Maintenance	-	-	-
Electricity Charges	78,578	1,51,347	3,18,183
Function & Seminar Expenses	-	-	-
Laboratory Consumables & Service A/C	-	-	-
Mess Expenses	86,875	-	4,27,600
Miscellaneous Expenses	2,23,000	-	17,527
Printing & Stationery Expenses	1,93,985	-	12,380
Professional Charges	-	-	-
Rent, Rate & Taxes	-	-	-
Repair & Maintenance	2,918	660	1,86,223
Salaries and Allowances	-	7,74,928	8,57,918
EPF Paid	-	-	-
Subscription	-	4,33,000	-
Telephone, Post & Internet Exp	1,885	32,730	21,733
Travelling & Conveyance	-	-	-
Vehicle Maintenance Expenses	-	15,08,333	89,544
Bank Interest & Charges	21,15,468	-	20,153
Total Expenditure	98,11,709	69,91,487	38,57,340

INCOME AND EXPENDITURE (LAST THREE YEAR DATA)**ARUNAI COLLEGE OF PHARMACY**

YEAR	2022-23 (Rs.)	2023-24 (Rs.)	2024-25 (Rs.)
INCOME			
Tuition Fees	1,22,84,000	1,00,80,567	72,46,255
Hostel, Lunch & Transport Fees	-	-	-
Total Income	1,22,84,000	1,00,80,567	72,46,255
EXPENDITURE			
Advertisement Expenses	-	41,000	-
Affiliation and Approval Fees	21,78,771	78,75,824	1,61,92,073
Book & Periodicals	-	-	-
Text Books for Students	2,33,900	3,05,960	59,000
College Maintenance	2,34,013	64,766	2,46,343
Electricity Charges	-	-	21,000
Function & Seminar Expenses	-	-	-
Laboratory Consumables & Service A/C	5,27,579	9,200	8,192
Mess Expenses	-	-	-
Miscellaneous Expenses	94,576	1,96,707	45,899
Printing & Stationery Expenses	4,01,417	35,120	14,470
Professional Charges	-	-	-
Rent, Rate & Taxes	-	-	7,70,470
Repair & Maintenance	-	-	26,550
Salaries and Allowances	76,08,472	1,32,45,337	1,46,37,430
EPF Paid	-	-	-
Subscription	-	-	-
Telephone, Post & Internet Exp	2,647	1,719	62,501
Travelling & Conveyance	42,992	200	49,625
Vehicle Maintenance Expenses	5,46,056	3,23,861	6,85,350
Bank Interest & Charges	38,489	24,63,790	16,87,549
Total Expenditure	1,18,08,912	2,45,63,484	3,44,06,452

INCOME AND EXPENDITURE (LAST THREE YEAR DATA)

ARUNAI PARA MEDICAL COLLEGE

YEAR	2022-23 (Rs.)	2023-24 (Rs.)	2024-25 (Rs.)
INCOME			
Tuition Fees	-	-	15,00,000
Hostel, Lunch & Transport Fees	-	-	5,60,000
Total Income	-	-	20,60,000
EXPENDITURE			
Advertisement Expenses	-	-	-
Affiliation and Approval Fees	-	-	2,75,302
Book & Periodicals	-	-	-
Text Books for Students	-	-	-
College Maintenance	-	-	-
Electricity Charges	-	-	-
Function & Seminar Expenses	-	-	-
Laboratory Consumables & Service A/C	-	-	-
Mess Expenses	-	-	-
Miscellaneous Expenses	-	-	1,00,000
Printing & Stationery Expenses	-	-	-
Professional Charges	-	-	-
Rent, Rate & Taxes	-	-	-
Repair & Maintenance	-	-	-
Salaries and Allowances	-	-	4,61,417
EPF Paid	-	-	-
Subscription	-	-	-
Telephone, Post & Internet Exp	-	-	-
Travelling & Conveyance	-	-	-
Vehicle Maintenance Expenses	-	-	-
Bank Interest & Charges	-	-	-
Total Expenditure	-	-	8,36,719

CUMULATIVE FINANCIAL SUMMARY – INSTITUTION WISE

AMCUNIVERSITY

<i>Institution</i>	<i>Total Income for 3 Years (Rs.)</i>	<i>Total Expenditure for 3 Years (Rs.)</i>	<i>Surplus / Deficit (Rs.)</i>
<i>Arunai Medical College & Hospital</i>	₹ 92,99,00,000	₹ 74,35,25,000	₹18,63,75,000 Surplus
<i>Arunai Institute of Nursing Education & Research</i>	₹ 6,59,37,042	₹ 2,06,60,536	₹4,52,76,506 Surplus
<i>Arunai College of Pharmacy</i>	₹ 2,96,10,822	₹ 7,07,78,848	₹4,11,68,026 Deficit
<i>Arunai Para Medical College</i>	₹ 20,60,000	₹ 8,36,719	₹12,23,281 Surplus

2.11 DETAILS OF RESEARCH CENTERS AND INITIATIVES

The institution has established adequate laboratory infrastructure to support research and academic activities in pharmaceutical sciences. While a dedicated advanced research centre is under development, the available facilities effectively support undergraduate and postgraduate research work.

Teaching faculty published 35+ journals in the reputed National and International Journals

Research Facilities and Instrumentation

The institute is equipped with essential analytical and formulation development instruments to facilitate research activities. These include:

- High Performance Liquid Chromatography (HPLC) for drug analysis and method development
- UV-Visible Spectrophotometer for quantitative estimation and analytical studies
- Fourier Transform Infrared Spectroscopy (FTIR) for drug–excipient compatibility and functional group analysis
- Dissolution Test Apparatus for In-vitro drug release studies
- Disintegration Test Apparatus for evaluating tablet disintegration time
- Hardness Tester for mechanical strength of tablets
- Spindle Viscometer for viscosity measurement of formulations

In addition, the laboratory is supported with a dedicated UPS (Uninterruptible Power Supply) system to ensure uninterrupted operation of sensitive equipment. Basic laboratory instruments required for pharmaceuticals and pharmaceutical analysis are also available to support routine and research work.

Research Activities

- Students undertake project work involving formulation development and evaluation
- Analytical method development and validation studies are carried out using available instruments
- Faculty members guide research activities and encourage publication of research articles
- Experimental work related to dosage form design and evaluation is regularly performed

Research Promotion Initiatives

- Memorandum of Understanding with Global Health Care Academically, Australian based training and placements for the global exposure and academic collaboration to enhance quality of education and professional development of students on 8th Feb 2024.
- Conducting seminars and workshops on research methodology
- Encouraging students to present posters and papers in conferences
- Motivating faculty for journal publications and minor research projects
- Internal review and presentation of student research work

Student Participation

Students actively engage in research through laboratory experiments, project work, and participation in scientific events. This enhances their practical knowledge, analytical skills, and research aptitude.

Future Plans

- Up gradation of existing instruments and addition of advanced analytical tools
- Establishment of a recognized research centre
- Strengthening industry and academic collaborations
- Increasing funded research and publication output

The institution possesses essential research infrastructure and promotes a supportive environment for research and innovation. With continuous improvement and optimal utilization of available facilities, the institute aims to strengthen its research capabilities further.

Pharmaceutical Academic Excellence:

The Institution will recruit highly qualified Pharmaceutical faculty, develop relevant and dynamic pharmacy curricula, and provide resources to support effective teaching and learning in pharmaceutical sciences. Recognition systems will be established to celebrate academic and research achievements, fostering a culture of excellence in pharmacy education.

Pharmaceutical Research and Intellectual Property (IP) Rights:

The IDP emphasizes pharmaceutical research by encouraging faculty and student participation in drug discovery, formulation development, and clinical pharmacy research. The institution will provide seed money, foster collaborations with pharmaceutical industry partners, and promote interdisciplinary research. Additionally, it will support the protection of intellectual property generated through pharmaceutical research, ensuring that drug formulations, innovations, and methods are adequately patented and safeguarded.

PAPER PUBLICATION

<i>2022-23</i>	<i>2021-22</i>	<i>2020-21</i>	<i>2019-20</i>	<i>2018-19</i>
33	32	31	29	50

BOOK PUBLICATION

<i>2022-23</i>	<i>2021-22</i>	<i>2020-21</i>	<i>2019-20</i>	<i>2018-19</i>
6	5	4	6	8

2.12 EVIDENCE OF FOSTERING INNOVATION, ENTREPRENEURSHIP AND INDUSTRY PARTNERSHIPS

ARUNAI PARAMEDICAL COLLEGE (LAST THREE YEARS EVENTS)

The institution actively promotes innovation, entrepreneurship, professional development, and industry interaction through continuing education programs, international seminars, collaborative

healthcare initiatives, and awareness programs. These activities enhance students' knowledge, research skills, industry readiness, and entrepreneurial mind-set.

1. Continuing Education Programs (Sponsored by the Tamil Nadu Dr. M.G.R. Medical University)

Evidence

a. Continuing Education Programme on Pharmacology

Organized by: Department of Pharmacology, Arunai College of Pharmacy

Title: *A Navigation of Pharmacology – Forth with and Hence Forth*

Date: 23.09.2022

Sponsor: The Tamil Nadu Dr. M.G.R. Medical University, Chennai

Outcome and Impact:

Enhanced student understanding of modern pharmacological research

Promoted innovation in drug discovery and development

b. International Seminar on Pharmaceutical Frontiers: Advancements in Formulation Research

Organized by: Department of Pharmaceutics

Date: 26.02.2024

Sponsor: The Tamil Nadu Dr. M.G.R. Medical University, Chennai

Outcome and Impact:

Exposure to advanced pharmaceutical formulation technologies

Encouraged innovative formulation research among students

c. Continuing Education Programme by Department of Pharmacognosy

Date: 10 & 11.12.2025

Sponsor: The Tamil Nadu Dr. M.G.R. Medical University, Chennai

Outcome and Impact:

Promoted innovation in herbal drug research

Encouraged natural product-based pharmaceutical entrepreneurship

2. International Seminars Promoting Innovation and Career Development

a. International Seminar on 3D Pharmacophore Modelling with HipHop Approach

Date: 22.09.2023

Outcome and Impact:

Introduced students to computer-aided drug design

Promoted research innovation and computational drug discovery skills

Enhanced industry-relevant technical knowledge

b. International Seminar on Overseas Job Opportunities for Pharmacists and Career Guidance

Date: 09.10.2023

Outcome and Impact:

Provided guidance on global career and entrepreneurship opportunities

Enhanced employability and industry readiness

Encouraged professional development and international exposure

3. Industry and Healthcare Collaboration Activities

a. Blood Donation Camp in Collaboration with Arunai Medical College and Hospital

Date: 15.03.2024

Partner Organization: Arunai Medical College and Hospital

Outcome and Impact:

Strengthened institutional collaboration with healthcare industry

Promoted professional responsibility and healthcare engagement

b. CPR Awareness Programme

Date: 06.12.2023

Outcome and Impact:

Enhanced clinical and emergency healthcare skills

Improved practical knowledge relevant to healthcare industry

4. Innovation and Social Healthcare Awareness Initiatives

a. Vaccination Awareness Rally (National Pharmacy Week Celebration)

Date: 26.02.2026

Outcome and Impact:

Promoted public healthcare awareness

Developed leadership and professional responsibility

5. Overall Outcome and Institutional Impact

These initiatives contributed to:

Promotion of research and innovation culture

Development of entrepreneurial and professional skills

Strengthening industry and healthcare collaborations

Enhancing student employability and industry readiness

Encouraging participation in research and pharmaceutical innovation

**CONDUCTION OF VARIOUS LISTS OF EVENTS
ACADEMIC YEAR – 2022 - 2023**

<u>DATE OF THE EVENTS</u>	<u>TITLE OF THE EVENTS</u>	<u>GUEST NAME WITH DESIGNATION</u>
01.08.2022	Breast Feeding Week	Dr.Gunasingh HOD Of Pediatrics Arunai Medical College and Hospital Tiruvannamalai
12.08.2022	Fresher's Day	Dr.ThirumalBabu Dean Tiruvannamalai Government Medical College and Hospital Tiruvannamalai
15.08.2022	Independence Day	Dr.Kamban MBBS Managing Director AINER
05.09.2022	Teachers Day	Mrs.S.EstherPremaM.Sc(N) Principal AINER
04.10.2022	Pooja celebration	
22.12.2022	Christmas Celebration	Mrs.S.EstherPrema M.Sc (N) Principal AINER
31.12.2022	Newyear Celebration	
26.01.2023	Republic Day	Dr.Kamban MBBS Managing Director AINER
01.03.2023	Lamp Lighting Ceremony	Dr.A.Aravind M.D DM Dean Tiruvannamalai Government Medical College and Hospital Tiruvannamalai
08.03.2023	Women's Day	Mrs.S.EstherPrema M.Sc (N) Principal AINER
12.05.2023	International Nurses Day	

**CONDUCTION OF VARIOUS LISTS OF EVENTS
ACADEMIC YEAR – 2023 – 2024**

<u>DATE OF THE EVENTS</u>	<u>TITLE OF THE EVENTS</u>	<u>GUEST NAME WITH DESIGNATION</u>
01.08.2023	Breast Feeding Week	Dr.Gunasingh HOD Of Pediatrics Arunai Medical College and Hospital Tiruvannamalai
12.08.2023	Fresher's Day	Dr.Kamban MBBS Managing Director AINER
15.08.2023	Independence Day	
05.09.2023	Teachers Day	Mrs.S.EstherPrema M.Sc (N) Principal AINER
20.10.2023	Pooja Celebration	
22.12.2023	ViksitBharath -2047	Mrs.PriyadharshiniM.Sc(N) Nodal Officer
29.12.2023	Lamp Lighting Ceremony	Dr.G.Hariharan MCH Dean Tiruvannamalai Government Medical College and Hospital Tiruvannamalai
31.12.2023	New year Celebration	Mrs.S.EstherPrema M.Sc (N) Principal AINER
12.01.2024	Pongal Celebration	
26.01.2024	Republic Day	Dr.Kamban MBBS Managing Director AINER
08.03.2024	Women's Day	Mrs.S.EstherPrema M.Sc (N) Principal AINER
04.05.2024	OET TRAINING	Mr.Vinayagam Organizing Secretary Immense Immigration & Education Service Private Limited
12.05.2024	International Nurses Day	Mrs.S.EstherPrema M.Sc (N) Principal AINER
15.06.2024	BLS TRAINING	Mrs.Jamuna Organizing Secretary Impetus Health Care Skills

**CONDUCTION OF VARIOUS LISTS OF EVENTS
ACADEMIC YEAR – 2024 – 2025**

<u>DATE OF THE EVENTS</u>	<u>TITLE OF THE EVENTS</u>	<u>GUEST NAME WITH DESIGNATION</u>
01.08.2024	Breast Feeding Week	Dr.Gunasingh Dean Arunai Medical College and Hospital Tiruvannamalai
12.08.2024	Fresher's Day	Dr.Kamban MBBS Managing Director AINER
15.08.2024	Independence Day	
05.09.2024	Teachers Day	Mrs.S.EstherPrema M.Sc (N) Principal AINER
12.01.2025	Pongal Celebration	Mrs.AbiramiM.Sc (N) Vice Principal AINER
24.01.2025	Lamp Lighting Ceremony	Dr.D.Malathy Medical Superintendent Tiruvannamalai Government Medical College and Hospital Tiruvannamalai
26.01.2025	Republic Day	Mrs.VijithaKumaran Managing Director AINER
10.03.2025	Women's Day	Mrs.A.PonmalarM.A.Msc(N) Phd Principal AINER
27.03.2025	Fare Well Party	

S. No	DATE	TITLE OF THE EVENT	CHIEF GUEST	DESIGNATION
1	08.09.2024	Inauguration of Arunai Paramedical College	Hon. Ma. Subramanian	Minister of Health and Family Welfare Department
3	14.03.2025	Vitalist (2024-25)	Thiru. T. Pitchandi	IAS (Rtd.)
4	21.03.2025	Aurora 2025	Mr. Srikanth	Actor
5	24.03.2025	World Tuberculosis Day	Dr. RamalingamBethunaickan	Scientist, Senior Deputy Director (ICMR)
6	08.04.2025	History and Development of Pharmacy	Dr. S.K. Senthil Kumar	Principal Arunai College of Pharmacy
7	21.06.2025	International Yoga Day	Dr. R. Ravichandran	Director Arunai Paramedical College
8	15.07.2025	Paramedics: The Unsung Heroes of Patient Care	Dr. D. Gunasingh	Dean & Principal-AMCH
9	23.07.2025	Principles Of Neuroelectro Physiology	Mr. Richard Ilamurugan	Neurophysiologist, MIOT International Hospital
10	01.08.2025	Breast Feeding Week	Mrs. Kumudha.S.J	Dean Saveetha University Chennai.
11	26.08.2025	AHS Higher Studies in UK	Mr. Mugilan. S. B	PG Neuroscience-

				University of Manchester, UK
12	04.09.2025	Vitalist (2025-26)	Dr. M. Bhavani	Dean, Govt. Medical College, Kallakurchi.
13	29.09.2025	World Heart Duty – Don't Miss a Beat	Dr. Kumaresan. S. P	Professor – General Medicine, AMCH
14	16.10.2025	Anesthesiology in Health Emergencies	Dr. UmeshMuthuvel	Asst. Professor – Anesthesiology, AMCH.
15	07.11.2025	Beat The Exam Pressure	Ms. R. Shanju	DNYS
16	28.11.2025	Life And Medical Sciences Research Opportunities – USA	Dr. PadmanabhanParanjiP attabiraman	Professor – Indiana University School of Medicine, USA



2.13 INTELLECTUAL PROPERTY RIGHTS (IPR) POLICY AND ACHIEVEMENTS

The institution promotes innovation and research among faculty and students, resulting in the development of Intellectual Property Rights in pharmaceutical and biomedical fields. The details of IPRs obtained are as follows

IPR Details

S.No	Title of IPR	Type	Application / Design No.	Year	Status
1	Herbal Composition for the Prevention and Treatment of Polycystic Ovary Syndrome (PCOD)	Patent	202341049726	2023	Filed & published
2	Device for Detecting Anti-Diabetic Effect of Natural Compounds	Design	453919-001	2025	Registered
3	Advanced Nanotechnology Based Drug Delivery Apparatus	Design	458475-001	2025	Registered
4	Apparatus for Healing Diabetic Foot Ulcer	Design	428427-001	2024	Registered

Description of IPRs

The patent focuses on an herbal composition aimed at the prevention and treatment of PCOD, highlighting the institution's contribution to herbal and women's healthcare research.

- The design for anti-diabetic detection device represents innovation in screening natural compounds for therapeutic activity.
- The nanotechnology-based drug delivery apparatus reflects advancements in modern drug delivery systems for improved therapeutic efficiency.
- The apparatus for healing diabetic foot ulcer demonstrates practical application of biomedical innovation for chronic wound management.

Impact and Outcomes

- Strengthens research and innovation culture in the institution
- Encourages faculty and students to engage in product and process development
- Enhances interdisciplinary research in pharmaceuticals and biomedical fields
- Increases institutional recognition through IPR achievements

The institution has successfully obtained 04 IPRs, including one patent and three design registrations, demonstrating its commitment to innovation and applied research. These achievements contribute to academic excellence and promote a strong research ecosystem within the campus.

1. World Leprosy Day

Globally: January 30, 2025

Objectives:

1. Eradicating Stigma:

Challenging the social and psychological barriers that lead to discrimination, job loss, and social exclusion of affected individuals.

2. Raising Public Awareness:

Educating the community that leprosy (Hansen's disease) is caused by bacteria, is not a curse, and is not highly contagious.

3. Promoting Early Detection:

Encouraging people to seek medical attention for early signs (like numb skin patches) to prevent permanent nerve damage and physical disabilities.

2. World Cancer Day

Globally: February 4, 2025.

Objectives:

1. Reducing premature deaths resulting from non-communicable diseases by 25% by 2025.
2. Educating and raising awareness among communities about cancer diseases and ways to prevent them.
3. Motivating early detection and raising awareness of its importance

3. International Epilepsy Day

Globally: February 10, 2025.

Objectives:

1. Raising awareness of epilepsy.
2. Reducing the impact of the disease.
3. Supporting patients and their families.
4. Promoting efforts in the public and private sectors to improve care and reduce the impact of disease.
5. Developing medical services through prevention, diagnosis and treatment.

4. World Hearing Day

Globally: March 3, 2025.

Objectives:

1. Drawing the attention of healthcare providers about the needs of people with hearing loss and ear diseases.
2. Spreading awareness of the importance of receiving ear and hearing care and encouraging them to seek services.

5. World Obesity Day

Globally: March 4, 2025.

Health Day Objectives:

- Raising health awareness among individuals in society about the causes and risks of obesity and ways to prevent it.
- Raising health awareness of the importance of following a healthy lifestyle.
- Highlighting the importance of taking preventive measures to combat obesity, to cooperate and contribute to finding solutions to reduce the risks of obesity.

6. International women's day

Globally: March 8, 2025

Objectives:

1. Accelerate Action:

Drive urgent, tangible action to close the gender pay gap, increase female leadership in

decision-making, and improve access to education and healthcare.

2.30th Anniversary of the Beijing Declaration:

Leverage this milestone to strengthen legal protections, eliminate gender-based violence, and address structural inequalities.

3. Empowerment& Inclusivity:

Promote the rights of all women and girls, with a specific focus on uplifting young women and adolescent girls as catalysts for change.

4. Digital and Tech Equality:

Combat online misogyny, bias in algorithms, and bridge the digital gender divide, ensuring women are safe and represented in technology.

5. Economic& Social Justice:

Promote equal opportunities for decent work, foster entrepreneurship in the creative sector, and support women in sports.

7. World Kidney Day

Globally: March 13, 2025

Objectives:

1. Encouraging regular kidney examination for all patients with diabetes and high blood pressure.
2. Encouraging preventive behaviour.
3. Raising awareness about the importance of the kidneys, and raising awareness about the link between diabetes, high blood pressure and chronic kidney diseases.
4. Highlighting the fact that transplantation is the best treatment for kidney failure, and organ donation is one of the best life-saving initiatives.

8. World Tuberculosis Day

Globally: March 24, 2025

Objectives:

1. Raising the level of health awareness about this disease and its health, social and economic consequences.
2. Taking measures to prevent the disease. Renewing political and social commitment and covenant;
3. To achieve further progress in efforts to eliminate tuberculosis.
4. Highlighting efforts to eliminate tuberculosis.

9. World Autism Awareness Day

Globally: April 2, 2025.

Objectives:

1. Increasing awareness about the autism spectrum and its symptoms.
2. Increasing community awareness of people with autism, especially children.
3. Employing their energies to serve society, by supporting them and encouraging their talents.
4. Supporting people with autism and their families.

10. World Health Day

Globally: April 7, 2025

Objectives:

1. Focusing on the importance of a healthy economy.
2. Facilitating access by all classes of society to all healthcare services
3. Increasing awareness of environmental health

11. World Parkinson's Day

Globally: April 11, 2025.

Objectives:

1. Spreading knowledge about Parkinson's disease.
2. Promoting research on its causes, prevention, and treatment.
3. Positive influence on the care of patients suffering from Parkinson's disease by providing them with consultations and guidance.

12. World Immunization Week

Globally: April 24 – 30, 2025.

Objectives:

1. Awareness of the importance of vaccines.
2. The Support for implementing programs aimed at enhancing the importance of vaccines.

13. World Malaria Day

Globally: April 25, 2025

Objectives:

1. Raising Awareness:

Increase global knowledge about the on-going threat of malaria and the vital need for sustained prevention and control measures.

2. Promoting Research and Innovation: Encourage scientific advancement in developing new treatments, next-generation insecticides, and more effective vaccines to combat growing ant malarial drug resistance.

3. Fostering Partnerships:

Build and strengthen global partnerships between governments, international organizations, and the private sector to mobilize resources and sustain political commitment.

4. Ensuring Health Equity:

Focus on reaching the most vulnerable and marginalized populations—such as children under five, pregnant women, and refugees—who disproportionately bear the burden of the disease.

5. Integrating Universal Health Coverage:

Promote the inclusion of malaria control into broader primary healthcare services to ensure everyone has access to affordable testing and treatment.

14. International Nurses Day

Globally: May 12, 2025

Objectives:

1. Enhancing the importance of the nurse's role in achieving comprehensive health care.
2. Awareness about the correct role of the nurse.
3. Exerting efforts to understand and envision the future of nursing

15. World Hypertension Day

Globally: May 17, 2025.

Objectives

1. Promoting awareness about the importance of measuring blood pressure.
2. Educating the community about the symptoms of high blood pressure.
3. Raising awareness about the importance of practicing a healthy lifestyle.
4. Motivating individuals to exercise regularly.

16. World No Tobacco Day

Globally: May 31, 2025.

Objectives

1. Raise awareness of the impact of tobacco and nicotine industry tactics on the public.
2. Advocate for policies to ban tobacco flavours and advertising.
3. Reduce demand for tobacco and nicotine products, especially among young people.

17. World Blood Donor Day

Globally: June 14, 2025

Objectives:

1. Thanking those who voluntarily donated blood without compensation for their donated blood as a gift to save lives.
2. Raising awareness of the need to regularly donate blood throughout the year.

18. World population day

Globally: July 11, 2025

Objectives:

1. Raising Awareness: Highlighting the urgent need to address population-related issues and their impact on development, resources, and the environment.
2. Family Planning & Health: Promoting access to reproductive health services, contraceptives, and education on maternal and child health.
3. Gender Equality: Advancing women's rights and empowerment, which are crucial for managing population growth and improving quality of life.

19. World Hepatitis Day

Globally: July 28, 2025

Objectives:

1. Awareness of viral hepatitis.
2. Supporting patients with viral hepatitis.
3. Facilitating the diagnosis and treatment process.

20. World Breastfeeding Week

Globally: August 1-7, 2025

Objectives:

1. Developing work environments to help and support women to breastfeed their children.
2. Promoting the importance of breastfeeding for pregnant women.
3. Educating the community about the importance and benefits of breastfeeding.

21. World Suicide Prevention Day

Globally: September 10, 2025

Objectives:

1. Raise Awareness: Focus attention on suicide as a major public health concern affecting individuals and communities worldwide.
2. Reduce Stigma: Break the culture of silence and reduce the shame associated with suicidal thoughts and mental health struggles.
3. Promote Multi- Sectoral Action: Mobilize governments, NGOs, healthcare providers, and the general public to implement effective, evidence-based prevention strategies

22. World First Aid Day

Globally: September 13, 2025.

Objectives

1. Raising awareness of the importance of first aid in saving lives
2. Encouraging learning first aid for all members of society.
3. Promoting awareness of the most important home and outdoor accidents, and the first aid steps for them.
4. Identifying the entities that provide accredited first aid courses.

23. World Heart Day

Globally: September 29, 2025

Objectives:

1. Raising awareness of heart health, accelerating preventive measures for cardiovascular diseases, detect and manage them.
2. Encouraging a healthy lifestyle and good eating habits.
3. Developing a plan that contributes to quitting smoking; to reduce the risk of heart disease.
4. Reducing the prevalence of high blood pressure and diabetes worldwide.

24. World Mental Health Day

Globally: October 10, 2025.

Objectives:

1. Raising awareness of mental health problems around the world.
2. Dedicating and activating efforts to support mental health and reduce societal stigma.
3. Directing more attention to health issues and mental health problems.

25. Global Hand washing Day

Globally: October 15, 2025.

Objectives:

1. Encouraging adults and children to make hand washing part of their daily lives.
2. Educating the community about the importance of hand washing.
3. Raising awareness, through campaigns, about the importance of hand washing.

26. World iodine deficiency day

Globally: October 21, 2025

Objective:

1. Raise Awareness: Educate the public, healthcare professionals, and policymakers on

the essential role of iodine in maintaining health.

2. Promote Iodized Salt: Encourage 100% consumption of iodized salt at the household level to prevent deficiency
3. Highlight Health Consequences: Emphasize the risks of iodine deficiency, including goitre, hypothyroidism, impaired cognitive development in children, and pregnancy-related complications

27. World Diabetes Day

Globally: November 14, 2025

Objectives:

1. Raising awareness about the impact of diabetes in society, encourages early diagnosis, and support those affected.
2. Promoting awareness about ways to prevent diabetes or delay its onset, through a healthy diet and physical activity.
3. Fostering the role of the family in health education in the treatment of diabetes.
4. Preventing its complications and increasing awareness about the warning signs of its infection.
5. Providing medicines, technologies, support, and care for all diabetics.

28. World AIDS Day

Globally: December 1, 2025

Objectives:

1. Focusing on the importance of expanding and increasing the coverage of preventive and curative services for AIDS infection locally and globally.
2. Monitoring the global spread of HIV/AIDS and monitoring the availability of related treatment and prevention services.
3. Developing policies and providing standard and technical guidance to help countries strengthen interventions in the health sector to combat HIV/AIDS.

29. International Day of Persons with Disabilities

Globally: December 3rd, 2025

Objectives:

1. Promoting awareness of the rights of persons with disabilities and the challenges they encounter.
2. Ensuring their full and equal participation in all areas of life.
3. Addressing the health gaps affecting persons with disabilities.
4. Supporting political commitment and resource allocation to achieve health and social equity.

2.14 TECHNOLOGY INTEGRATION AND INNOVATION

1. Learning Management System (LMS) – PARAMEDICAL, PHARMACY

We implement advanced LMS platforms such as:

- Blackboard
- Google Classroom

Key Features:

- Online course materials
- Assignment submissions
- Digital grading system
- Discussion forums
- Online examinations
- Attendance tracking

This enables blended learning, hybrid classrooms, and fully online programs.

2. Smart Classroom Technologies

Our smart classrooms are equipped with:

- Interactive digital boards
- Projectors and lecture capture systems
- AI-enabled presentation tools
- Virtual lab software
- High-speed campus Wi-Fi

We utilize collaboration tools like:

- Microsoft Teams

- Zoom

These tools enhance remote learning, webinars, guest lectures, and global academic collaborations.

3. Innovations Implemented:

- Mobile-responsive design
- Online admission application form
- Student login dashboard
- Real-time notifications
- Data analytics integration

4. Automation & ERP Systems

We implement an integrated College ERP system to automate:

- Admissions management through College Website
- Student records
- Examination processing
- Fee collection
- Library management
- HR & Payroll

5. Innovation in Emerging Technologies

Our college encourages innovation through:

Artificial Intelligence (AI)

- AI chat bots for student queries
- Predictive analytics for student success

Internet of Things (IoT)

- Smart attendance systems
- Energy-efficient campus monitoring

Virtual & Augmented Reality

- Virtual labs
- Simulation-based learning

6. Digital Student Services

We provide seamless digital services including:

- Online admissions & counselling
- Digital ID cards
- Online grievance redressal system
- Career guidance & placement tracking system

7. Continuous Innovation & Research

We promote:

- Technology incubation centres
- Industry collaborations
- Start up support programs

The institution has effectively integrated modern technology into academic and administrative processes to enhance the quality of education and promote innovative teaching-learning practices. The use of digital tools and advanced equipment supports both academic excellence and research activities.

Digital Infrastructure

The campus is equipped with high-speed internet and Wi-Fi facilities, enabling students and faculty to access online learning resources, research databases, and e-content. This supports online classes, webinars, and digital communication.

Smart Classrooms and ICT Tools

Classrooms are facilitated with projectors and ICT tools to promote interactive teaching. Faculty members use PowerPoint presentations, videos, and animations to improve understanding of complex concepts and enhance student engagement.

Biometric Attendance System

A biometric attendance system is implemented for staff to ensure accuracy, transparency, and efficient monitoring of attendance, reducing manual errors and improving administrative efficiency.

Digital Library and E-Resources

The institution provides access to digital library resources, including e-books, e-journals, and online databases. Platforms such as National Digital Library of India and DELNET are utilized to support academic and research activities.

Laboratory and Research Innovation

Advanced instruments such as HPLC, UV-Visible Spectrophotometer, FTIR, dissolution apparatus, and other formulation evaluation equipment are used for practical learning and research. These facilities enable students to gain hands-on experience and promote innovation in pharmaceutical sciences.

Innovation Practices

- Use of modern analytical and formulation equipment for research
- Encouragement of student projects and experimental learning
- Integration of digital tools in teaching and evaluation
- Conducting seminars and workshops on emerging technologies

Outcome

- Improved teaching-learning process
- Enhanced student understanding and engagement
- Increased use of digital and research tools
- Development of technical and innovative skills

The institution effectively integrates technology into academics and administration, creating a modern learning environment. Continuous efforts are made to adopt innovative practices and upgrade technological facilities to meet current educational and research needs.



Healthcare and medical education are undergoing a transformative shift driven by rapid technological advancements, digital ecosystems, automation frameworks, and artificial intelligence. Modern healthcare institutions are no longer evaluated solely based on infrastructure, manpower, or clinical expertise. Increasingly, institutions are assessed on their ability to integrate technology into patient care, academic delivery, operational governance, communication systems, and institutional intelligence.

At Arunai Medical College Hospital, technology integration is viewed not merely as digitization, but as a strategic enabler of quality, efficiency, productivity, transparency, clinical governance, academic excellence, and organizational intelligence. The institution has consciously adopted a system-oriented approach where digital technologies are embedded into the daily workflows of clinical services, administration, academics, quality management, communication, and operational processes.

The institution recognizes that technology alone does not create transformation. True transformation occurs when technology is aligned with organizational vision, clinical governance frameworks, evidence-based systems, operational workflows, and human-centred processes. Accordingly, Arunai Medical College Hospital has adopted a structured digital ecosystem that integrates Hospital Information Management Systems (HIMS), Learning Management Systems (LMS), automation platforms, intranet communication systems, artificial intelligence tools, and collaborative cloud-based productivity solutions.

A significant milestone in this digital journey has been the development of the in-house intranet system known as the AMC Portal. Developed using Google Sites technology, the AMC Portal functions as a centralized institutional repository and communication platform, facilitating seamless information sharing across departments. The portal acts as a unified digital backbone connecting policies, SOPs, quality documents, committee records, training materials, circulars, compliance resources, audit tools, and academic content.

The institution has also proactively embraced Generative Artificial Intelligence (AI) technologies across multiple departments to optimize productivity, automate repetitive tasks, improve documentation quality, strengthen communication workflows, and support institutional decision-making. Rather than limiting AI adoption to isolated experimentation, Arunai Medical College Hospital has encouraged cross-functional deployment of AI-enabled productivity tools wherever operational benefits can be realized.

The adoption of the Acosta Hospital Information Management System forms the technological backbone of hospital operations. The HIMS platform ensures digitized patient registration, electronic documentation, billing integration, laboratory workflows, pharmacy management, radiology coordination, inventory management, and interdepartmental information flow. The system enhances traceability, transparency, operational efficiency, and continuity of care.

In parallel, the institution has implemented Office Automation Systems in administrative, marketing, and front-office functions. Through the use of Google Forms automation, workflow integrations, email automation, Whatsapp API integration, and digital task management systems, the organization has significantly improved communication speed, response time, data collection efficiency, and administrative productivity.

The institution has also adopted Google Workspace as a centralized enterprise collaboration platform to streamline communication, documentation, scheduling, data management, cloud collaboration, and cyber security-enabled institutional governance. Through controlled access systems, cloud storage, institutional email governance, and collaborative productivity tools, Google Workspace has enabled structured digital administration.

Academic excellence and learner-centric education have been strengthened through the adoption of Model Learning Management System (LMS). The LMS platform supports digital learning delivery, structured assessments, academic resource management, self-paced learning, faculty-student interaction, competency tracking, and blended learning methodologies.

Collectively, these digital initiatives represent the institution's commitment toward building a future-ready, technology-enabled healthcare and medical education ecosystem capable of delivering quality-driven, evidence-informed, and innovation-oriented services.

Vision for Technology Integration

The vision of technology integration at Arunai Medical College Hospital is centred on creating a digitally empowered healthcare and academic ecosystem that enhances:

- Patient care quality
- Clinical governance
- Academic excellence
- Administrative efficiency
- Institutional communication
- Data-driven decision making
- Operational transparency
- Continuous quality improvement
- Innovation culture
- Organizational intelligence

The institution believes that technology should simplify complexity, reduce inefficiencies, improve communication, strengthen accountability, and enhance decision-making capabilities.

The broader objectives of technological integration include:

1. Digitization of clinical and administrative workflows
2. Reduction of manual errors and process variability
3. Improved communication between departments
4. Creation of centralized repositories of institutional knowledge
5. Enhanced accessibility to policies and learning resources
6. Faster turnaround time for operational tasks
7. Strengthening audit readiness and compliance monitoring
8. Supporting evidence-based management
9. Enabling data-driven quality improvement initiatives
10. Creating scalable systems for future expansion

AMC Portal: The Institutional Digital Nerve Centre

One of the most significant technology initiatives undertaken by Arunai Medical College Hospital is the development of the AMC Portal; an internally developed intranet platform built using Google Sites.

The AMC Portal serves as the institution's centralized digital knowledge repository and communication hub. It acts as a unified platform where employees, faculty members, administrators, and quality teams can access institutional information, documents, guidelines, and resources.

Objectives of AMC Portal

The primary objectives of the AMC Portal include:

- Centralization of institutional documents
- Easy accessibility to SOPs and policies
- Streamlined internal communication
- Strengthening quality management systems
- Supporting accreditation preparedness
- Facilitating academic resource sharing
- Enhancing institutional transparency
- Reducing dependency on paper-based systems

Features of AMC Portal

Central Repository of Documents

The AMC Portal acts as a single-point repository for:

- Standard Operating Procedures (SOPs)
- Policies and protocols
- NABH documents
- Committee minutes
- Audit reports
- Training schedules
- Quality indicators
- Department manuals
- Academic guidelines
- Circulars and notices
- Emergency response procedures

This centralized access significantly reduces document fragmentation and ensures version control.

Communication Platform

The portal functions as an internal communication channel enabling:

- Dissemination of circulars
- Department notifications
- Policy updates
- Training announcements
- Compliance reminders
- Event communication
- Committee coordination

The portal enhances organizational communication efficiency and reduces delays associated with traditional communication systems.

Accreditation Readiness

The AMC Portal plays a major role in accreditation preparedness by organizing:

- NABH standards
- Evidence documents
- Audit records
- KPI dashboards
- CAPA tracking
- Mock drill reports
- Committee documentation

This significantly improves institutional readiness for inspections and audits.

Knowledge Management

The portal supports institutional learning by maintaining:

- Academic resources
- Clinical guidelines
- Training presentations
- Educational videos
- Research references
- Evidence-based protocols

The system encourages knowledge sharing across departments.

Accessibility and Scalability

Since the portal is built using Google Sites, it offers:

- Cloud accessibility
- User-friendly navigation
- Low maintenance requirements
- Scalability
- Easy updates
- Secure access management

The portal has evolved into a living digital ecosystem supporting multiple institutional functions simultaneously.

Hospital Information Management System (HIMS): Acosta as the Operational Backbone

The Acosta Hospital Information Management System forms the core digital operational framework of the hospital.

Healthcare delivery involves highly interconnected systems including patient registration, clinical documentation, diagnostics, pharmacy, billing, nursing services, inventory, and administrative workflows. Without integrated information systems, fragmentation and inefficiencies can compromise care delivery.

The implementation of Acosta HIMS has enabled structured integration of multiple operational domains.

Key Areas of HIMS Deployment

Patient Registration and Billing

The HIMS facilitates:

- Patient registration
- UHID generation
- Billing integration
- Cashless workflows
- Insurance coordination
- Financial tracking

This ensures smooth patient flow and operational transparency.

Clinical Documentation

Clinical departments utilize HIMS for:

- Electronic medical records
- Clinical notes
- Patient history
- Prescription documentation
- Investigation requests
- Discharge summaries

Digitized documentation improves continuity of care and audit ability.

Laboratory Integration

Laboratory services are integrated through:

- Digital requisitions
- Sample tracking
- Result reporting
- TAT monitoring
- Report accessibility

This enhances laboratory workflow efficiency.

Pharmacy Integration

The pharmacy module supports:

- Prescription verification
- Inventory tracking
- Medication dispensing
- Stock management
- Usage analytics

This improves medication safety and inventory governance.

Radiology Workflow Integration

Radiology coordination is improved through:

- Online investigation requests
- Digital report workflows
- Scheduling systems
- Result integration

Administrative Analytics

The HIMS generates operational intelligence through:

- Department utilization reports
- Revenue analytics
- Bed occupancy monitoring
- Turnaround time tracking
- KPI monitoring

This supports evidence-based managerial decision-making.

Office Automation Systems

Administrative productivity in modern healthcare institutions depends heavily on workflow automation. Arunai Medical College Hospital has implemented multiple office automation systems across administrative departments.

Areas of Automation

Front Office Automation

Front office processes have been optimized through:

- Digital registrations
- Automated forms
- Appointment coordination
- Communication workflows
- Queue management systems

Administrative Workflow Automation

Administrative departments utilize automation for:

- Document approvals
- Internal requests
- Compliance tracking
- Reporting workflows
- Task monitoring

Google Forms Automation

Google Forms are extensively used for:

- Audit data collection
- Feedback systems
- Training attendance
- Compliance monitoring
- Incident reporting
- Survey collection
- KPI data submission

Automated data collection significantly improves accuracy and efficiency.

Email Automation

Email integration supports:

- Circular dissemination
- Compliance reminders
- Workflow notifications
- Meeting communications
- Automated reporting

Whatsapp API Integration

Whatsapp API integration is used to strengthen:

- Rapid communication
- Workflow notifications
- Patient coordination
- Administrative reminders
- Internal communication efficiency

The use of digital communication channels has reduced delays and improved responsiveness.

Generative AI Deployment across Departments

One of the most forward-looking initiatives at Arunai Medical College Hospital has been the deployment of Generative Artificial Intelligence technologies across departments.

The institution recognizes AI not as a replacement for human expertise, but as a productivity enhancement and decision-support tool.

Objectives of AI Deployment

The goals of AI integration include:

- Improving productivity
- Reducing repetitive manual work
- Enhancing documentation quality
- Accelerating content generation
- Supporting communication workflows
- Improving academic resource creation
- Streamlining administrative processes

Areas of AI Utilization

Academic Content Development

AI tools assist faculty members in:

- Preparing presentations
- Developing educational material
- Creating question banks
- Drafting academic content
- Structuring learning resources

Quality and Accreditation Documentation

AI tools support quality teams in:

- Drafting SOPs
- Preparing reports
- Generating policy frameworks
- Structuring audit reports
- Organizing compliance documents

Communication Enhancement

AI supports:

- Email drafting
- Circular preparation
- Social media content
- Newsletter creation
- Educational communication

Data Interpretation Support

AI-assisted systems help summarize and organize:

- Audit findings
- KPI trends
- Compliance reports
- Administrative data

Operational Productivity

Routine repetitive tasks are optimized through AI-enabled automation tools, improving workforce efficiency.

Google Workspace Adoption

Google Workspace has been adopted as the institution-wide collaborative productivity ecosystem.

Advantages of Google Workspace

Centralized Communication

Institutional email systems ensure:

- Professional communication
- Structured documentation
- Centralized access control
- Improved accountability

Cloud Collaboration

Teams can collaboratively work on:

- Documents

- Spread sheets
- Presentations
- Shared resources

This significantly improves coordination.

Data Organization

Google Drive supports:

- Structured file storage
- Department-wise organization
- Controlled access permissions
- Backup management

Scheduling and Coordination

Google Calendar enables:

- Meeting scheduling
- Academic planning
- Committee coordination
- Training management

Cyber security Enhancement

Google Workspace enhances cyber security through:

- Access control mechanisms
- Secure authentication
- Cloud-based protection
- Permission-based sharing
- Institutional data governance

The adoption of cloud-based enterprise systems has improved both operational resilience and information security.

Model Learning Management System (LMS)

Medical education is increasingly transitioning toward blended and technology-enabled learning ecosystems. Arunai Medical College Hospital has adopted Model LMS to strengthen academic delivery.

Objectives of Model LMS

The LMS supports:

- Structured digital learning
- Blended education
- Competency-based training
- Continuous assessment
- Academic resource accessibility

Features of Model LMS

Course Management

Faculty can upload:

- Lecture notes
- Videos
- Reading material
- Assignments
- Assessments

Student Engagement

Students benefit from:

- Self-paced learning
- Continuous access to resources
- Online assessments
- Discussion forums
- Academic tracking

Assessment Systems

The LMS supports:

- Online quizzes
- Internal assessments
- Feedback systems
- Performance tracking

Faculty Monitoring

Faculty members can monitor:

- Student participation
- Assessment outcomes
- Course completion status
- Learning engagement

Academic Continuity

The LMS ensures uninterrupted learning access even beyond classroom boundaries.

Innovation Culture at Arunai Medical College Hospital

Technology integration at Arunai Medical College Hospital is not limited to software implementation. The institution actively promotes an innovation-oriented organizational culture.

Institutional Innovation Philosophy

The organization encourages:

- Process innovation
- Workflow redesign
- Digital experimentation
- Automation initiatives
- Data-driven management
- Interdepartmental collaboration

Internal Innovation Ecosystem

Departments are encouraged to identify operational pain points and develop innovative solutions using available digital tools.

Examples include:

- Automated audit systems
- Digital compliance tracking
- Communication automation
- KPI dashboards
- AI-assisted documentation

- Digital workflow redesign

Technology and Quality Governance

Technology integration significantly strengthens institutional quality governance systems.

Audit Readiness

Digital repositories improve:

- Evidence accessibility
- Documentation traceability
- CAPA monitoring
- Compliance tracking

KPI Monitoring

Technology-enabled dashboards improve:

- Data collection accuracy
- Benchmarking
- Trend analysis
- Performance review

Clinical Governance

Integrated systems support:

- Standardization
- Documentation quality
- Patient safety monitoring
- Process accountability

Cyber security and Data Governance

The institution recognizes that digital transformation must be accompanied by robust cyber security practices.

Cyber security Measures

Cyber security strategies include:

- Controlled access permissions
- Cloud security frameworks
- Secure institutional email systems
- Role-based data access
- Data backup systems

Information Governance

Digital governance policies ensure:

- Data confidentiality
- Controlled sharing
- Accountability
- Ethical data handling

Challenges and Future Opportunities

The institution acknowledges that digital transformation is an evolving journey.

Challenges

Common challenges include:

- Digital adaptation
- User training
- Workflow transition
- Change management
- Continuous system upgrades

Future Roadmap

Future initiatives may include:

- Expanded AI integration
- Predictive analytics
- Advanced dashboards
- Clinical intelligence systems
- Enhanced telemedicine integration
- Advanced simulation-based learning
- Data-driven research ecosystems

2.15 STUDENT SUPPORT AND PROGRESSION**Introduction**

Student support and progression form one of the most critical pillars of academic excellence and institutional development at Arunai Medical College and Hospital. The institution strongly believes that medical education extends beyond classroom teaching and clinical training. The journey of a medical student involves academic development, emotional wellbeing, professional identity formation, ethical growth, leadership development, communication skills, research exposure, social accountability, and lifelong learning competencies.

The institution has therefore established a comprehensive and student-centred support ecosystem designed to nurture students throughout their academic journey while enabling their professional progression into competent, compassionate, ethical, and socially responsible healthcare professionals. The student support framework integrates academic mentoring, psychological support, financial guidance, skill enhancement, career counselling, extracurricular engagement, research opportunities, community participation, leadership development, and progression tracking systems.

The institution recognizes that every student enters medical education with unique strengths, learning patterns, social backgrounds, emotional needs, and career aspirations. Accordingly, the student support model is designed to be inclusive, learner-centric, supportive, and developmental rather than merely administrative. The primary objective is to create an educational environment where students are empowered to achieve academic excellence while maintaining emotional resilience, ethical values, interpersonal sensitivity, and professional competence.

Philosophy of Student-Centered Education

The institution follows a student-centric educational philosophy where learners are considered active participants in the educational process rather than passive recipients of information. The academic ecosystem emphasizes mentorship, collaborative learning, experiential training, reflective practice, and continuous feedback mechanisms.

The institution believes that supportive educational environments improve not only academic outcomes but also professional confidence, mental wellbeing, patient-centered attitudes, communication abilities, and long-term career success. Accordingly, significant emphasis is placed on creating systems that support holistic student development.

The institution also recognizes that healthcare education can be academically demanding and emotionally challenging. Medical students frequently encounter stress related to examinations, clinical responsibilities, professional expectations, and personal adaptation. Therefore, student support systems are designed to address both academic and psychosocial dimensions of student wellbeing.

Admission and Orientation Support

The institution ensures structured support for students from the very beginning of their academic journey. Newly admitted students undergo comprehensive orientation programs aimed at familiarizing them with the institutional environment, curriculum structure, academic expectations, professional ethics, student support systems, campus facilities, clinical exposure, and code of conduct.

Orientation programs include interactions with institutional leadership, faculty members, senior students, mentors, and support teams. Students are introduced to the vision and mission of the institution, principles of professionalism, patient-centered care, communication ethics, academic regulations, and available welfare services.

Special sessions are conducted regarding stress management, time management, anti-ragging policies, gender sensitivity, infection prevention, campus safety, and emotional wellbeing. These orientation activities help students transition smoothly into the demanding environment of medical education.

The institution strictly adheres to anti-ragging regulations and maintains zero tolerance toward any form of harassment, discrimination, or intimidation. Anti-ragging committees, monitoring mechanisms, and grievance redressed systems ensure a safe and supportive campus environment.

Academic Support Systems

Academic support forms the foundation of student progression initiatives within the institution. The institution has developed multiple mechanisms to support diverse learners and improve academic outcomes.

Mentor-Mentee System

One of the most important student support mechanisms is the structured mentor-mentee program. Every student is assigned to a faculty mentor who functions as a guide, counsellor, academic advisor, and support facilitator throughout the course duration.

Mentors regularly interact with students to assess academic performance, attendance, emotional wellbeing, interpersonal challenges, and career aspirations. Faculty mentors provide individualized guidance; identify students facing academic or emotional difficulties, and coordinate necessary interventions.

The mentor-mentee system encourages trust-based relationships where students can openly discuss concerns related to academics, stress, adaptation difficulties, personal challenges, or professional development. This system strengthens student engagement and reduces academic isolation.

Support for Slow Learners

The institution recognizes that students possess varied learning abilities and academic adaptation patterns. Accordingly, special academic support systems are established for students identified as slow learners or academically vulnerable students.

Slow learners are identified through internal assessments, formative evaluations, attendance monitoring, mentor observations, and faculty feedback. Once identified, individualized academic improvement plans are developed.

Support strategies include:

- Remedial teaching sessions
- Small-group discussions
- Personalized mentoring
- Additional clinical demonstrations
- Simplified learning materials

- Revision classes
- Peer-assisted learning
- Structured assessments
- Counselling support

Faculty members closely monitor the progress of such students and provide continuous encouragement and academic reinforcement. The institution believes that supportive interventions and individualized guidance can significantly improve student confidence and academic progression.

Advanced Learner Support

The institution also actively supports advanced learners and academically high-performing students through enrichment activities and opportunities for academic advancement.

Advanced learners are encouraged to participate in:

- Research projects
- Scientific presentations
- Conferences and workshops
- Quiz competitions
- Skill-based training programs
- Academic leadership roles
- Clinical case discussions
- Journal clubs
- Innovation activities
- Community health projects

Students with strong academic performance are encouraged to pursue research publications, presentations, and postgraduate career planning activities.

Integrated Learning and Skill Development

The institution emphasizes competency-based medical education and integrated learning methodologies. Academic support systems are designed to ensure that students develop not only theoretical knowledge but also practical clinical competencies, communication skills, professionalism, ethical decision-making abilities, and teamwork.

Clinical skill laboratories, simulation-based training, bedside teaching sessions, integrated teaching modules, problem-based learning activities, and objective structured clinical examinations (OSCEs) support skill development and competency enhancement.

Students receive structured exposure to patient communication, clinical examination techniques, procedural skills, emergency response systems, infection prevention practices, documentation standards, and evidence-based clinical decision-making.

The institution also emphasizes early clinical exposure to help students connect theoretical knowledge with real-world healthcare scenarios.

Research and Academic Progression

Research exposure is considered an important component of student progression and professional development. The institution encourages undergraduate and postgraduate students to actively participate in research activities, scientific discussions, and evidence-based medicine initiatives.

Students are guided in:

- Research methodology
- Literature review

- Scientific writing
- Data collection and analysis
- Ethical research practices
- Presentation skills
- Publication processes

Research mentorship is provided by faculty members and departmental research coordinators. Students are encouraged to participate in institutional research projects, public health studies, community surveys, and interdisciplinary academic activities.

The institution believes that research exposure strengthens critical thinking, analytical reasoning, scientific curiosity, and evidence-based clinical practice competencies.

Career Guidance and Professional Development

The institution has established structured career guidance systems to support long-term student progression and professional growth. Career counselling activities help students identify academic interests, specialty preferences, research aspirations, and future career pathways.

Career guidance sessions address:

- Postgraduate entrance preparation
- Career opportunities in clinical specialties
- Research careers
- Public health careers
- Academic medicine
- International medical opportunities
- Fellowship programs
- Healthcare management pathways
- Entrepreneurship and innovation

Workshops on resume preparation, interview skills, communication techniques, and professional networking are also conducted periodically.

The institution encourages students to develop lifelong learning habits and professional adaptability to meet evolving healthcare challenges.

Psychological and Emotional Wellbeing Support

The institution recognizes the emotional demands associated with medical education and therefore prioritizes mental health and psychological wellbeing among students.

Counselling and emotional support systems are available for students experiencing:

- Academic stress
- Anxiety
- Burnout
- Emotional distress
- Adaptation difficulties
- Examination pressure
- Personal challenges
- Relationship concerns

Faculty mentors, counsellors, and student support teams work collaboratively to provide emotional assistance and confidential guidance. Students are encouraged to seek support without fear of stigma or discrimination.

The institution promotes a culture of empathy, emotional resilience, peer support, and psychological safety.

Awareness sessions are conducted on:

- Stress management
- Emotional intelligence
- Mindfulness
- Mental health awareness
- Work-life balance
- Coping strategies
- Professional resilience

Such initiatives contribute toward healthier learning environments and better student wellbeing.

Financial Support and Scholarships

The institution understands that financial challenges may affect academic progression and emotional wellbeing. Accordingly, efforts are made to guide eligible students regarding scholarships, government support schemes, educational assistance programs, and financial aid opportunities.

Administrative support is provided for scholarship applications, fee-related clarifications, documentation processes, and welfare support systems. Students from economically weaker backgrounds are encouraged and guided to access available assistance mechanisms.

The institution believes that financial limitations should not become barriers to quality medical education.

Student Participation and Leadership Development

The institution strongly encourages active student participation in academic, cultural, social, and organizational activities. Students are viewed as important stakeholders in institutional development and quality improvement.

Opportunities are provided for participation in:

- Student councils
- Academic committees
- Cultural events
- Sports activities
- Community outreach programs
- Health awareness campaigns
- Research forums
- Innovation initiatives
- Leadership programs

Student involvement in organizational activities promotes leadership skills, communication abilities, teamwork, organizational responsibility, and decision-making competencies.

Leadership development programs help students develop confidence, professional accountability, and social responsibility.

Sports, Cultural, and Extracurricular Activities

The institution believes that extracurricular engagement is essential for holistic student development. Sports and cultural activities contribute significantly toward emotional wellbeing, teamwork, physical fitness, stress reduction, creativity, and social bonding.

Students are encouraged to participate in:

- Indoor and outdoor sports
- Cultural festivals
- Music and arts programs
- Literary competitions
- Debate forums
- Yoga and wellness activities
- Intercollegiate events
- Community service activities

The institution supports balanced student development by encouraging participation beyond academics alone.

Community Engagement and Social Responsibility

The institution actively integrates students into community healthcare activities and rural outreach programs. Students participate in:

- Rural health camps
- School health programs
- Immunization drives
- Public health awareness campaigns
- Maternal and child health programs
- Health screening camps
- Environmental awareness activities

Such participation enhances social accountability, public health understanding, communication skills, and empathy toward underserved populations.

Students gain practical understanding regarding healthcare inequities, preventive medicine, and social determinants of health through community engagement activities.

Student Feedback and Grievance Redressed Systems

The institution maintains structured feedback and grievance redressed mechanisms to ensure student voices are heard and addressed appropriately.

Feedback is collected regularly regarding:

- Teaching quality
- Curriculum delivery
- Clinical training
- Infrastructure
- Hostel facilities
- Learning resources
- Student welfare services

The institution believes that continuous student feedback contributes significantly toward educational quality improvement and institutional responsiveness.

Grievance redressed committees address concerns related to academics, administration, facilities, and behaviour, discrimination, or welfare issues. Confidentiality, fairness, and timely resolution are prioritized.

Special committees are also established for:

- Anti-ragging
- Gender sensitivity
- Sexual harassment prevention

- Student welfare
- Ethics and discipline

These systems ensure safe, respectful, and inclusive learning environments.

Hostel and Residential Support

Hostel facilities are designed to provide safe, secure, and supportive residential environments for students. Residential support systems include:

- Warden supervision
- Security systems
- Hygiene and sanitation measures
- Recreational facilities
- Study environments
- Dining services
- Medical support access

Hostel environments are designed to promote discipline, peer interaction, wellbeing, and academic focus.

Digital Learning and Technology Support

The institution has integrated digital technologies into academic support systems to strengthen learning accessibility and academic continuity.

Technology-enabled learning systems include:

- Digital libraries
- Online learning resources
- Academic portals
- E-learning modules
- Virtual discussions
- Clinical information systems
- Digital assessments
- Intranet educational platforms

The institution's internal digital systems support communication, resource sharing, academic coordination, and self-directed learning.

Students are encouraged to utilize technology responsibly for evidence-based learning, research activities, and academic development.

Progression Monitoring and Outcome Assessment

Student progression is continuously monitored through structured academic tracking systems. The institution evaluates progression indicators including:

- Examination performance
- Attendance trends
- Clinical competency development
- Research participation
- Skill acquisition
- Professional behaviour
- Community participation
- Career advancement

Departments conduct regular academic reviews and student progress discussions to identify strengths, challenges, and required interventions.

The institution also tracks postgraduate admissions, internship progression, professional achievements, and career outcomes to evaluate long-term educational impact.

Institutional Culture of Inclusivity and Support

The institution strongly promotes inclusivity, equality, mutual respect, and ethical conduct. Students from diverse social, linguistic, cultural, and economic backgrounds are supported through equitable educational opportunities and respectful campus culture.

The institution fosters an atmosphere where students feel valued, supported, and encouraged to grow academically and personally.

Faculty members are encouraged to maintain approachable and supportive relationships with students while promoting professionalism, empathy, ethical practice, and humanistic values.

Action Taken Report on Student Feedback

1. Introduction

Arunai Medical College & Hospital follows a structured student feedback mechanism as part of its continuous quality improvement framework. Feedback collected from undergraduate and postgraduate students was systematically analysed by the Institutional Quality Assurance Cell (IQAC), Academic Committee, Medical Education Unit (MEU), Resident Welfare Committee, Hostel Committee, and Hospital Administration.

The analysis highlighted several institutional strengths including academic teaching quality, faculty involvement, clinical exposure, infection control awareness, and supportive departmental culture. Simultaneously, students identified areas requiring improvement such as hostel infrastructure, internet connectivity, resident welfare, stress management, mental health support, and rest facilities.

Based on the observations and recommendations derived from the feedback analysis, the institution initiated multiple corrective and quality improvement measures. This Action Taken Report (ATR) summarizes the interventions implemented by the institution in response to student feedback.

2. Objectives of the Action Taken Report

The objectives of this report are:

- To document institutional responsiveness to student feedback.
- To demonstrate continuous quality improvement measures.
- To strengthen student-centric governance.
- To improve academic and clinical learning environments.
- To enhance student wellbeing and resident welfare.
- To improve infrastructure and institutional support systems.
- To strengthen alignment with competency-based medical education principles.

3. Summary of Major Feedback Areas

The major feedback themes identified from the student survey included:

- Domain Key Feedback
- Academics Need for more interactive sessions and academic discussions
- Clinical Training Positive exposure but request for increased supervised hands-on learning
- Research Need for enhanced research support and journal access
- Infrastructure Concerns regarding hostel facilities and Wi-Fi connectivity
- Resident Welfare Stress, fatigue, and need for wellness support
- Rest Facilities Need for improved duty rooms and rest areas
- Student Participation Need for better communication regarding action on feedback

- Quality Systems Appreciation for infection control and BMW training

4. Academic Action Taken

4.1 Strengthening Interactive Academic Sessions

Feedback Received

Students requested:

More discussion-based learning

Additional seminars and case discussions

Greater interdisciplinary academic interaction

Action Taken

Departments were instructed to increase:

Interactive case discussions

Seminar presentations

Journal clubs

Clinical reasoning sessions

Interdepartmental academic meetings were encouraged.

Faculty members were advised to adopt more competency-based teaching methodologies.

Outcome

Improved student participation during academic sessions.

Enhanced engagement during bedside teaching and seminars.

4.2 Faculty Mentorship Strengthening

Feedback Received

Students appreciated faculty mentorship but requested more structured mentoring support.

Action Taken

Department-wise mentorship allocation was strengthened.

Faculty mentors were assigned defined batches of students.

Regular mentor–mentee interactions were initiated.

Outcome

Improved faculty accessibility.

Better academic and emotional support for students.

5. Clinical Training Action Taken

5.1 Enhancement of Bedside Teaching

Feedback Received

Students requested:

More bedside teaching

Improved supervision during procedures

Better clinical exposure

Action Taken

Departments increased bedside teaching schedules.

Faculty supervision during procedures was strengthened.

Additional emphasis was placed on clinical communication and case-based learning.

Outcome

Increased student confidence in patient management.

Improved clinical discussion participation.

5.2 Clinical Skill Development

Feedback Received

Students requested enhanced procedural learning opportunities.

Action Taken

Skill-based demonstrations were increased.

Simulation-based teaching sessions were encouraged wherever feasible.

Students were encouraged to participate actively during procedures under supervision.

Outcome

Better procedural exposure.

Improved confidence in clinical skills.

6. Research and Academic Scholarship Action Taken

6.1 Research Mentorship Improvement

Feedback Received

Students requested stronger support in:

Research methodology

Thesis guidance

Publication support

Action Taken

Departments were instructed to conduct:

Research methodology sessions

Thesis guidance meetings

Academic writing discussions

Faculty members were encouraged to mentor student research projects.

Outcome

Increased awareness regarding research processes.

Improved student participation in academic presentations.

6.2 Journal and Learning Resource Access

Feedback Received

Students expressed concerns regarding access to academic journals and digital learning resources.

Action Taken

Library access timing was reviewed.

Efforts were initiated to improve digital academic resource accessibility.

Departments were encouraged to share updated guidelines and academic materials digitally.

Outcome

Improved access to learning resources.

Better academic support for postgraduate trainees.

7. Infrastructure-Related Action Taken

7.1 Hostel Infrastructure Improvements

Feedback Received

Students reported concerns regarding:

Water supply

Hostel maintenance

Restroom cleanliness

General hostel infrastructure

Action Taken

Hostel maintenance activities were intensified.

Water supply issues were reviewed and rectification measures initiated.

Periodic cleaning and sanitation monitoring were strengthened.

Hostel committee inspections were increased.

Outcome

Improved hostel hygiene and maintenance monitoring.

Better responsiveness toward student complaints.

7.2 Wi-Fi and Internet Connectivity

Feedback Received

Students reported poor internet connectivity affecting academic activities.

Action Taken

IT department reviewed Wi-Fi coverage areas.

Measures were initiated to improve internet accessibility in academic and hostel areas.

Additional routers and connectivity support were planned in selected locations.

Outcome

Partial improvement in internet connectivity.

Further strengthening planned in phased manner.

8. Resident Welfare and Wellbeing Action Taken

8.1 Stress Management and Mental Health Support

Feedback Received

Students and residents highlighted:

Academic stress

Fatigue

Emotional burnout

Need for mental health support

Action Taken

Departments were advised to encourage supportive work culture.

Faculty mentors were instructed to identify students requiring additional support.

Discussions regarding student wellness and stress management were initiated.

Outcome

Improved awareness regarding resident wellbeing.

Enhanced faculty sensitivity toward student stress.

8.2 Duty Room and Rest Facility Improvements

Feedback Received

Residents requested better:

Rest facilities

Duty room conditions

Sleep support during long duties

Action Taken

Duty room conditions were reviewed.

Maintenance support for resident duty areas was strengthened.

Additional monitoring of resident facilities was initiated.

Outcome

Improved maintenance responsiveness.

Gradual enhancement of resident support infrastructure.

9. Quality and Patient Safety Action Taken

9.1 Infection Control and Biomedical Waste Management

Feedback Received

Students positively appreciated infection control and BMW training.

Action Taken

Continued reinforcement of:

Hand hygiene training

Biomedical waste segregation training

Infection prevention protocols

Students were increasingly involved in patient safety activities.

Outcome

Sustained awareness regarding patient safety practices.

Improved compliance culture among students.

9.2 Clinical Governance Exposure

Feedback Received

Students appreciated participation in:

Clinical audits

Mortality and morbidity meetings

Quality discussions

Action Taken

Departments were encouraged to involve students in:

Clinical audit discussions

Quality improvement activities

Protocol discussions

Academic integration of clinical governance concepts was strengthened.

Outcome

Improved awareness regarding quality systems.

Better understanding of clinical governance principles.

10. Student Participation and Institutional Communication

10.1 Feedback Closure Mechanism

Feedback Received

Some students expressed uncertainty regarding whether feedback leads to institutional action.

Action Taken

Departments were instructed to discuss key student concerns during departmental meetings.

Feedback review discussions were incorporated into committee meetings.

Institutional efforts toward visible corrective action communication were strengthened.

Outcome

Improved transparency regarding corrective actions.

Better student awareness regarding institutional responsiveness.

10.2 Committee-Level Actions

Committee Action Taken

IQAC Reviewed student feedback and monitored corrective measures

Academic Committee Strengthened interactive teaching activities

Hostel Committee Increased hostel inspections and maintenance reviews

Resident Welfare Committee Reviewed resident wellbeing concerns

Infection Control Committee Continued training and awareness activities

Medical Education Unit Encouraged competency-based teaching improvements

Research Committee Encouraged student participation in research activities

11. Long-Term Institutional Improvement Plans

The institution has identified the following long-term improvement priorities based on student feedback:

Strengthening hostel infrastructure.
 Expansion of digital learning resources.
 Improved campus-wide internet connectivity.
 Enhanced student wellness and counselling systems.
 Development of structured resident welfare initiatives.
 Expansion of simulation and skill-based learning.
 Strengthening research mentoring systems.
 Improving institutional feedback communication systems.

Students Research and Achievements

Introduction

Student support and progression form the backbone of every successful higher educational institution. In a medical college environment, students are not only trained academically but are also nurtured as future healthcare professionals, researchers, leaders, innovators, athletes, and socially responsible citizens. Arunai Medical College & Hospital has consistently focused on creating a vibrant ecosystem that supports the holistic development of students through academic mentoring, research exposure, leadership opportunities, sports participation, cultural activities, community engagement, and alumni interaction.

The institution strongly believes that the growth of a student extends far beyond classroom learning. Medical education requires emotional resilience, professional ethics, communication skills, teamwork, critical thinking, empathy, and leadership. Therefore, Arunai Medical College & Hospital has adopted a student-centric approach where learners are encouraged to participate in academics, research, conferences, sports, extracurricular activities, social outreach programs, innovation initiatives, and cultural celebrations.

The college continuously strives to create an environment where students feel supported academically, emotionally, socially, and professionally. The institution provides multiple platforms for students to express their talents, improve confidence, participate in competitions, contribute to research, engage in rural health activities, and interact with experienced faculty members and alumni.

The vision of student support and progression at Arunai Medical College & Hospital is based on the following core principles:

- Holistic student development
- Academic excellence
- Research orientation
- Leadership cultivation
- Community engagement
- Inclusivity and diversity
- Professional ethics and social responsibility
- Physical and mental wellbeing
- Lifelong alumni engagement

The institution recognizes that students are the future ambassadors of healthcare systems and society. Hence, every effort is taken to ensure that they receive opportunities to grow into competent and compassionate medical professionals.

Institutional Framework for Student Support

Arunai Medical College & Hospital has established multiple systems and committees to support students throughout their academic journey. These mechanisms are designed to identify student needs, address challenges, promote wellbeing, and encourage progression in academic and non-academic domains.

The institution provides support through:

- Faculty mentoring systems
- Student counselling services
- Academic guidance programs
- Remedial coaching for slow learners
- Research mentorship programs
- Career guidance initiatives
- Internship guidance and progression support
- Student welfare committees
- Sports and cultural committees
- Youth Red Cross activities
- NSS and community medicine outreach programs
- Innovation and entrepreneurship initiatives
- Alumni mentorship and networking opportunities

The institution encourages collaborative learning and student participation in institutional activities. Students are actively involved in organizing conferences, workshops, CMEs, awareness programs, blood donation camps, and community outreach activities.

Through these initiatives, students develop communication skills, leadership qualities, organizational abilities, and teamwork competencies that are essential in healthcare practice.

Alumni Achievements and Contributions to the Institution

Alumni represent the long-term outcome of any educational institution. Their professional achievements, ethical practice, leadership qualities, and social contributions reflect the quality and vision of the institution from which they graduated.

Arunai Medical College & Hospital strongly values its alumni network and recognizes alumni as important stakeholders in institutional growth and academic development. The institution continuously encourages alumni interaction and participation in academic, clinical, mentoring, and outreach activities.

Although the institution is relatively young, the first batches of students have already begun progressing into internship training, higher education preparation, research activities, and professional development programs. Alumni and outgoing students continue to contribute to the institution in several meaningful ways.

Alumni Contributions to Academic Development

The alumni contribute to the academic ecosystem by:

- Participating in mentoring junior students
- Guiding students for examinations and clinical postings
- Sharing experiences from internship and clinical practice
- Participating in academic discussions and orientation programs
- Motivating students regarding postgraduate preparation
- Assisting in peer learning initiatives

- Supporting research and conference participation

Alumni interactions provide students with practical insights into medical education, patient care, clinical responsibilities, and career pathways. Such interactions bridge the gap between classroom learning and real-world clinical experiences.

Alumni Participation in Institutional Activities

The institution actively encourages alumni involvement during:

- White Coat Ceremonies
- Founders' Day Celebrations
- Academic orientation programs
- Research presentations
- Medical conferences
- Sports and cultural events
- Community health camps
- Student mentoring sessions

These interactions foster a sense of belonging and strengthen institutional identity among students and graduates.

Alumni as Role Models

Many outgoing students and alumni have demonstrated excellence in:

- Clinical performance during internship
- Research participation
- Academic presentations
- Community health activities
- Sports competitions
- Leadership and event organization

Their achievements inspire junior students to pursue excellence in academics, professionalism, and extracurricular participation.

Alumni Support for Institutional Growth

The institution envisions the creation of a strong alumni ecosystem capable of supporting:

- Academic collaborations
- Research networking
- Career guidance
- Skill development programs
- Internship and observer ship opportunities
- Social outreach initiatives
- Institutional branding and reputation building

The alumni association framework is being strengthened to ensure continuous interaction between graduates and the institution.

Student Research Activities and Academic Contributions

Research is an essential component of modern medical education. Arunai Medical College & Hospital strongly promotes a culture of scientific inquiry, evidence-based learning, and analytical thinking among students.

Students are encouraged to actively participate in:

- Research projects
- Case presentations
- Poster presentations
- Scientific paper presentations
- Clinical discussions
- Community-based studies
- Literature reviews
- Conference presentations
- Innovation and quality improvement projects

The institution believes that early exposure to research enhances critical thinking and prepares students for evidence-based clinical practice.

Research Mentorship

Faculty members guide students through every stage of the research process, including:

- Topic selection
- Literature review
- Study methodology
- Data collection
- Statistical analysis
- Manuscript preparation
- Ethical considerations
- Presentation skills

Students receive mentorship from experienced faculty members across departments.

Areas of Student Research

Student research activities have included topics related to:

- Community medicine
- Public health
- Clinical medicine
- Preventive healthcare
- Nutrition and lifestyle diseases
- Infectious diseases
- Rural healthcare
- Patient awareness
- Mental health
- Paediatric health
- Women's health
- Non-communicable diseases

The institution encourages research that addresses local healthcare challenges and community needs.

Conference Participation and Scientific Presentations

Students regularly participate in:

- Medical conferences
- Continuing Medical Education programs
- Workshops
- Scientific seminars
- Quiz competitions
- Poster presentation sessions
- Oral presentation competitions

Participation in academic events helps students gain confidence, improve presentation skills, and remain updated with advances in medicine.

Research Achievements by Students

Students of the institution have demonstrated active involvement in research activities and scientific documentation. Several students have participated in:

- Research data collection
- Scientific poster presentations
- Literature reviews
- Community-based health studies
- Clinical audits and quality-related activities

The institution has documented research participation records through institutional data collection systems.

Illustrative Student Research Participation

The following student research participation records were documented:

- Students from various MBBS batches participated in academic research activities.
- Research involvement included evidence collection, project work, and participation in scientific presentations.
- Students actively contributed to department-based academic discussions and research-oriented learning.

The institution maintains research records and encourages every student to develop scientific temper and analytical thinking.

Benefits of Research Exposure for Students

Research participation helps students:

- Improve scientific thinking
- Understand evidence-based medicine
- Develop presentation skills
- Improve literature review abilities
- Learn ethical research conduct
- Build academic confidence
- Prepare for postgraduate education
- Develop interdisciplinary collaboration skills

The institution continues to strengthen student research culture through mentorship, institutional support, and academic encouragement.

Sports Achievements and Physical Wellness Activities

Arunai Medical College & Hospital strongly believes that physical fitness and mental wellbeing are essential components of medical education. Participation in sports helps students maintain discipline, teamwork, emotional balance, resilience, and leadership qualities.

The institution encourages students to participate in indoor and outdoor sports activities through structured sports programs and annual competitions.

Importance of Sports in Medical Education

Medical education can be academically demanding and emotionally stressful. Sports activities provide students with:

- Physical fitness
- Stress relief
- Team spirit
- Confidence building
- Leadership opportunities
- Time management skills
- Mental wellness support
- Healthy lifestyle habits

The institution promotes sports as an integral aspect of holistic development.

Annual Sports Events

The annual sports meet is one of the most anticipated student activities conducted at the institution. Students participate enthusiastically in multiple events including:

- Cricket
- Football
- Volleyball
- Athletics
- Shuttle badminton
- Throw ball
- Kabaddi
- Chess
- Caroms
- Track and field events

The sports events create a vibrant atmosphere of teamwork, discipline, and healthy competition.

Student Sports Participation

Students from various batches have actively participated in sports competitions and interdepartmental events. Participation in sports activities has helped students develop:

- Coordination and teamwork
- Leadership qualities
- Sportsmanship
- Emotional resilience
- Competitive spirit

The institution recognizes and appreciates students who excel in sports and extracurricular activities.

Physical Fitness and Wellness Initiatives

The institution also promotes wellness through:

- International Yoga Day celebrations
- Fitness awareness programs
- Mental health awareness sessions
- Recreational activities
- Student wellbeing initiatives

Yoga and wellness programs help students maintain physical and emotional balance during rigorous medical training.

Student Achievements in Sports

Students have participated in:

- Intramural sports competitions
- Intercollegiate sports events
- Athletic activities
- Recreational sporting events

The institution continues to encourage wider participation in sports and physical wellness activities.

Extracurricular Activities and Student Leadership

Extracurricular activities form an essential component of student life at Arunai Medical College & Hospital. The institution believes that students should be encouraged to develop talents and interests beyond academics.

Students actively participate in cultural, literary, social, artistic, and leadership activities organized throughout the academic year.

White Coat Ceremony

The White Coat Ceremony represents one of the most significant milestones in the journey of medical students. The ceremony symbolizes:

- Entry into the medical profession
- Commitment to ethics
- Professional responsibility
- Compassionate patient care
- Respect for the medical profession

The event inspires students to understand the values and responsibilities associated with healthcare practice.

Pongal Celebrations and Cultural Events

The institution celebrates traditional festivals and cultural events to promote cultural diversity and unity among students.

- Programs include:
- Pongal celebrations
- Traditional cultural performances
- Folk arts
- Group competitions
- Student talent events

Such activities help students maintain cultural identity while fostering harmony and inclusivity.

Muthamil Man dram Activities

Muthamil Man dram activities encourage students to engage in:

- Literary events
- Poetry competitions
- Tamil language activities
- Debates
- Public speaking competitions
- Cultural presentations

These programs help preserve language, culture, and communication skills among students.

Bharatiyar Day Celebrations

The institution organizes Bharatiyar Day celebrations to inspire students through the ideals of patriotism, social reform, courage, and knowledge.

- Students participate in:
- Speeches
- Poetry recitations
- Essay competitions
- Cultural performances
- Awareness activities

Such celebrations help students appreciate social responsibility and national values.

Quiz Competitions and Academic Events

Academic quiz competitions are conducted to improve:

- Subject knowledge
- Clinical reasoning
- Analytical thinking
- Team participation
- Communication skills

Students actively participate in interdepartmental and intercollegiate quiz competitions.

Workshops and CMEs

Students are encouraged to attend and organize:

- Workshops
- Continuing Medical Education programs
- Clinical demonstrations
- Skill training sessions
- Academic seminars

Participation in such programs improves practical exposure and professional competency.

Conferences and Scientific Events

Students have actively participated in organizing and attending conferences that focus on:

- Obesity awareness
- Public health
- Preventive medicine
- Clinical advancements
- Healthcare innovation

Students also contribute through poster presentations, oral presentations, and scientific discussions.

Leadership Development Through Event Organization

Students are actively involved in organizing:

- Academic conferences
- Blood donation camps
- Awareness programs
- Community outreach activities
- Health camps
- Cultural events
- Sports events

Organizing institutional events helps students develop:

- Leadership skills
- Team coordination
- Problem-solving abilities
- Communication skills
- Event management capabilities

Community Engagement and Social Responsibility

The institution strongly believes that medical education must be closely connected to community service and social accountability.

- Students participate in multiple outreach initiatives through:
- Community medicine department activities
- Rural health camps
- Urban slum outreach programs
- Awareness campaigns
- School health programs
- Blood donation camps
- Public health education activities

These activities help students understand the healthcare needs of society.

Rural Health Camps

Students participate in rural outreach programs organized in collaboration with the Department of Community Medicine.

Activities include:

- Health screening
- Patient counselling
- Preventive health education
- Nutrition awareness
- Maternal and child health awareness
- Non-communicable disease screening

Students gain valuable exposure to rural healthcare challenges and public health systems.

Urban Slum Outreach Activities

The institution conducts urban health outreach activities where students interact with underserved populations.

The objectives include:

- Improving health awareness
- Promoting preventive healthcare
- Identifying vulnerable populations
- Understanding social determinants of health

Students develop empathy and social responsibility through these experiences.

Blood Donation Camps

Blood donation camps are regularly organized with active student participation.

Students contribute by:

- Organizing camps
- Coordinating donors

- Creating awareness
- Volunteering during events

These activities strengthen humanitarian values and social commitment.

Health Awareness Programs

Students actively participate in awareness activities related to:

- Breastfeeding awareness
- Obesity prevention
- Lifestyle diseases
- Hygiene and sanitation
- Infection prevention
- Mental health
- Nutrition
- Women's health

The institution encourages students to become healthcare advocates within the community.

Student Representation and Participation in Governance

Arunai Medical College & Hospital promotes student participation in institutional activities and governance systems.

Students are given opportunities to participate in:

- Academic committees
- Event planning committees
- Student welfare discussions
- Feedback mechanisms
- Quality improvement activities

Student involvement helps improve transparency, accountability, and student satisfaction.

Student Feedback Systems

The institution collects feedback from students regarding:

- Teaching-learning methods
- Clinical exposure
- Infrastructure
- Student support systems
- Academic activities
- Extracurricular opportunities

Feedback is analysed and used for continuous quality improvement.

Student Leadership Opportunities

Students are encouraged to assume leadership roles in:

- Cultural committees
- Sports committees
- Research activities
- Community outreach initiatives
- Academic events
- Youth Red Cross activities

Leadership experiences help students become responsible professionals and future healthcare leaders.

Institutional Support for Holistic Development

The institution continuously strengthens student support systems to ensure holistic development.

Academic Support

Academic support mechanisms include:

- Mentoring programs
- Remedial coaching
- Faculty guidance
- Interactive learning
- Academic counselling
- Study support sessions

Emotional and Psychological Support

The institution recognizes the importance of emotional wellbeing in medical education.

Support systems include:

- Counselling support
- Faculty mentoring
- Peer interaction
- Stress management awareness
- Wellness initiatives

Career Guidance

Students receive guidance regarding:

- Internship preparation
- Postgraduate entrance preparation
- Career opportunities
- Research pathways
- Academic progression

Innovation and Entrepreneurship Support

The institution also promotes innovation and entrepreneurship among students through:

- Institutional Innovation Council activities
- Entrepreneurship Development Cell initiatives
- Research and innovation discussions
- Start-up awareness activities

Students are encouraged to think creatively and contribute to healthcare innovation.

Student Achievements: Institutional Perspective

The achievements of students reflect the institutional commitment toward excellence and holistic development.

Students have demonstrated achievements in:

- Academic excellence
- Research participation
- Sports activities

- Leadership initiatives
- Community service
- Cultural participation
- Event organization
- Scientific presentations

The institution appreciates every student contribution and believes that each achievement contributes to institutional growth and social impact.

The college continues to create opportunities for students to showcase their talents and capabilities at institutional, regional, and national levels.

Future Vision for Student Support and Progression

Arunai Medical College & Hospital envisions becoming a centre of excellence in student

Development by strengthening:

- Research culture
- Innovation ecosystems
- Alumni engagement
- International collaborations
- Student exchange opportunities
- Leadership development programs
- Sports infrastructure
- Wellness initiatives
- Community engagement activities

The institution aims to develop competent healthcare professionals who are:

- Academically strong
- Clinically competent
- Ethically responsible
- Socially sensitive
- Research-oriented
- Emotionally resilient
- Physically fit
- Globally aware

Student Support and Progression- PHARMACY

The institution is committed to providing continuous support to students for their academic, professional, and personal development. A structured system is followed to guide students throughout their academic journey and to prepare them for future career opportunities.

Academic Support

Faculty members actively support students through mentoring, academic counselling, and regular interaction. Remedial classes and additional coaching are provided for slow learners, while advanced learners are encouraged to take up seminars, projects, and competitive activities. Continuous internal assessment and feedback help in improving academic performance.

Mentoring and Guidance

Each student is assigned a faculty mentor who monitors academic progress, attendance, and overall development. Mentors provide guidance on subject understanding, examination preparation, and personal issues, ensuring a supportive learning environment.

Career Guidance and Skill Development

The institution organizes seminars, workshops, and continuing education programmes to enhance students' knowledge and employability. Career guidance programmes are conducted to create awareness about job opportunities, higher education, and entrepreneurship in pharmaceutical sciences.

Research and Professional Development

Students are encouraged to participate in research projects, poster presentations, and scientific seminars. They are guided in project work related to formulation development, pharmacological studies, and drug analysis. These activities help in developing analytical thinking, technical skills, and research aptitude.

Placement and Higher Education Support

The institution supports students in career progression by providing guidance for placements, interviews, and higher studies. Students are encouraged to pursue postgraduate education and appear for competitive examinations. Efforts are made to connect students with industry and professional opportunities.

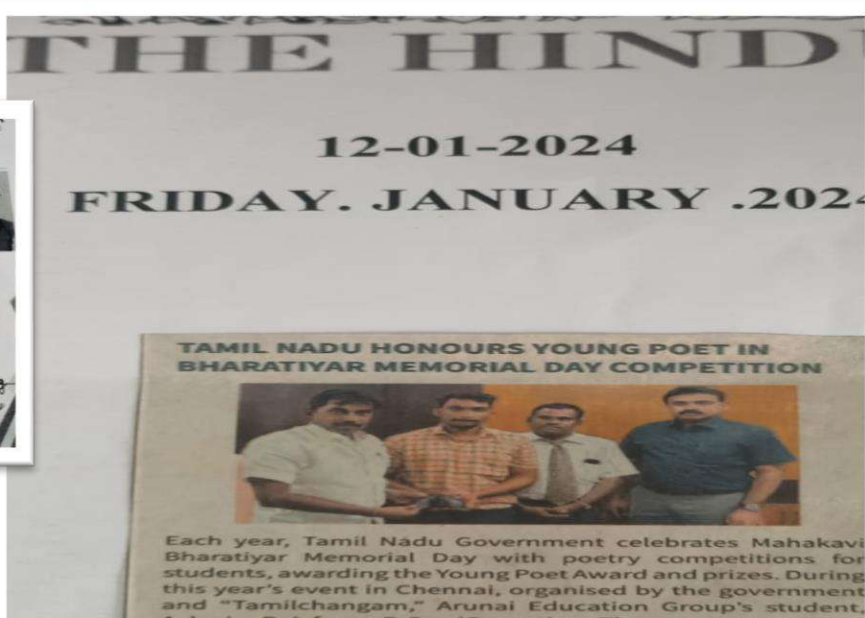
Student Participation and Activities

Students are encouraged to actively participate in co-curricular and extracurricular activities such as seminars, conferences, health camps, and awareness programmes. This enhances their communication skills, leadership qualities, and social responsibility.

Outcome and Progression

- Improved academic performance and pass percentage
- Increased participation in research and professional activities
- Development of technical and soft skills
- Better placement and higher education opportunities

The institution ensures holistic development of students through continuous academic support, career guidance, and research opportunities. These initiatives help students build strong professional skills and achieve successful career progression.



**ARUNAI INSTITUTE OF NURSING
EDUCATION AND RESEARCH
CONDUCTION OF VARIOUS LISTS
OF EVENTS**

ACADEMIC YEAR – 2022 – 2023

DATE OF THE EVENTS	TITLE OF THE EVENTS
01.08.2022	Breast Feeding Week
12.08.2022	Fresher's Day
15.08.2022	Independence Day
05.09.2022	Teachers Day
04.10.2022	Pooja Celebration
22.12.2022	Christmas Celebration
31.12.2022	Newyear Celebration
26.01.2023	Republic Day
01.03.2023	Lamp Lighting Ceremony
08.03.2023	Women's Day
30.03.2023	Sna Training Program
12.05.2023	International Nurses Day
04.07.2023	Sna Biennial Conference – Zonal Level
11.08.2023	Sna Biennial Conference – State Level
12.08.2023	
01.08.2023	World Breast Feeding

ACADEMIC YEAR – 2024 – 2025

DATE OF THE EVENTS	TITLE OF THE EVENTS
01.08.2024	Breast Feeding Week
12.08.2024	Fresher's Day
15.08.2024	Independence Day
05.09.2024	Teachers Day
12.01.2025	Pongal Celebration
24.01.2025	Lamp Lighting Ceremony
26.01.2025	Republic Day
10.03.2025	Women's Day
27.03.2025	Farewell Party
07.04.2025	World Health Day
17.04.2025	First Aid Management
30.04.2025	Logo Competition
23.05.2025	World Skill Competition
18.06.2025	Semmozhi Competition
05.07.2025	Sna Biennial Conference – Zonal Level
01.08.2025	World Breast Feeding
14.08.2025	Sna Biennial Conference – State Level
24.09.2025	Constitution Day
26.09.2025	Bharathiyar Essay Competition

ACADEMIC YEAR – 2023 – 2024

DATE OF THE EVENTS	TITLE OF THE EVENTS
01.08.2023	Breast Feeding Week
12.08.2023	Fresher's Day
15.08.2023	Independence Day
05.09.2023	Teachers Day
10.10.2023	World Mental Health Day
20.10.2023	Pooja Celebration
22.12.2023	Viksit Bharath -2047
29.12.2023	Lamp Lighting Ceremony
31.12.2023	Newyear Celebration
12.01.2024	Pongal Celebration
26.01.2024	Republic Day
08.03.2024	Women's Day
10.03.2024	Salt 2.0 Programme
04.05.2024	Oet Training
12.05.2024	International Nurses Day
15.06.2024	Bls Training

**ARUNAI INSTITUTE OF NURSING EDUCATION AND RESEARCH
EXTRA CURRICULAR ACTIVITIES
ACADEMIC YEAR – (2022-2023)**

DATE	EVENTS	PLACE
30.03.2023	SNA TRAINING PROGRAM	CHENNAI
04.07.2023	SNA BIENNIAL CONFERENCE – ZONAL LEVEL	E.S COLLEGE OF NURSING, VILLUPURAM
11.08.2023 12.08.2023	SNA BIENNIAL CONFERENCE – STATE LEVEL	DHARAN COLLEGE OF NURSING, SALEM
01.08.2023	WORLD BREAST FEEDING	AMCH

ACADEMIC YEAR – (2023-2024)

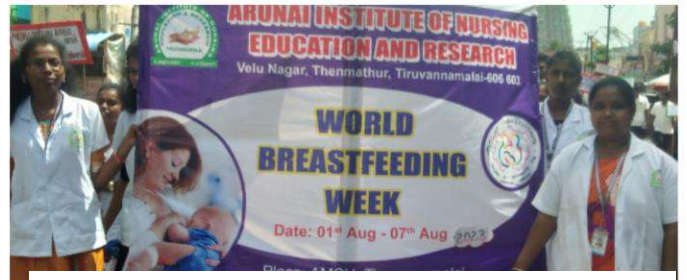
DATE	EVENTS	PLACE
10.10.2023	WORLD MENTAL HEALTH DAY - RALLY	From Municipal Office to Temple
01.08.2024	WORLD BREAST FEEDING	AMCH

ACADEMIC YEAR –(2024-2025)

DATE	EVENTS	PLACE
07.04.2025	WORLD HEALTH DAY	AMCH
17.04.2025	FIRST AID MANAGEMENT	GH,TV MALAI
30.04.2025	LOGO COMPETITION	TNNMC
23.05.2025	WORLD SKILL COMPETITION	TN APEX,CHENNAI
18.06.2025	SEM MOZHI COMPETITION	AMCH
05.07.2025	SNA BIENNIAL CONFERENCE – ZONAL LEVEL	VIGNESH NURSING COLLEGE,TIRUVANNAMALAI
01.08.2025	WORLD BREAST FEEDING	AMCH
14.08.2025	SNA BIENNIAL CONFERENCE – STATE LEVEL	GTN COLLEGE OF NURSING, DINDUGAL
24.09.2025	CONSTITUTION DAY	TNNMC, CHENNAI
26.09.2025	BHARATHIYAR ESSAY COMPETITION	TNNMC,CHENNAI
09.09.2025	TIRUVANNAMALAI ATHLETIC COMPETITION	TIRUVANNAMALAI
10.09.2025	RED RUN MARATHON	TIRUVANNAMALAI

SNA BIENNIAL CONFERENCE –
STATE LEVEL CONDUCTED ON
11-8-2023, 12-8-2023 AT DHARAN
COLLEGE OF NURSING, SALEM

WORLD BREAST FEEDING CONDUCTED ON 1-8-
2023 AT AMCH



WORLD MENTAL HEALTH DAY – RALLY CONDUCTED ON 10-10-
2023 AT FROM MUNICIPLE OFFICE TO TEMPLE

WORLD BREAST FEEDING CONDUCTED ON 01.08.2024 AT AMCH



WORLD HEALTH DAY CONDUCTED ON 07.04.2025 AT AMCH



FIRST AID MANAGEMENT CONDUCTED ON
17.04.2025 AT GH,TV MALAI



LOGO COMPETITION CONDUCTED ON 30.04.2025 AT TNNMC

WORLD BREAST FEEDING
CONDUCTED ON 01.08.2025 AT
AMCH



SEMMOZHI COMPETITION CONDUCTED ON 18.06.25 AT AMCH





SNA BIENNIAL CONFERENCE – STATE LEVEL
CONDUCTED ON 14.08.2025 AT GTN COLLEGE OF
NURSING, DINDUGAL



TIRUVANNAMALAI ATHLETIC
COMPETITION CONDUCTED ON
09.09.2025 AT TIRUVANNAMALAI

SNA BIENNIAL CONFERENCE – ZONAL LEVEL
CONDUCTED ON 05.07.2025 AT VIGNESH
NURSING COLLEGE, TIRUVANNAMALAI



2.16 COMMUNITY ENGAGEMENT AND SOCIETAL IMPACT

1. Community Outreach Programs

The institution actively collaborates with local communities through:

- Village adoption programs
- Health check-up camps
- Legal and financial literacy workshops
- Skill development training
- Career guidance sessions for school students

These initiatives aim to empower underprivileged sections and promote sustainable development.

2. Environmental Sustainability Initiatives

We are committed to environmental responsibility through:

- Campus tree plantation drives
- Plastic-free campus campaigns
- Waste segregation and recycling programs
- Water conservation measures
- Energy-saving awareness programs

Students and faculty work together to promote eco-conscious practices both on and off campus.

3. Social Awareness Campaigns

The college organizes regular awareness programs on:

- Gender equality and women empowerment
- Mental health awareness
- World Tuberculosis Day
- Road safety awareness
- Anaesthesiology in Health Emergencies Program on World Anaesthesia day
- Breast Feeding awareness
- Don't Miss a Beat program on World Heart Day

These programs aim to build informed, responsible, and empathetic citizens

4. Student-Led Volunteering & Clubs

Various student clubs and associations actively contribute to social impact by organizing:

- Fundraising drives
- Donation campaigns
- Community teaching programs
- Cultural outreach events

Students are encouraged to take initiative and lead projects that address real-world challenges.

5. Institutional Partnerships

The institution partners with:

- Local NGOs
- Government bodies
- Healthcare organizations
- Educational institutions

These collaborations help scale impact and ensure sustained community engagement.

The institution actively participates in community engagement and social responsibility activities to promote public health awareness and social welfare.

The institution organized a Blood Donation Camp in collaboration with Arunai Medical College and Hospital, contributing to healthcare support for the community. The institution also conducted a

Vaccination Awareness Rally as part of National Pharmacy Week to educate the public on the importance of vaccination.

In addition, CPR awareness programmes were conducted to improve emergency response knowledge among students and the public.

These activities help students develop social responsibility, professional ethics, and community service attitude while contributing positively to public health and social well-being.

Radhapuram village (2024-2025)

COMMUNITY HEALTH SURVEY

- Collecting the information about area and family
- Assess the knowledge, available resources to the community

IMPACT:

- Identified the needs of the individual and the family
- Identified available resources in the community

AWARENESS PROGRAMME

- a. Creating awareness about environmental sanitation
 - Waste management
 - Energy conservation
 - Green initiative (gardening)
 - Swachhbharath
- b. Identify needs and problems in individual and family
- c. Creating the awareness about:

- Communicable disease

- Tuberculosis
- Covid -19
- Malaria
- Filarial
- HIV
- Leprosy
- Acute diarrheal disease
- Respiratory disease etc..

-Non communicable disease

- Diabetes mellitus
- Hypertension
- Cancer
- Cardiac disease
- Nutritional deficiency diseases

Nutritional assessment

-cooking demonstration

IMPACT:

- Improved the knowledge attitude and practice towards the health problem
- Through the nutritional assessment day fulfill the nutritive recruitment in day today life
- Identified the high risk cases and referred to the PHC and GH through VHN

3. ANTENATAL CLINIC

- Antenatal Care:
- Assessment
- Antenatal diet

- Breast feeding week celebration
- Immunization
- Methods of family planning
- Safe institutional delivery

IMPACT:

- Improved the knowledge regarding antenatal care and immunization
- Identified the high risk cases referred to PHC and GH (through checking BP and urine sugar test and AN assessment)

6. SCHOOL HEALTH PROGRAMME

- Physical assessment
- Anthropometric measurements'
- Dental hygiene
- Personal hygiene
- Balanced diet
- Worm infestation
- Adolescent health
- -Menstrual hygiene etc.,

IMPACT:

- Through physical examination identified the physical development according the age
- Identified the dental carries, vision problem and worm infestation and refer to the RBSK through Head master

7. COMMUNITY OUT REACH PROGRAMME

- Water purification plant
- -Sewage treatment plan
- -Slaughter house
- Milk dairy
- Communicable disease hospital

8. COMMUNITY ENGAGEMENT AND SOCIETAL IMPACT

Provide details about community engagement and social impact through institution

SERPAPPATTU VILLAGE (2022-2023)**1. COMMUNITY HEALTH SURVEY**

- Collecting the information about area and family
- Assess the knowledge, available resources to the community

IMPACT:

- Identified the needs of the individual and the family
- Identified available resources in the community

2. AWARENESS PROGRAMME

- Creating awareness about environmental sanitation
 - Waste management
 - Energy conservation
 - Green initiative (gardening)
 - Swachhbharath

b. Identify needs and problems in individual and family**c. Creating the awareness about:****- Communicable disease**

- Tuberculosis

- Covid -19
- Malaria
- Filarial
- HIV
- Leprosy
- Acute diarrheal disease
- Respiratory disease etc.

-Non communicable disease

- Diabetes mellitus
- Hypertension
- Cancer
- Cardiac disease
- Nutritional deficiency diseases

d. Nutritional assessment

-cooking demonstration

IMPACT:

- Improved the knowledge attitude and practice towards the health problem
- Through the nutritional assessment day fulfill the nutritive recruitment in day today life
- Identified the high risk cases and referred to the PHC and GH through VHN

3. ANTENATAL CLINIC

Antenatal Care:

- Assessment
- Antenatal diet
- Breast feeding week celebration
- Immunization
- Methods of family planning
- Safe institutional delivery

IMPACT:

- Improved the knowledge regarding antenatal care and immunization
- Identified the high risk cases referred to PHC and GH (through checking BP and urine sugar test and AN assessment)

4. SCHOOL HEALTH PROGRAMME

- Physical assessment
- Anthropometric measurement
- Dental hygiene
- Personal hygiene
- Balanced diet
- Worm infestation
- Adolescent health
- -Menstrual hygiene etc.,

IMPACT:

- Through physical examination identified the physical development according the age
- Identified the dental carries, vision problem and worm infestation and refer to the RBSK through Head master

5. COMMUNITY OUT REACH PROGRAMME

- Water purification plant

- -Sewage treatment plan
- -Slaughter house
- Milk dairy
- Communicable disease hospital

COMMUNITY ENGAGEMENT AND SOCIETAL IMPACT

Provide details about community engagement and social impact through institution

SIRUPAKKAM VILLAGE (2023-2024)

1. COMMUNITY HEALTH SURVEY

- Collecting the information about area and family
- Assess the knowledge, available resources to the community

IMPACT:

- Identified the needs of the individual and the family
- Identified available resources in the community

2. AWARENESS PROGRAMME

Creating awareness about environmental sanitation

Waste management

Energy conservation

Green initiative (gardening)

Swachhbharath

Identify needs and problems in individual and family

Creating the awareness about:

- Communicable disease

Tuberculosis

Covid -19

Malaria

Filarial

HIV

Leprosy

Acute diarrheal disease

Respiratory disease etc..

-Non communicable disease

Diabetes mellitus

Hypertension

Cancer

Cardiac disease

Nutritional deficiency diseases

Nutritional assessment

-cooking demonstration

IMPACT:

Improved the knowledge attitude and practice towards the health problem

Through the nutritional assessment day fulfill the nutritive recruitment in day today life

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IMPACT:

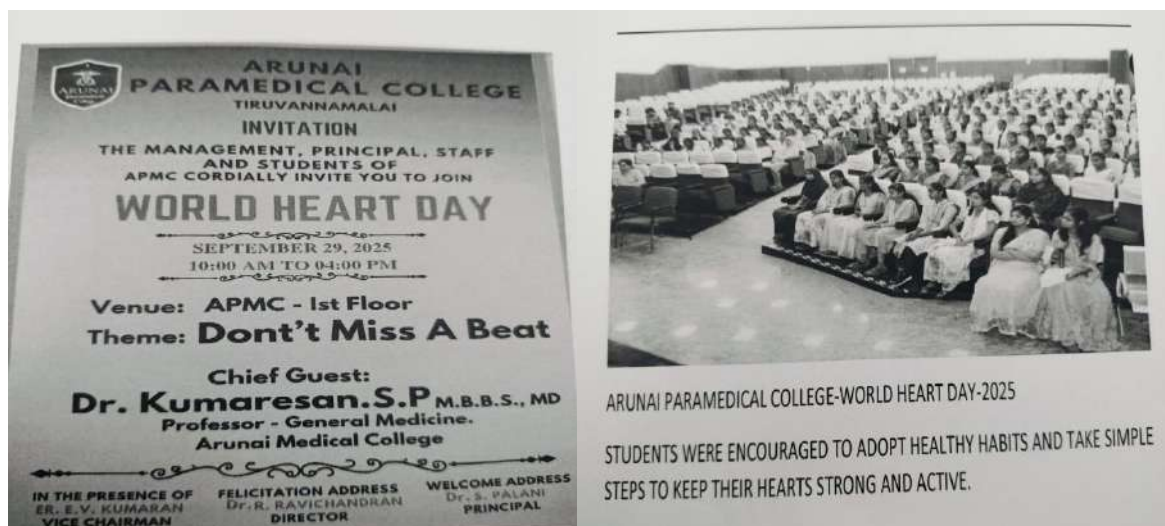
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5. COMMUNITY OUT REACH PROGRAMME

- Water purification plant
- Sewage treatment plan
- Slaughter house
- Milk dairy
- Communicable disease hospital





2.17 GLOBAL OUTREACH AND COLLABORATION

The institution promotes global exposure and collaboration through international seminars and academic programmes. International seminars such as 3D Pharmacophore Modelling and Overseas Job Opportunities for Pharmacists and Career Guidance provide students with knowledge of global pharmaceutical research and career opportunities.

Memorandum of Understanding with Global Health Care Academically, Australian based training and placements for the global exposure and academic collaboration to enhance quality of education and professional development of students on 8th Feb 2024

These initiatives help students and faculty gain international knowledge, improve professional skills, and enhance global career readiness in pharmaceutical sciences.

Introduction

The healthcare industry is undergoing a profound transformation driven by digital innovation, globalization, evidence-based medicine, artificial intelligence, quality governance, and collaborative healthcare ecosystems. Modern academic healthcare institutions are increasingly expected to function not only as centres for patient care and medical education, but also as interconnected knowledge ecosystems capable of participating in global healthcare advancement.

Arunai Medical College Hospital recognizes that the future of healthcare and medical education lies at the intersection of technology integration, academic innovation, global collaboration, clinical governance, digital transformation, and patient-cantered care.

The institution has therefore adopted a multidimensional strategic approach focused on:

- Technology-enabled healthcare systems
- Digital academic ecosystems
- Artificial intelligence integration
- Innovation-oriented institutional culture
- Evidence-based healthcare governance
- Quality-driven operational systems
- Global outreach and strategic collaboration
- Interdisciplinary academic partnerships
- International research aspirations

- Healthcare innovation and digital transformation

The institution's vision is to evolve into a globally connected, digitally empowered, academically progressive, and quality-driven healthcare ecosystem capable of delivering excellent patient care, advanced medical education, and innovation-oriented healthcare leadership.

This integrated framework combines the institution's aspirations in technology integration, innovation, global outreach, digital transformation, academic collaboration, and strategic international alignment into a unified institutional roadmap.

Institutional Vision

The vision of Arunai Medical College Hospital is to build a future-ready healthcare and medical education ecosystem that combines:

- Clinical excellence
- Academic innovation
- Digital transformation
- Global collaboration
- Quality governance
- Patient-centred healthcare
- Evidence-based systems
- Innovation-driven organizational culture

The institution aspires to become a centre of excellence that integrates local healthcare service with global healthcare perspectives.

Strategic Philosophy

The institution believes that sustainable healthcare excellence can only be achieved through the integration of:

1. Technology
2. Innovation
3. Academic collaboration
4. Clinical governance
5. Research ecosystems
6. Data-driven systems
7. Continuous quality improvement
8. Global knowledge exchange

The organization recognizes that healthcare challenges are increasingly interconnected across nations, requiring collaborative learning and international engagement.

Technology Integration at Arunai Medical College Hospital

Technology integration forms one of the foundational pillars of institutional transformation. The institution has consciously implemented digital ecosystems that support:

- Clinical services
- Hospital operations
- Academic administration
- Quality governance
- Communication systems
- Research and innovation
- Organizational productivity

Rather than treating technology as isolated software implementation, the institution has embedded digital systems into the operational architecture of the organization.

AMC Portal: Institutional Digital Knowledge Ecosystem

One of the most important digital initiatives undertaken by the institution is the development of the AMC Portal, an internally developed intranet platform created using Google Sites.

The AMC Portal functions as:

- A centralized repository of institutional resources
- A communication platform
- A quality governance support system
- A digital academic ecosystem
- An operational knowledge management system

Objectives of AMC Portal

The portal was developed to:

- Centralize institutional information
- Improve accessibility to policies and SOPs
- Enhance communication between departments
- Strengthen quality governance systems
- Support accreditation readiness
- Facilitate digital learning and resource sharing
- Improve operational transparency

Key Functional Areas

- The AMC Portal hosts:
 - Standard Operating Procedures
 - Policies and protocols
 - Audit documentation
 - Committee records
 - KPI dashboards
 - Training materials
 - Quality manuals
 - Academic resources
 - Circulars and notices
 - Compliance-related documentation

The platform acts as an institutional digital backbone enabling coordinated organizational functioning.

Hospital Information Management System (HIMS)

The Acosta Hospital Information Management System serves as the operational digital backbone of the hospital.

The HIMS platform integrates multiple hospital functions including:

- Patient registration
- Billing systems
- Clinical documentation
- Laboratory services

- Pharmacy workflows
- Radiology coordination
- Inventory management
- Administrative reporting

Benefits of HIMS Integration

The implementation of HIMS has strengthened:

- Operational transparency
- Continuity of care
- Documentation quality
- Data traceability
- Turnaround time monitoring
- Interdepartmental coordination
- Healthcare analytics

The institution views HIMS not merely as a software platform, but as a clinical and operational intelligence system.

Office Automation and Digital Productivity Systems

The institution has implemented extensive office automation systems across:

- Front office departments
- Administrative divisions
- Marketing departments
- Operational support systems

Areas of Automation

Automation initiatives include:

- Task automation
- Workflow digitization
- Google Forms integration
- Email automation
- Whatsapp API integration
- Automated reporting systems
- Digital communication workflows

These systems significantly improve productivity, reduce repetitive manual tasks, and strengthen communication efficiency.

Google Workspace Ecosystem

Google Workspace has been adopted institution-wide to strengthen collaboration, communication, digital organization, and cyber security.

Applications of Google Workspace

The platform supports:

- Institutional email systems
- Shared document collaboration
- Departmental cloud storage
- Calendar coordination
- Meeting scheduling
- Shared reporting systems

- Digital communication governance

Cyber security and Data Governance

The adoption of Google Workspace also strengthens:

- Access-controlled information sharing
- Cloud-based data protection
- Institutional digital governance
- Data confidentiality
- Collaborative workflow security

The institution recognizes cyber security as a critical component of digital healthcare transformation.

Model Learning Management System (LMS)

The institution has adopted Model LMS to support structured digital learning ecosystems.

Objectives of LMS Integration

The LMS supports:

- Blended medical education
- Digital learning delivery
- Online assessments
- Faculty-student interaction
- Competency tracking
- Self-paced learning

Academic Benefits

Model enables:

- Course material accessibility
- Assignment management
- Continuous academic engagement
- Online evaluation systems
- Digital academic continuity

The LMS forms a key component of the institution's future-ready academic ecosystem.

Generative Artificial Intelligence (AI) Integration

Arunai Medical College Hospital has proactively initiated Generative AI deployment across multiple departments to improve productivity and operational efficiency.

The institution views AI as a strategic productivity enhancement tool capable of strengthening institutional intelligence.

Objectives of AI Deployment

AI integration aims to:

- Optimize workflow efficiency
- Reduce repetitive manual tasks
- Improve documentation quality
- Accelerate content generation
- Support academic resource development
- Enhance communication systems

- Improve operational productivity

Areas of AI Utilization

Generative AI tools are being utilized in:

- Academic content preparation
- SOP and policy drafting
- Quality documentation
- Communication support
- Audit report structuring
- Educational resource development
- Administrative workflow optimization

The institution aims to gradually evolve toward AI-enabled healthcare governance and clinical intelligence systems.

Innovation-Oriented Institutional Culture

The institution promotes an organizational culture that encourages:

- Innovation
- Process redesign
- Digital transformation
- Automation initiatives
- Continuous improvement
- Interdisciplinary collaboration

Departments are encouraged to identify operational inefficiencies and explore technology-enabled solutions.

Examples include:

- Automated audit systems
- KPI dashboards
- AI-assisted productivity workflows
- Digital quality monitoring systems
- Process automation initiatives

Global Outreach and International Collaboration Vision

The institution recognizes that healthcare and medical education are increasingly global in nature.

The organization aspires to build meaningful international collaborations that support:

- Academic excellence
- Research innovation
- Clinical governance
- Digital health transformation
- Knowledge exchange
- Healthcare quality improvement

The institution believes that global collaboration accelerates learning, innovation, and healthcare advancement.

Academic Collaboration Aspirations

The institution aspires to establish collaborations with:

- International medical universities
- Academic healthcare institutions
- Public health organizations
- Research centres
- Innovation ecosystems
- Digital learning networks

Areas of Academic Collaboration

Potential collaborations may include:

- Faculty exchange programs
- International guest lectures
- Joint academic activities
- Collaborative digital learning programs
- Research mentorship initiatives
- Continuing medical education partnerships

International Research Collaboration

Research is considered one of the strongest foundations for global healthcare collaboration.

The institution aspires to participate in:

- Multicentre clinical studies
- Public health research initiatives
- Epidemiological studies
- AI-enabled healthcare research
- Digital health innovation research
- Quality improvement projects

Priority Areas

Potential focus areas include:

- Patient safety
- Clinical governance
- Infectious diseases
- Maternal and child health
- Healthcare quality systems
- Digital healthcare
- Healthcare accessibility
- Operational intelligence systems

Clinical Collaboration Aspirations

The institution aspires to develop collaborative clinical ecosystems through:

- Telemedicine initiatives
- Virtual expert consultations
- Clinical observer ship programs
- Specialty collaboration
- International case discussions
- Patient safety benchmarking

The institution believes that digital healthcare systems now enable meaningful cross-border clinical engagement.

Digital Healthcare and Global Connectivity

The institution's technology ecosystem forms the foundation for future international digital collaboration.

AMC Portal as a Collaborative Ecosystem

The institution envisions the AMC Portal evolving into:

- A collaborative digital knowledge platform
- A quality governance ecosystem
- A virtual learning hub
- A healthcare communication platform

AI and Global Innovation

The institution aspires to collaborate globally in:

- Artificial intelligence applications in healthcare
- Clinical intelligence systems
- Workflow automation
- AI-assisted medical education
- Predictive healthcare analytics

Strategic Global Collaboration Initiatives

Arunai Medical College Hospital is currently engaged in discussions with various global institutes, academic organizations, healthcare systems, innovation ecosystems, and international collaborators for potential strategic partnerships and institutional alignment.

These discussions are focused on developing meaningful collaborations in areas such as:

- Academic exchange programs
- Joint research initiatives
- Faculty and student development programs
- Digital learning ecosystems
- Healthcare quality and patient safety frameworks
- Artificial intelligence and digital health innovation
- Telemedicine and virtual healthcare systems
- Clinical governance and evidence-based healthcare models
- International observer ship and training opportunities
- Public health and community healthcare initiatives

The institution aspires to create mutually beneficial partnerships that promote knowledge exchange, collaborative innovation, interdisciplinary learning, and healthcare excellence.

These strategic discussions reflect the institution's long-term vision of evolving into a globally connected academic healthcare ecosystem while remaining deeply committed to serving regional healthcare needs with excellence, compassion, and innovation.

Student-Centered Global Exposure

The institution recognizes the importance of preparing future healthcare professionals for globally interconnected healthcare systems.

Students are encouraged to participate in:

- International webinars
- Collaborative learning programs
- Research activities
- Academic innovation initiatives
- Digital learning ecosystems

The institution aims to nurture globally competent healthcare professionals while maintaining strong community healthcare orientation.

Healthcare Quality and Clinical Governance Collaboration

The institution has developed strong internal quality systems through:

- Audit frameworks
- Patient safety programs
- Infection prevention systems
- KPI monitoring
- Documentation governance
- Quality committees

The institution aspires to collaborate globally in areas such as:

- Accreditation frameworks
- Healthcare quality benchmarking
- Clinical audit methodologies
- Risk management systems
- Patient-centered care models

Community Health and Public Health Outreach

The institution recognizes that healthcare collaboration must also strengthen community health systems.

Potential areas of collaboration include:

- Rural healthcare systems
- Public health education
- Preventive healthcare programs
- Maternal and child health initiatives
- Community-based healthcare models

The institution believes that global healthcare collaboration should ultimately improve local healthcare outcomes. **Institutional Readiness for Global Engagement**

Arunai Medical College Hospital has established several foundational systems supporting future global engagement.

Digital Readiness

The institution has implemented:

- Hospital Information Management Systems
- AMC Portal

- Model LMS
- Google Workspace
- Office automation systems
- AI-enabled productivity tools

Quality Governance Readiness

The institution maintains:

- Clinical governance systems
- Structured audit frameworks
- Documentation systems
- Accreditation-oriented quality initiatives
- Patient safety systems

Innovation Readiness

The institution encourages:

- Process innovation
- Digital experimentation
- Workflow redesign
- Technology-enabled healthcare improvement

Long-Term Institutional Aspirations

The institution aspires to emerge as:

- A globally connected academic healthcare institution
- A centre for healthcare quality and innovation
- A digitally enabled healthcare ecosystem
- A participant in international research networks
- A contributor to AI-enabled healthcare transformation
- A collaborative centre for evidence-based healthcare governance

Future Roadmap

Phase 1: Internal System Strengthening

- Technology integration
- Quality governance strengthening
- AI deployment
- Digital infrastructure expansion

Phase 2: National Collaboration

- Academic networking
- Research partnerships
- Innovation collaborations
- Quality benchmarking

Phase 3: International Partnerships

- Global academic collaboration
- Joint research initiatives
- International digital learning ecosystems
- Telemedicine collaborations

Phase 4: Global Innovation Ecosystem Participation

- AI healthcare collaboration
- Digital public health initiatives
- International quality leadership participation
- Global healthcare innovation partnerships

2.18 OUTCOME BASED METRICS

The institution evaluates its academic and professional effectiveness through measurable student outcomes such as academic performance, research activities, and career progression.

Key outcome-based metrics include:

- Student performance in university examinations
- Student participation in seminars, workshops, and continuing education programmes.
- Completion of student research projects in all departments
- Research publications by faculty and students
- Teaching faculty published 35+ journals in the reputed National and International Journals
- Achievement of **04 granted Intellectual Property Rights (IPR)**
- Student progression to higher education and employment

These outcome-based metrics reflect the institution's commitment to academic excellence, innovation, and professional development.

ACADEMIC OUTCOMES GRADUATION RATES

S.NO	BATCH	NO.OF. STUDENTS ADMITTED	UNIVERSITY RANK HOLDERS	I CLASS WITH DISTINCTION	I CLASS	SECOND CLASS
1	2018-2022	36	-	1	31	4
2	2019-2023	31	-	2	24	5
3	2020-2024	42	-	4	37	1

PLACEMENT

S.NO	BATCH	NO.OF STUDENTS ADMITTED	PRIVATE	GOVT	FORIEGN
1	2018-2022	36	34	-	1
2	2019-2023	31	27	1	3
3	2020-2024	42	41	-	-

HIGHER STUDIES

S.NO	BATCH	NAME OF THE STUDENTS	NAME OF THE COLLEGE & COURSE
1	2018-2022	Ms.Nasrin	M.sc Nursing Sri Ramachandra Medical Centre
2	2019-2023	-	
3	2020-2024	Ms.Hariyani	MBA, SIVET College, Chennai.

COMPETITIVE EXAM RESULTS

S.NO	BATCH	NAME OF THE STUDENTS	COMPETITIVE EXAM	PLACEMENT
1	2018-2022	-	-	-
2	2019-2023	Ms.Mageswari	AIIMS	Andrapradesh
3	2020-2024	-	-	-

2.19 INCLUSIVITY AND DIVERSITY

The institution promotes inclusivity and diversity by providing equal educational opportunities to students from different social, economic, and cultural backgrounds. Admissions are carried out as per the norms of The Tamil Nadu Dr. M.G.R. Medical University and regulatory authorities.

The institution ensures a supportive and respectful environment for all students without discrimination based on gender, religion, caste, or economic status. Faculty members provide academic guidance and mentoring to support all students equally.

Students are encouraged to participate in academic programmes, seminars, research projects, and community activities, promoting teamwork, mutual respect, and inclusive learning.

These practices help create a diverse and inclusive academic environment that supports student development and equal opportunity.

1. Introduction

Healthcare and medical education are fundamentally human-centred disciplines built upon compassion, dignity, empathy, equality, respect, ethics, and service to society. In modern healthcare ecosystems, institutional excellence cannot be measured solely through infrastructure, technology, clinical expertise, or academic performance. True excellence emerges when healthcare organizations create environments where every individual feels respected, valued, safe, included, empowered, and heard.

Arunai Medical College Hospital recognizes that diversity, inclusivity, equity, and workplace dignity are foundational pillars of ethical healthcare delivery, academic excellence, organizational maturity, and socially accountable healthcare systems.

As a multidisciplinary healthcare and academic institution serving diverse populations, the institution is committed to fostering an ecosystem that respects and values differences related to:

- Gender
- Language
- Culture
- Religion
- Socioeconomic background
- Ethnicity
- Geographic diversity
- Disability
- Educational background
- Professional roles
- Perspectives and experiences

The institution believes that diversity enriches learning, strengthens collaboration, improves innovation, enhances healthcare delivery, and promotes socially responsive healthcare education. This policy establishes the institutional framework for promoting:

Diversity and inclusion
 Equity and fairness
 Safe workplace practices
 Respectful communication
 Gender sensitivity
 Accessibility
 Emotional and psychological safety
 Cultural competence
 Professional dignity
 Non-discrimination

The institution is committed to ensuring that all individuals associated with the organization—including students, faculty members, healthcare professionals, administrative staff, patients, and visitors—are treated with fairness, compassion, respect, and dignity.

2. Vision

The vision of Arunai Medical College Hospital is to build a compassionate, equitable, diverse, inclusive, culturally sensitive, and psychologically safe academic healthcare ecosystem where every individual is respected, empowered, and provided equal opportunities to learn, contribute, grow, and succeed.

3. Mission

The mission of this policy is to:

Promote diversity, equity, and inclusivity in all institutional functions
 Foster a culture of mutual respect and dignity
 Eliminate discrimination, bias, and exclusion
 Ensure equal opportunity and accessibility
 Create emotionally and professionally safe environments
 Promote culturally competent healthcare and education
 Encourage respectful collaboration and participation
 Strengthen socially accountable healthcare systems

4. Core Institutional Principles

The institution's approach toward diversity and inclusivity is guided by the following principles:

1.1 Respect for Human Dignity

Every individual deserves to be treated with dignity, empathy, fairness, compassion, and professionalism.

1.2 Equity and Fairness

The institution is committed to ensuring equal opportunity, unbiased institutional practices, and fair treatment across all systems.

1.3 Inclusion and Participation

The institution promotes environments where all individuals feel welcomed, valued, included, and encouraged to participate.

1.4 Accessibility

The institution strives to ensure physical, emotional, academic, digital, and organizational accessibility.

1.5 Cultural Sensitivity

The institution respects cultural, linguistic, and social diversity and promotes culturally competent healthcare and communication.

1.6 Zero Tolerance Toward Discrimination and Harassment

The institution maintains zero tolerance toward discrimination, bullying, harassment, intimidation, exclusionary behaviour, or abuse in any form.

1.7 Patient-Centred Compassion

Healthcare services shall be delivered with empathy, dignity, privacy, and respect for patient beliefs and preferences.

2. Scope of the Policy

This policy applies to:

Students
 Faculty members
 Healthcare professionals
 Nursing personnel
 Administrative staff
 Contract employees
 Interns and trainees
 Researchers
 Vendors and support personnel
 Patients and attendants
 Visitors associated with the institution
 The policy applies across:
 Academic activities
 Clinical services
 Research programs
 Administrative operations
 Campus interactions
 Institutional communication
 Digital platforms
 Community outreach activities

3. Institutional Commitment to Diversity

The institution recognizes diversity as a source of institutional strength and organizational learning.

Diversity contributes toward:

Better collaboration
 Innovation and creativity
 Improved healthcare delivery
 Richer academic experiences
 Better problem-solving
 Stronger community engagement
 Broader perspectives in research and governance
 The institution encourages representation and participation from diverse backgrounds and experiences.

4. Inclusive Academic Environment

4.1 Equal Learning Opportunities

The institution is committed to ensuring equal access to education, academic participation, research activities, leadership opportunities, and institutional resources.
 Students are encouraged to participate in:

Academic programs
 Research initiatives
 Innovation activities
 Mentorship programs
 Leadership opportunities
 Cultural and extracurricular events

4.2 Respectful Learning Environment

Faculty members are expected to maintain:

Inclusive teaching practices
 Respectful communication
 Equal participation opportunities
 Non-discriminatory academic interactions

4.3 Support for Diverse Learning Needs

The institution recognizes that students have varying educational backgrounds and learning capacities.

Support systems may include:
 Slow learner support programs
 Mentorship systems
 Academic counselling
 Peer-assisted learning
 Remedial support initiatives
 Digital learning resources

4.4 Language Inclusivity

The institution respects linguistic diversity and encourages communication that is respectful, understandable, and inclusive.

5. Gender Equity and Inclusion

The institution promotes gender equity across all institutional domains.

5.1 Equal Opportunity

Equal opportunities are ensured in:

Education
 Employment
 Leadership roles
 Professional development
 Institutional participation

5.2 Safe and Respectful Environment

The institution strives to maintain:

Safe working spaces
 Safe learning environments
 Respectful interactions
 Professional conduct standards

5.3 Prevention of Gender-Based Harassment

The institution maintains zero tolerance toward:

Sexual harassment
 Gender discrimination
 Verbal abuse
 Emotional intimidation
 Workplace bullying

6. Internal Committee Functioning Based on Vishaka Guidelines and POSH Framework

Arunai Medical College Hospital has established an Internal Committee (IC) in alignment with the Vishaka Guidelines issued by the Honourable Supreme Court of India and the provisions of the Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 (POSH Act).

The Internal Committee functions as an institutional mechanism to promote dignity, safety, gender sensitivity, emotional well-being, and respectful workplace culture.

6.1 Objectives of the Internal Committee

The committee aims to:

Prevent workplace harassment and discrimination
 Promote gender sensitivity and respectful behaviour
 Ensure fair and confidential grievance handling
 Foster safe academic and professional environments
 Protect dignity and emotional well-being

6.2 Constitution of the Committee

The Internal Committee includes:

Presiding Officer (senior woman faculty/staff member)
 Faculty representatives
 Administrative representatives
 Employee representatives
 External member familiar with women's rights, legal systems, or social work
 The committee ensures neutrality, sensitivity, confidentiality, and fairness.

6.3 Scope of Committee Functioning

The committee addresses concerns related to:

Sexual harassment

Unwelcome communication or behaviour
 Gender-based discrimination
 Verbal or emotional misconduct
 Workplace intimidation
 Hostile work or academic environments
 The committee applies to:
 Employees
 Faculty members
 Students
 Interns and trainees
 Contract staff
 Visitors within institutional premises

6.4 Key Functions of the Internal Committee

Awareness and Prevention

The committee conducts:

Gender sensitization programs
 Orientation sessions
 Awareness workshops
 Professional ethics education
 Respectful workplace training
 Complaint Redressal
 The committee provides mechanisms for:
 Complaint submission
 Confidential grievance handling
 Fair inquiry procedures
 Timely investigation and resolution

Confidentiality Protection

All proceedings are maintained with strict confidentiality to protect the dignity and privacy of concerned individuals.

Protection Against Retaliation

The institution protects complainants, witnesses, and committee members from victimization, retaliation, or intimidation.

Recommendations and Corrective Measures

The committee may recommend:

Counselling
 Corrective actions
 Awareness interventions
 Institutional improvements
 Disciplinary measures where necessary

7. Inclusivity in Healthcare Delivery

Healthcare services shall be delivered with empathy, fairness, dignity, and cultural sensitivity.

7.1 Patient-Centered Care

The institution respects:

Patient dignity

- Cultural preferences
- Religious beliefs
- Privacy and confidentiality
- Language preferences
- Informed decision-making

7.2 Non-Discriminatory Healthcare

Healthcare services are delivered without discrimination based on:

- Religion
- Gender
- Language
- Disability
- Socioeconomic background
- Cultural identity

7.3 Communication Accessibility

Efforts are made to ensure patients understand:

- Diagnosis
- Treatment plans
- Procedures
- Consent processes
- Discharge instructions

11. Inclusivity for Persons with Disabilities

The institution recognizes the importance of accessibility and inclusion for individuals with disabilities.

11.1 Physical Accessibility

The institution strives to ensure:

- Ramp access
- Elevator accessibility
- Wheelchair-friendly infrastructure
- Accessible washrooms
- Appropriate signage systems

11.2 Academic Accessibility

Reasonable accommodations may include:

- Examination support
- Digital accessibility
- Learning support systems
- Mentorship assistance

11.3 Workplace Inclusion

Equal opportunity and professional dignity are promoted for employees and students with disabilities.

12. Cultural and Religious Inclusivity

The institution respects cultural, linguistic, and religious diversity.

12.1 Cultural Respect

The institution promotes:

Intercultural understanding
 Respectful collaboration
 Celebration of diversity
 Inclusive participation

12.2 Religious Sensitivity

The institution respects:

Religious practices
 Dietary preferences
 Prayer requirements
 Personal beliefs

13. Inclusive Recruitment and Employment Practices

The institution follows fair and merit-based recruitment systems.

13.1 Merit-Based Selection

Recruitment and promotion decisions are based on:

Qualification
 Competency
 Experience
 Professional merit

13.2 Equal Opportunity Employment

No discrimination shall occur on the basis of:

Gender
 Religion
 Disability
 Language
 Ethnicity
 Social background

13.3 Inclusive Workplace Culture

The institution promotes:

Respectful communication
 Team collaboration
 Psychological safety
 Professional dignity

14. Mental Well-Being and Emotional Inclusion

The institution recognizes emotional well-being as an important component of inclusivity.

14.1 Psychological Safety

The institution encourages environments where individuals feel safe to:

Express concerns
 Share ideas
 Seek support
 Participate freely

14.2 Counselling and Support Systems

Support mechanisms may include:

Counselling services
Mentorship systems
Emotional support programs
Academic guidance

15. Prevention of Discrimination and Harassment

The institution maintains zero tolerance toward:

Harassment
Bullying
Intimidation
Victimization
Discrimination
Exclusionary behaviour

15.1 Reporting Mechanisms

Individuals are encouraged to report concerns through appropriate institutional channels.

15.2 Confidentiality and Fairness

All complaints are handled with fairness, confidentiality, sensitivity, and professionalism.

16. Inclusive Digital Ecosystems

The institution recognizes the importance of digital inclusivity.

Digital systems including:

AMC Portal
Model LMS
Google Workspace
Institutional communication systems
Are utilized to improve accessibility, participation, communication, and engagement.

17. Community Engagement and Social Inclusivity

The institution recognizes its social responsibility toward equitable healthcare delivery and community engagement.

Programs may focus on:

Rural healthcare
Public health education
Preventive healthcare
Maternal and child health
Health awareness initiatives

The institution supports healthcare accessibility for underserved communities.

18. Diversity in Research and Innovation

The institution encourages inclusive participation in:

Research activities
Innovation programs
Academic collaborations
Quality improvement projects
Diverse perspectives are recognized as important drivers of innovation and scientific inquiry.

19. Inclusivity in Institutional Communication

Institutional communication shall promote:

Respectful language

Professional dignity

Inclusive representation

Non-discriminatory messaging

Insensitive, stereotypical, or exclusionary communication practices are discouraged.

20. Roles and Responsibilities

Institutional Leadership

Leadership is responsible for:

Supporting diversity initiatives

Ensuring policy implementation

Promoting inclusive culture

Monitoring institutional practices

Faculty Members

Faculty members should:

Promote inclusive learning environments

Encourage respectful participation

Avoid discriminatory behaviour

Students

Students are expected to:

Respect diversity

Maintain professionalism

Promote inclusive peer interactions

Administrative Departments

Administrative teams should ensure:

Fair operational systems

Respectful communication

Accessible support mechanisms

21. Awareness and Capacity Building

The institution conducts awareness activities related to:

Diversity and inclusion

Gender sensitivity

Patient dignity

Professional ethics

Communication skills

Cultural competence

Programs may include:

Workshops

Orientation sessions

Faculty development initiatives

Awareness campaigns

22. Monitoring and Continuous Review

The institution shall periodically review:

Inclusivity practices

Accessibility systems

Grievance trends
 Diversity initiatives
 Institutional culture indicators
 Feedback systems, audits, and committee reviews may be used to identify improvement opportunities.

23. Integration with Institutional Quality Systems

Inclusivity and diversity are integrated into broader institutional frameworks related to:

Clinical governance
 Patient-centered care
 Quality improvement systems
 Healthcare ethics
 Academic excellence
 Community engagement
 The institution recognizes that inclusive environments strengthen organizational maturity and healthcare quality.

24. Long-Term Institutional Aspirations

The institution aspires to build:

A compassionate healthcare ecosystem
 Inclusive academic systems
 Accessible digital learning environments
 Respectful workplace culture
 Culturally sensitive healthcare delivery models
 Diverse leadership ecosystems
 Emotionally safe institutional environments

The institution also aspires to align with global best practices related to diversity, equity, inclusion, accessibility, and socially accountable healthcare systems.

2.20 DIVERSITY AND INCLUSION

The institution promotes diversity and inclusion by providing equal opportunities to all students regardless of gender, social, economic, or cultural background. Admissions and academic activities are conducted as per the norms of The Tamil Nadu Dr. M.G.R. Medical University.

The institution maintains a safe, respectful, and supportive learning environment for all students. Faculty members provide equal academic guidance and mentoring to support student success.

Students from diverse backgrounds are encouraged to participate in seminars, research projects, and community activities. These efforts promote equality, mutual respect, and inclusive academic development.

2.21. INDUSTRY COLLABORATION AND PARTNERSHIP OUTCOMES

The institution promotes collaboration with pharmaceutical industries and healthcare organizations to enhance practical knowledge, skill development, and employability of students. These collaborations help bridge the gap between academic learning and real-world practice.

Industrial Visits

The institution regularly organizes industrial visits to provide students with exposure to real-time industrial operations and practices.

An industrial visit was organized on 14/09/2024 to the Pasteur Institute of India, located at Kotagiri Road, Connor, The Nilgiris, Tamil Nadu. A total of 46 students and 4 faculty members participated in this visit. Students gained knowledge on vaccine production, microbiological techniques, and quality control practices.

Another industrial visit was conducted to Madras Pharmaceuticals, Chennai, with 80 students and 4 faculty members. During this visit, students were exposed to pharmaceutical manufacturing processes, quality assurance, and industrial operations.

These visits help students understand Good Manufacturing Practices (GMP), industrial workflow, and practical applications of pharmaceutical sciences.

D.Pharmacy Internship / Hospital Training

As per regulatory requirements, D.Pharmacy students undergo mandatory practical training in hospitals and pharmacies. The institution facilitates internships in government hospitals and nearby healthcare centres in Tiruvannamalai and surrounding areas.

Students gain hands-on experience in:

- Drug dispensing and prescription handling
- Patient counselling
- Storage and inventory management
- Hospital pharmacy operations

Academic and Training Support

- Guest lectures by industry and healthcare professionals
- Workshops and seminars on current pharmaceutical practices
- Skill-based training programmes

Partnership Outcomes

- Enhanced practical and industrial knowledge
- Improved clinical and professional skills
- Increased employability of students
- Stronger industry–institute interaction

The institution effectively integrates industrial visits and hospital training into its academic framework. These initiatives provide valuable exposure to students and contribute significantly to their professional development and career readiness.

Introduction

Modern healthcare institutions and medical colleges are increasingly expected to function not only as centres for clinical excellence and academic learning, but also as socially accountable organizations that contribute meaningfully to community development, inclusive healthcare, public health awareness, and humanitarian outreach. In today's healthcare ecosystem, institutional excellence is measured not merely by infrastructure, technology, or academic outcomes, but also by the ability of healthcare organizations to establish meaningful partnerships that positively impact society.

Arunai Medical College Hospital strongly believes that healthcare education must remain deeply connected to social realities, community needs, vulnerable populations, and inclusive healthcare delivery systems. The institution recognizes that medical education becomes meaningful when students and healthcare professionals understand healthcare challenges beyond classrooms and hospitals and actively engage with underserved and differently-baled communities.

The institution therefore actively promotes collaborative partnerships, outreach initiatives, social responsibility programs, and community-based healthcare engagements through strategic collaborations with schools, charitable organizations, healthcare agencies, public health institutions, and social welfare organizations.

One of the important examples of such socially impactful collaboration is the Memorandum of Understanding (MoU) established with Rangammal Memorial Trust, an organization that runs a special school and care support system for intellectually disabled, hearing impacted, and physically challenged children.

This collaboration represents an important institutional initiative aimed at promoting:

- Inclusive healthcare
- Community outreach
- Student sensitization
- Social accountability
- Disability-inclusive healthcare practices
- Preventive healthcare access
- Compassion-driven medical education
- Community engagement and interdisciplinary learning

The partnership demonstrates how healthcare institutions and community organizations can collaboratively create meaningful social impact through healthcare access, preventive health programs, outreach services, student exposure, and compassionate engagement with vulnerable populations.

This document outlines the institutional philosophy, objectives, implementation strategies, collaborative activities, educational outcomes, social impact, and long-term institutional benefits associated with industry and community partnerships, with special emphasis on the collaboration between Arunai Medical College Hospital and Rangammal Memorial Trust.

Institutional Philosophy toward Industry and Community Collaboration

Arunai Medical College Hospital believes that healthcare institutions should function as socially responsive ecosystems interconnected with the communities they serve.

The institution recognizes that meaningful collaborations with external organizations contribute toward:

- Experiential learning
- Community-oriented medical education
- Social responsibility
- Preventive healthcare delivery
- Public health awareness
- Inclusive healthcare access
- Interdisciplinary collaboration
- Patient-centered care values
- Compassionate healthcare culture

The institution believes that healthcare education should not remain restricted to tertiary hospital environments alone. Students and healthcare professionals must understand:

- Social determinants of health
- Disability-inclusive healthcare
- Community healthcare challenges
- Caregiver burden
- Communication barriers
- Accessibility limitations
- Preventive health needs of vulnerable populations

Industry and institutional partnerships therefore serve as bridges connecting academic healthcare systems with real-world community healthcare needs.

Vision for Industry Collaboration and Partnerships

The vision of the institution is to build meaningful partnerships that strengthen:

- Community-oriented healthcare
- Preventive healthcare systems
- Inclusive healthcare delivery
- Academic social responsibility
- Interdisciplinary learning
- Healthcare accessibility
- Disability-sensitive healthcare practices
- Student experiential learning
- Social accountability in medical education

The institution aspires to become a healthcare ecosystem where academic excellence and social responsibility coexist seamlessly.

Objectives of Industry and Community Partnerships

The institution's partnership initiatives aim to:

1. Promote community-cantered healthcare delivery
2. Strengthen preventive healthcare outreach
3. Enhance experiential learning for students
4. Improve healthcare access for vulnerable populations
5. Promote disability-inclusive healthcare awareness
6. Encourage compassionate and empathetic healthcare practices
7. Facilitate interdisciplinary collaboration
8. Promote social accountability in healthcare education
9. Support community-based rehabilitation and preventive care
10. Create sustainable healthcare outreach ecosystems

Overview of Collaboration with

Rangammal Memorial Trust

One of the important community collaboration initiatives undertaken by Arunai Medical College Hospital is the Memorandum of Understanding (MoU) established with Rangammal Memorial Trust. The trust operates a special school and support system for children with:

- Intellectual disabilities
- Hearing impairment
- Physical disabilities
- Developmental challenges
- Special healthcare and educational needs

The collaboration was conceptualized with the objective of strengthening healthcare access, outreach services, student exposure, preventive healthcare assessment, and community engagement for differently-able children and their caregivers.

This partnership reflects the institution's commitment toward:

- Inclusive healthcare
- Community partnership
- Healthcare equity
- Disability-sensitive medical education
- Preventive healthcare services
- Humanitarian healthcare engagement

Rationale Behind the Collaboration

The institution recognized that children with developmental, intellectual, hearing, and physical disabilities often face multiple barriers in accessing healthcare services, including:

- Limited healthcare accessibility
- Communication barriers
- Transportation difficulties
- Social stigma
- Financial limitations
- Reduced preventive healthcare access
- Caregiver challenges
- Delayed medical assessments

The institution also recognized that healthcare professionals and medical students require greater exposure to disability-inclusive healthcare practices and communication approaches.

Accordingly, the collaboration was developed to bridge gaps between:

- Healthcare systems and special education systems
- Medical education and social healthcare realities
- Preventive healthcare and vulnerable communities
- Academic learning and compassionate engagement

Key Components of the Memorandum of Understanding (MoUs)

The MoUs established a framework for coordinated collaboration between the institution and the trust.

Key components include:

- Community outreach activities
- Student visits and interaction programs
- Annual medical examination of children
- Preventive healthcare screening
- Health awareness initiatives
- Interdisciplinary healthcare support
- Referral coordination
- Healthcare accessibility facilitation

Student Outreach and Experiential Learning Programs

One of the major objectives of the collaboration is to provide healthcare students with exposure to community-cantered and disability-inclusive healthcare environments.

Student Visits to the Special School

Students from the medical college participate in organized visits to the special school run by the trust. These visits provide opportunities for students to:

- Understand developmental disabilities

- Observe communication challenges
- Learn disability-sensitive interaction
- Understand caregiver perspectives
- Appreciate inclusive education systems
- Develop empathy and compassionate communication skills

The visits also expose students to the psychosocial dimensions of healthcare beyond conventional clinical settings.

Importance of Disability Sensitization in Medical Education

The institution recognizes that healthcare professionals must be trained to provide inclusive and respectful care to differently-able individuals.

Traditional medical education often focuses primarily on disease diagnosis and treatment, whereas disability-sensitive healthcare also requires understanding of:

- Functional limitations
- Communication adaptation
- Behavioural understanding
- Family-cantered care
- Rehabilitation needs
- Emotional and social support systems

Through the outreach program, students develop:

- Empathy
- Compassion
- Patient-cantered communication skills
- Respect for diversity
- Social accountability
- Humanistic healthcare values

Annual Medical Examination Program

One of the important components of the collaboration is the annual medical examination conducted for children associated with the trust.

The annual health assessment program is conducted at Arunai Medical College Hospital.

Objectives of the Annual Health Assessment

The annual medical examination aims to:

- Identify healthcare needs early
- Screen for preventable conditions
- Monitor growth and development
- Identify nutritional concerns
- Facilitate specialist referrals
- Support preventive healthcare
- Improve healthcare accessibility
- Promote continuity of care

Multidisciplinary Healthcare Involvement

The annual examination program involves multidisciplinary participation from various departments including:

- Paediatrics
- General Medicine
- ENT
- Ophthalmology
- Orthopaedics
- Psychiatry
- Physiotherapy
- Nutrition services
- Rehabilitation support services

This interdisciplinary model ensures holistic healthcare assessment.

Healthcare Accessibility and Inclusion

The collaboration significantly improves healthcare accessibility for children who may otherwise face barriers in accessing regular healthcare services.

The institution recognizes that differently-able children often require:

- Coordinated care pathways
- Repeated evaluations
- Preventive screening
- Communication-sensitive care
- Rehabilitation guidance
- Family counselling

The outreach initiative therefore supports equitable healthcare access for vulnerable populations.

Community-Oriented Medical Education

The partnership reflects the institution's commitment toward socially accountable medical education.

The institution believes that healthcare professionals should develop competencies not only in:

- Clinical diagnosis
- Medical treatment
- Procedural skills

But also in:

- Compassionate communication
- Community engagement
- Ethical sensitivity
- Disability-inclusive care
- Human-centered healthcare delivery

Social Accountability in Healthcare Institutions

The collaboration demonstrates the institution's broader philosophy of social accountability.

Healthcare institutions have a responsibility to contribute toward:

- Community well-being
- Healthcare accessibility
- Inclusive healthcare systems
- Public health awareness
- Preventive healthcare outreach
- Disability support ecosystems

The institution believes that academic healthcare systems should actively contribute to social transformation.

Outcomes of the Collaboration

The partnership has generated multiple academic, social, healthcare, and institutional outcomes.

Student-Centered Outcomes

Students benefit through:

- Enhanced empathy and compassion
- Better understanding of developmental disabilities
- Improved communication skills
- Greater awareness regarding disability-inclusive healthcare
- Exposure to community healthcare realities
- Improved interdisciplinary understanding
- Humanistic professional development

Healthcare Outcomes

The initiative supports:

- Early identification of health issues
- Preventive healthcare screening
- Specialist referral coordination
- Continuity of healthcare support
- Improved healthcare access

Community Outcomes

The collaboration strengthens:

- Community trust
- Healthcare accessibility
- Inclusive healthcare awareness
- Caregiver support systems
- Social inclusion initiatives

Institutional Outcomes

The institution benefits through:

- Strengthened social accountability
- Community engagement visibility
- Enhanced outreach programs
- Student sensitization
- Inclusive healthcare leadership
- Strengthened institutional values

Importance of Partnerships in Modern Healthcare Education

Modern healthcare education increasingly recognizes the importance of:

- Experiential learning
- Community engagement
- Interdisciplinary collaboration
- Public health orientation
- Social responsibility

Partnerships such as this bridge the gap between:

- Academic institutions and society
- Classroom learning and social realities
- Healthcare systems and vulnerable communities

Inclusive Healthcare Philosophy

The collaboration reinforces the institution's philosophy that healthcare systems must be inclusive, accessible, equitable, and compassionate.

The institution believes that differently-able individuals deserve:

- Respectful healthcare
- Accessible services
- Coordinated care pathways
- Preventive healthcare access
- Dignified treatment

Long-Term Vision of Community Collaboration

The institution aspires to strengthen future collaborations in areas such as:

- Disability-inclusive healthcare
- Rural healthcare outreach
- School health programs
- Rehabilitation support systems
- Public health awareness initiatives
- Preventive healthcare screening
- Mental health outreach
- Community-based rehabilitation

Integration with Institutional Values

The collaboration aligns closely with institutional values related to:

- Compassion
- Inclusivity
- Social accountability
- Ethical healthcare
- Community-centered education
- Human dignity
- Service orientation
-

Future Expansion Opportunities

The institution envisions expanding similar partnerships to include:

- NGOs
- Rehabilitation centres
- Public health organizations
- Rural schools
- Special healthcare support organizations
- Community welfare groups

Future initiatives may include:

- Mobile healthcare outreach

- Telehealth support
- Rehabilitation awareness programs
- Caregiver training workshops
- Preventive health camps
- Community screening initiatives

Institutional Commitment toward Inclusive Outreach

Arunai Medical College Hospital remains committed toward creating sustainable outreach ecosystems that integrate healthcare, education, compassion, social responsibility, and community engagement. The institution believes that healthcare institutions should not remain isolated tertiary care systems, but should function as compassionate community partners contributing toward inclusive and equitable healthcare delivery.

2.22 STATUTORY COMPLIANCE AND LEGAL FRAMEWORK

- **Labour Laws:** These laws govern the relationship between employers and employees, covering aspects such as minimum wage, working hours, overtime pay, workplace safety, and anti-discrimination policies. Compliance with labour laws ensures fair treatment of employees and helps maintain a harmonious work environment.
- **Tax Regulations:** Businesses must comply with tax laws related to income tax, corporate tax, and other statutory deductions such as Tax Deducted at Source (TDS). Proper adherence to tax regulations helps avoid penalties and legal repercussions.
- **Health and Safety Regulations:** Organizations are required to follow specific health and safety standards to protect their employees from workplace hazards. This includes ensuring safe working conditions and providing necessary training for employees.
- **Environmental Laws:** Companies must also comply with environmental regulations that govern waste management, emissions, and resource usage to minimize their ecological footprint.

The institution strictly adheres to the statutory regulations and legal requirements prescribed by regulatory authorities governing pharmacy education and institutional administration. All academic and administrative activities are conducted in compliance with prescribed norms to ensure quality education and proper governance.

Regulatory Approvals and Affiliation

The institution is approved by the Pharmacy Council of India and affiliated with The Tamil Nadu Dr. M.G.R. Medical University. All academic, infrastructural, and faculty requirements are maintained as per the guidelines of these authorities.

Academic Compliance

- Admissions are carried out as per university and regulatory norms
- Curriculum and syllabus are followed as prescribed
- Internal assessments and university examinations are conducted systematically
- Academic records are properly maintained and updated

Administrative and Legal Compliance

- Faculty appointments are made as per qualification norms
- Service records and staff details are maintained
- Institutional policies and procedures are documented
- Compliance with applicable legal and regulatory requirements

Infrastructure and Facility Compliance

- Laboratories and classrooms are maintained as per standards
- Required equipment and learning resources are available
- Safety and laboratory practices are followed

Statutory Registers and Documents Maintained

The institution maintains the following registers and records as per regulatory requirements:

Academic Records

- Admission Register
- Student Attendance Register
- Internal Assessment Marks Register
- University Examination Records
- Student Progression Records

Administrative Records

- Staff Attendance Register
- Service Register (Faculty & Staff)
- Leave Register
- Salary and Pay Records
- Appointment Orders and Qualification Certificates

Laboratory and Infrastructure Records

- Equipment Stock Register
- Maintenance and Calibration Records
- Chemical and Reagent Stock Register
- Laboratory Log Books

Compliance and General Records

- Governing Body Meeting Minutes
- Academic Committee Meeting Records
- Inspection and Approval Documents (PCI, University)
- Feedback Forms (Students/Stakeholders)
- Seminar, Workshop, and Programme Reports

Outcome

- Ensures transparency and accountability
- Maintains proper documentation for inspections
- Supports smooth academic and administrative functioning
- Ensures compliance with statutory requirements

The institution maintains comprehensive statutory records and follows all regulatory guidelines, ensuring effective governance, transparency, and quality in pharmacy education.

A. Indian Nursing Council (INC)

Regulates nursing education and practice
Prescribes syllabus and standards
Recognizes nursing colleges

B.State nursing council (SNC)

Regulates nursing education and practice in Tamil Nadu
Registers nurses and midwives
Recognizes nursing institutions

STUDENT CENTRIC POLICIES:**Focus on learner needs**

Teaching is planned based on: Student interest Ability and learning level Individual differences

Active learning**Students:**

Ask questions Participate in discussions Solve problems Work in groups Example: case studies, simulation, and clinical practice in nursing.

Teacher as facilitator**The teacher:**

Guides and supports Encourages critical thinking Provides feedback Instead of only giving lectures.

Flexible learning**Students learn at their own pace through:**

Projects Assignments Practical work Digital learning

Continuous assessment**Focus is on:**

Skill development Competency Practical performance Not only final exams.

2.23 INTERNAL QUALITY ASSURANCE CELL (IQAC) FUNCTIONING

At present, a formal Internal Quality Assurance Cell (IQAC) has not been fully established in the institution. However, the management and academic committee ensure basic quality practices in teaching, learning, and administration.

The institution follows structured academic planning, regular monitoring of student performance, and feedback collection from students to maintain quality standards. Faculty members actively participate in academic activities such as seminars, workshops, and research work, contributing to continuous improvement.

The institution is committed to establishing a formal IQAC in the near future. Plans are in place to develop a structured system for quality assurance, including regular meetings, documentation, feedback analysis, and implementation of quality initiatives.

Although a formal IQAC is not currently in place, the institution maintains basic quality practices and is actively planning to establish an effective IQAC system for continuous improvement and academic excellence.

2.24 ALUMNI CONTRIBUTIONS

Since we are not having any passed-out students for alumni contribution, we have present 3rd year students right now but conducted one initiative seminar about has higher Studies in Uk by MR. S.B. MUGILAN M.SC., Neuroscience, University of Manchester, Uk

The institution maintains good relationships with its alumni, who contribute to the academic and professional development of students.

Alumni support the institution by providing career guidance, sharing professional experience, and motivating students for higher education and employment. Alumni also participate in seminars and academic interactions to share their industry and professional knowledge.

These contributions help students understand career opportunities, improve professional skills, and enhance their career progression in pharmaceutical and healthcare fields.

BOOKS

S.No	Name of The Alumni	Department	Title of the Book	Publisher	Price of the book (In Rs)
1.	2018- 2022	OBG	Myles textbook for Midwives (2) no's	Elsevier	Rs.3000
2.	2019-2023	MEDICAL AND SURDICAL NURSING	Brunner &Suddarth (2) No's Lewis	Wolters Kluwer Harpercollins	Rs.5600 Rs.5600
3.	2020-2024	NURSING FOUNDATION	Potter & Berry	Elsevier	Rs.3200

Equipment's and Infrastructure (Kind)

S.No	Name Of The Alumni	Department	Nature of Contribution	Cost (In Rs)
1.	2018- 2022	OBG	Female pelvis (2)No's	Rs. 4000
2.	2019-2023	Community Health Nursing	Community Bag (5) No's	Rs.10000
3.	2020-2024	Medical and Surgical Nursing	Allis tissue forceps (6) No's Nebulizer (2) No's Laryngoscope (1)	Rs.3000 Rs.2800 Rs.2000

Introduction

The Alumni Association of Arunai Medical College and Hospital is proposed as a formal platform to foster lifelong relationships between the institution and its alumni while strengthening professional networking, academic collaboration, institutional development, and social responsibility initiatives. The association aims to create a strong and sustainable connection among graduates, students, faculty members, healthcare professionals, and the institution. The Alumni Association will function as an important bridge connecting past students with the continuing growth and advancement of the institution.

The institution believes that alumni are valuable ambassadors who contribute significantly toward academic excellence, mentorship, institutional reputation, research collaboration, healthcare outreach, and professional development.

Vision

To create a vibrant and engaged alumni community that contributes toward academic excellence, professional advancement, innovation, healthcare leadership, and societal impact.

Mission

- To strengthen lifelong engagement between alumni and the institution
- To promote networking and collaboration among alumni
- To support academic, research, and mentorship activities
- To encourage alumni participation in institutional development

- To create opportunities for professional growth and leadership
- To foster community service and healthcare outreach initiatives
- To support student welfare, scholarships, and career guidance

Objectives

The proposed Alumni Association aims to:

1. Foster a spirit of loyalty and belonging among alumni
2. Strengthen interaction between alumni and the institution
3. Promote networking among healthcare professionals and graduates
4. Encourage alumni participation in academic and research activities
5. Facilitate mentorship opportunities for students
6. Support career guidance and professional development programs
7. Promote alumni involvement in community healthcare initiatives
8. Facilitate fundraising and scholarship support activities
9. Create an alumni database and communication network
10. Organize alumni meets, professional events, and institutional celebrations

Proposed Organizational Structure of Alumni Association

Patron

Chairman / Vice Chairman

Chief Advisor

Dean / Principal

Alumni Association Advisory Committee

- Senior Faculty Representatives
- Administrative Representatives
- Alumni Representatives
- Student Representatives

Executive Committee

President

Provides leadership and overall direction for Alumni Association activities.

Vice President

Supports the President and coordinates programs and member engagement.

Secretary

Responsible for communication, documentation, meeting coordination, and recordkeeping.

Joint Secretary

Supports coordination and communication activities.

Treasurer

Responsible for financial management and accounts.

Executive Members

Represent alumni interests and support event organization, networking, and outreach activities.

Subcommittees

Communication Committee

- Alumni database management
- Social media and communication
- Newsletter and updates

Events Committee

- Alumni meet coordination

- Institutional celebrations
- Networking activities

Academic & Mentorship Committee

- Student mentorship
- Career guidance
- Academic interaction

Research & Innovation Committee

- Research collaboration
- Innovation networking
- Professional development programs

Scholarship & Welfare Committee

- Alumni-funded scholarships
- Student welfare initiatives
- Community support activities

4. Draft Alumni Association By-Laws

Article 1 – Name

The name of the association shall be:

“Arunai Medical College and Hospital Alumni Association”

Article 2 – Objectives

The objectives of the association are:

- To maintain lifelong engagement between alumni and the institution
- To promote networking and professional collaboration
- To support institutional growth and academic excellence
- To encourage mentorship and student support activities
- To facilitate healthcare outreach and social responsibility initiatives

Article 3 – Membership

Eligibility

All graduates, former students, faculty members, and approved institutional associates shall be eligible for membership.

Types of Membership

- Life Membership
- Annual Membership
- Honorary Membership

Article 4 – Office Bearers

The Association shall consist of:

- President
- Vice President
- Secretary
- Joint Secretary
- Treasurer
- Executive Committee Members

Article 5 – Meetings

The Association shall conduct:

- Annual General Body Meeting
- Executive Committee Meetings

- Special Meetings when required

Article 6 – Elections

Office bearers shall be elected by members of the Association through a democratic process for a defined tenure.

Article 7 – Finance

Funds of the Association may be generated through:

- Membership fees
- Alumni contributions
- Sponsorships
- Fundraising activities
- Donations

Article 8 – Amendments

The by-laws may be amended with approval from the General Body.

Draft Alumni Database Collection Format

Alumni Information Form

- Full Name
- Batch / Year of Graduation
- Department / Course
- Current Designation
- Organization / Institution
- Contact Number
- Email Address
- Current City / Country
- Areas of Interest
- Willingness to Volunteer (Yes/No)
- Interested Areas:
 - Mentorship
 - Research Collaboration
 - Academic Sessions
 - Community Outreach
 - Scholarships
 - Networking Events

8. Proposed Alumni Activities

The Alumni Association may organize:

- Annual Alumni Meets
- Professional Networking Events
- Guest Lectures and CME Programs
- Student Mentorship Programs
- Career Guidance Sessions
- Healthcare Outreach Activities
- Research Collaboration Forums
- Scholarship Support Programs
- Cultural and Sports Events
- Institutional Development Initiatives

9. Proposed Communication Strategy

The Alumni Association may maintain communication through:

- Alumni Newsletter
- Email Groups

- Whatsapp Groups
- Social Media Platforms
- Institutional Website
- Alumni Directory
- Annual Reports and Updates

2.25 STUDENT CENTRIC POLICIES

STUDENT -CENTRIC POLICIES

PERSONALIZED LEARNING POLICY

S.NO	TOPICS	BENEFITS	CHIEF GUEST	STUDENTS REMARKS
1.	WORLD TUBERCULOSIS DAY DATE-24/03/2025	RAISED PUBLIC AWARENESS REDUCES STIGMA PROMOTES EARLY DIAGNOSIS SUPPORTS GLOBAL HEALTH GOALS	DR.RAMALINGAM BETHUNAICKAN Ph.D., SCIENTIST -ICMR	INCREASE HEALTH AWARENESS PROMOTE HEALTH HABITS SUPPORT ACADEMIC LEARNING BUILDS CAREER INTEREST

WORLD ANAESTHESIA DAY

S.NO	TOPICS	BENEFITS	CHIEF GUEST	STUDENTS REMARKS
1.	WORLD ANAESTHESIA DAY (ANAESTHESIOLOGY IN HEALTH EMERGENCIES) DATE -16.10.2025	- PROMOTING GLOBAL SAFETY STANDARDS - ADVANCING PROFESSIONAL DEVELOPMENT - RECOGNIZING MEDICAL ADVANCEMENT - HIGHLIGHTING DIVERSE EXPERTISE	DR.UMESH MUTHUVEL M.B.B.S.,MD	- GRATITUDE FOR INNOVATION - PROMOTE HEALTH HABITS - SUPPORT ACADEMIC LEARNING - BUILDS CAREER INTEREST

INCLUSIVE EDUCATION

S.NO	SCHOLARSHIP	BOYS	GIRLS
1.	SC, ST	22	38

S.NO	TAMIL PUDHALVAN & PUDHUMAI PENN SCHEME	BOYS	GIRLS
1.	GOVERNMENT SCHOOL EDUCATED STUDENTS	40	36

Inclusive education scholarships, particularly in India and through international programs like Open Society Foundations, provide essential financial aid to students with disabilities and from marginalized backgrounds. They cover tuition, books, and living expenses to foster diverse learning environments, combat school dropouts, and support higher education.

MENTAL HEALTH & WELL BEING SUPPORT

Yoga day celebrate annually on June 21st ,offers students crucial tools to improve physical health boost mental focus ,and manage stress .regular practice enhances cognitive function for better academic performance ,increase flexibility and promotes emotional stability .it also encourages discipline health lifestyles and better .

ACADEMIC FLEXIBILITY

SOFT -BASED & EXPERIENTIAL LEARNING

- **Academic Excellence:** Students can use word processors to format assignments professionally; check grammar, and format citations.
- **Research & Learning:** Effective use of search engines and online databases allows for efficient gathering of information.
- **Presentations:** Creating compelling, visual slideshows for projects using tools like PowerPoint or Google Slides.
- **Data Analysis:** Using spread sheets (Excel) to organize, analyse, and visualize data for science or mathematics projects.
- **Digital Communication:** Managing email, utilizing collaborative tools (Teams/Zoom), and submitting assignments online.
- **File Management:** Organizing digital folders, managing storage, and ensuring file safety.
- **Safety & Security:** Understanding how to create strong passwords and recognize phishing scams to stay

RESEARCH FORUM

- **Purpose:** They promote young researchers, help bridge the gap between academic study and industry needs, and encourage innovative thinking.
- **Activities:** Key activities include paper presentations, technical workshops, research proposal development, and mentoring for writing theses or publishing papers.

SKILL & CAREER READLINESS

- **Free Skill Development:** Access to specialized, industry-relevant courses in sectors like IT & ITeS, Healthcare, Banking (BFSI), Media, and Electronics to make students job-ready.
- **Career & Academic Guidance:** Personalized mentorship and counselling to help students align their studies with career goals.
- **Certifications & Training:** Globally and nationally recognized certifications upon completion of modules, enhancing resumes.
- **Internships & Placements:** Facilitates direct industry engagement through internships and apprenticeships with top companies.
- **Competitive Exam Prep:** Specialized training for Union Government recruitment exams.
- **Digital Literacy:** Training designed to improve technical skills, including foreign language training and new technologies.
- **Access via App/Portal:** Students can use the Naan Mudhalvan App or Portal to register, select courses, and submit feedback

HOLISTIC DEVELOPMENT

Sported Day Held ON 6.06.2025 offers comprehensive benefits for students, promoting physical health, mental well-being, and social development. It enhances cardiovascular fitness, builds confidence, fosters team spirit, and teaches vital life skills like discipline, resilience, and sportsmanship. It is an essential, holistic event that boosts academic performance and overall personality development.

CULTURAL PROGRAM

Cultural program me Held on March 21, 2025

Chief guest Actor Srikanth

- **Performing Arts:** Dance (classical, western, folk), music (vocal/instrumental), and drama/skits.
- **Literary Events:** Debates, quizzes, elocution, essay writing, and poetry recitation.
- **Fine Arts & Creativity:** Drawing, painting, sculpture, and, in some cases, photography or film.
- **Special Occasions:** Often tied to annual festivals, Fresher's Welcome, and Farewell events.

The institution implements student-centric policies to support academic success, skill development, and overall student welfare.

Faculty members provide academic mentoring, guidance, and support to help students improve their academic performance and complete research projects. The institution organizes seminars, continuing education programmes, and career guidance programmes to enhance student knowledge and employability.

Students are encouraged to participate in seminars, research activities, and community programmes to support their professional and personal development.

These student-centric policies ensure effective learning, skill development, and career progression.

2.26 STUDENT EMPOWERMENT AND LEADERSHIP**STUDENT EMPOWERMENT AND LEADERSHIP****3RD YEAR CO-ORDINATORS**

S.NO	POSTING	NAME	DEPARTMENT
1	PRESIDENT	MR. ASWIN RAJ	B.SC OTAT – 3 RD YEAR
2	VICE-PRESIDENT	MS. JENCY	B.SC OTAT – 3 RD YEAR
3	SPORTS LEADER	MR. VENKATESAN	B.SC AECT-2 ND YEAR
4	TREASURER	MS. JOSHICA	B.SC OTAT- 2 ND YEAR
5	CULTURALS CLUB CO-ORDINATOR	MS. RUBY ROSELIN	B.SC DT-1 ST YEAR
6	RESEARCH CLUB COORDINATOR	MR. MOKESH	B.SC CT-3 RD YEAR
7	DISCIPLINE LEADER	MR. RAMANA	B.SC MLT– 1 ST YEAR
8	POSTINGSCO-ORDINATOR	MR. ALWIN DEOSAM	B.SC RIT-3 RD YEAR

STUDENT EMPOWERMENT AND LEADERSHIP**2ND YEAR CO-ORDINATORS**

S.NO	POSTING	NAME	DEPARTMENT
1	PRESIDENT	MR. THAMARAI SELVAN	B.SC RRT-2 ND YEAR
2	VICE-PRESIDENT	MS. SHIFANA	B.SC CPPT-2 ND YEAR
3	SPORTS LEADER	MS. THENAVIKA	B.SC PA -2 ND YEAR
4	TREASURER	MS. RENUKA DEVI	B.SC CT-2 ND YEAR
5	CULTURALS CLUB CORDINATOR	MR. GOWTHAM	B.SC DT-2 ND YEAR
6	RESEARCH CLUB CORDINATOR	MS. ARSHIYA	B.SC MLT-2 ND YEAR
7	DISCIPLINE LEADER	MS. SHAMRUTHI	B.SC CCT-2 ND YEAR
8	POSTINGS CO-ORDINATOR	MR. MANOJ	B.SC RIT-2 ND YEAR

STUDENT EMPOWERMENT AND LEADERSHIP**1ST YEAR CO-ORDINATORS**

S.NO	POSTING	NAME	DEPARTMENT
1	PRESIDENT	MR. RAMANA	B.SC MLT- 1 ST YEAR
2	VICE-PRESIDENT	MS. NIKITHA	B.SC AECT- 1 ST YEAR
3	SPORTS LEADER	MS. NANDHINI	B.SC DT- 1 ST YEAR
4	TREASURER	MR. INIYAVAN	B.SC CT- 1 ST YEAR
5	CULTURALS CLUB COORDINATOR	MR. ADHIP MOORTHY	B.SC RIT- 1 ST YEAR
6	RESEARCH CLUB CO-ORDINATOR	MS. KIRESHMA	B.SC OTAT- 1 ST YEAR
7	DISCIPLINE LEADER	MR. PRADEEP	B.SC CCT- 1 ST YEAR
8	POSTINGS CO-ORDINATOR	MS. FAIZA	B.SC RRT- 1 ST YEAR

The institution promotes student empowerment and leadership by encouraging active participation in academic, cultural, sports, and social activities. Students actively organize and participate in annual Cultural Day, Sports Day, Pharmacy Week celebrations, Teachers' Day celebration, and Pongal celebration. These activities help students develop leadership, teamwork, and organizational skills.

Students also participate in awareness programmes such as vaccination awareness rallies and blood donation camps, enhancing their social responsibility and leadership qualities.

The institution organizes seminars and continuing education programmes, which help students, improve communication, confidence, and professional skills.

These activities empower students with leadership abilities, confidence, and overall personality development.

2.27 STAKEHOLDER FEEDBACK

1. STUDENT FEEDBACK
2. FACULTY FEEDBACK
3. EVENT FEEDBACK
4. PARENTS FEEDBACK

The institution collects feedback from various stakeholders including students, alumni, faculty, and employers to improve the quality of education and institutional facilities.

Student feedback is collected regularly on teaching, academic performance, and institutional support. Alumni feedback helps in improving career guidance and academic practices. Faculty feedback contributes to improving teaching and learning methods.

Feedback is analysed, and necessary improvements are implemented to enhance academic quality, student support, and institutional development in accordance with the guidelines of The Tamil Nadu Dr. M.G.R. Medical University.

These practices help ensure continuous improvement in teaching, learning, and overall institutional performance.

Action Taken Report (ATR) on Employee Feedback

1. Introduction

Arunai Medical College & Hospital conducted a structured Employee Feedback Survey as part of its institutional quality improvement and workforce engagement initiatives. The feedback was collected from employees across academic, clinical, nursing, technical, administrative, and support departments to assess organizational functioning, employee wellbeing, workplace culture, infrastructure, training opportunities, and operational efficiency.

The feedback analysis identified several institutional strengths including positive teamwork, supportive supervision, departmental communication, workplace safety, learning opportunities, and employee engagement. Simultaneously, employees highlighted important areas requiring improvement such as staffing adequacy, work-life balance, employee welfare measures, salary and incentive systems, training opportunities, and facility enhancement.

The feedback findings were reviewed by the Hospital Management Committee, Human Resource Department, IQAC, Nursing Administration, Medical Superintendent Office, Academic Leadership, and Department Heads. Based on the analysis, multiple corrective and developmental actions were initiated.

This Action Taken Report (ATR) summarizes the measures implemented by the institution in response to employee feedback.

2. Objectives of the Action Taken Report

The objectives of this Action Taken Report are:

1. To document institutional responsiveness toward employee feedback.
2. To strengthen employee-cantered governance mechanisms.
3. To improve workplace environment and employee wellbeing.
4. To enhance workforce support systems.
5. To strengthen operational efficiency and communication.
6. To improve professional development opportunities.
7. To support continuous organizational quality improvement.

3. Major Feedback Areas Identified

The major themes identified from employee feedback included:

Domain	Key Feedback
Work Environment	Generally positive work culture and teamwork
Staffing	Need for additional workforce support
Welfare	Need for improved benefits and staff support
Salary & Incentives	Request for salary revision and incentive strengthening
Training	Need for more educational and skill development programs
Communication	Need for improved management interaction and coordination
Facilities	Improvement required in staff amenities and infrastructure
Work-Life Balance	Concerns regarding workload and stress

4. Human Resource and Staffing Actions

4.1 Manpower Assessment and Workforce Support

Feedback Received

Employees highlighted:

- Increased workload
- Staffing shortages in some areas
- Duty-related stress
- Need for additional workforce support

Action Taken

- Department-wise manpower requirements were reviewed.
- High workload areas were identified for staffing support.
- Recruitment processes were strengthened in selected departments.
- Duty redistribution and workload balancing measures were initiated wherever feasible.

Outcome

- Improved workforce distribution in selected areas.
- Reduction in workload burden in certain departments.
- Enhanced operational coordination.

4.2 Duty and Workflow Optimization

Feedback Received

Employees requested better workload management and operational coordination.

Action Taken

- Departmental workflow reviews were conducted.
- Duty scheduling practices were reviewed by department heads.
- Efforts were initiated to improve shift coordination and manpower allocation.

Outcome

- Better coordination in departmental operations.
- Improved workflow management in selected units.

5. Employee Welfare and Wellbeing Actions**5.1 Employee Wellness and Support****Feedback Received**

Employees expressed concerns regarding:

- Work stress
- Fatigue
- Work-life balance
- Need for stronger employee welfare measures

Action Taken

- Departments were advised to promote supportive workplace culture.
- Supervisors were encouraged to maintain open communication with employees.
- Employee wellbeing discussions were incorporated during departmental meetings.
- Institutional emphasis on respectful and collaborative work culture was reinforced.

Outcome

- Increased awareness regarding employee wellbeing.
- Improved departmental sensitivity toward workforce stress.

5.2 Healthcare and Welfare Support**Feedback Received**

Employees requested improvement in healthcare benefits and welfare systems.

Action Taken

- Existing employee support systems were reviewed.
- Administrative discussions were initiated regarding strengthening welfare mechanisms.
- Employees were encouraged to utilize available institutional healthcare support facilities.

Outcome

- Improved awareness regarding employee welfare support systems.
- Institutional review of employee healthcare support initiated.

6. Salary and Incentive-Related Actions**6.1 Salary and Increment Review****Feedback Received**

Employees highlighted concerns regarding:

- Salary structure
- Incentives
- Increment systems
- Financial recognition

Action Taken

- Management reviewed employee concerns regarding compensation.
- Department-wise salary structure review discussions were initiated.
- Performance and workload-based administrative review mechanisms were strengthened.

Outcome

- Increased institutional attention toward compensation-related concerns.
- Administrative review processes initiated for long-term workforce retention planning.

6.2 Employee Recognition Initiatives**Feedback Received**

Employees requested improved appreciation and recognition systems.

Action Taken

- Department heads were encouraged to acknowledge employee contributions.
- Institutional emphasis on positive workplace culture and staff appreciation was reinforced.
- Appreciation during departmental meetings and institutional events was encouraged.

Outcome

- Improved morale in several departments.
- Enhanced focus on employee motivation and engagement.

7. Professional Development and Training Actions**7.1 Staff Training and Skill Development****Feedback Received**

Employees requested:

- Additional training programs
- Skill enhancement initiatives
- Continuous professional development opportunities

Action Taken

- Departments were instructed to increase:
- Continuing Medical Education (CME) sessions
- Nursing education programs
- Skill-based workshops
- Infection control training
- Quality and safety orientation programs
- Internal experts were encouraged to participate as resource persons.

Outcome

- Increased educational activities across departments.
- Improved awareness regarding quality and patient safety practices.
- Enhanced employee participation in institutional learning activities.

7.2 Academic and Quality Training**Feedback Received**

Employees appreciated institutional learning opportunities but requested more structured programs.

Action Taken

- Quality improvement and NABH-related orientation programs were strengthened.
- Departments increased training regarding:
- Biomedical waste management
- Infection prevention and control
- Patient safety
- Documentation standards
- Communication skills

Outcome

- Improved quality awareness among employees.
- Strengthened patient safety culture.

8. Communication and Governance Actions**8.1 Strengthening Departmental Communication****Feedback Received**

Employees requested improved coordination and communication.

Action Taken

- Departments were advised to conduct regular staff meetings.
- Administrative communication channels were strengthened.
- Employee concerns were encouraged to be escalated through departmental leadership.

Outcome

- Improved communication flow in several departments.
- Better coordination between teams and supervisors.

8.2 Feedback Closure and Management Responsiveness**Feedback Received**

Some employees expressed uncertainty regarding whether feedback results in institutional action.

Action Taken

- Employee feedback findings were reviewed at administrative and committee levels.
- Department heads were instructed to address department-specific concerns.
- Institutional efforts were initiated to improve visibility of corrective actions.

Outcome

- Improved awareness regarding management responsiveness.
- Enhanced transparency in feedback review processes.

9. Infrastructure and Facility-Related Actions**9.1 Staff Facility Improvement****Feedback Received**

Employees requested improvements in:

- Staff amenities
- Rest areas
- General facility maintenance

Action Taken

- Maintenance reviews were intensified.
- Housekeeping and sanitation monitoring were strengthened.
- Facility-related concerns were periodically reviewed by administration.

Outcome

- Improved maintenance responsiveness.
- Better monitoring of staff support areas.

9.2 Operational Resource Support**Feedback Received**

Some employees reported the need for improved operational resources and support systems.

Action Taken

- Department-specific equipment and resource requirements were reviewed.
- Administrative support for operational efficiency was strengthened.
- Departments were encouraged to report equipment and workflow concerns promptly.

Outcome

- Improved operational monitoring.
- Better coordination regarding resource management.

10. Patient Care and Quality Improvement Actions**10.1 Strengthening Patient Care Coordination****Feedback Received**

Employees emphasized the importance of:

- Better staffing support
- Improved patient care coordination
- Efficient workflows

Action Taken

- Departments were advised to strengthen coordination during patient care activities.
- Team-based care approaches were reinforced.
- Additional emphasis was placed on communication and workflow management.

Outcome

- Improved multidisciplinary coordination.
- Better operational awareness regarding patient care efficiency.

10.2 Quality and Safety Reinforcement**Feedback Received**

Employees appreciated institutional focus on safety and quality systems.

Action Taken

- On-going training regarding:
- Infection control
- Biomedical waste management
- Patient safety
- Documentation quality
- Incident reporting systems was continued and strengthened.

Outcome

- Sustained patient safety awareness.
- Improved quality culture across departments.

11. Committee-Level Actions

Committee / Department	Action Taken
<i>Human Resource Department</i>	<i>Reviewed workforce concerns and staffing requirements</i>
<i>IQA</i>	<i>Monitored employee feedback review and corrective actions</i>
<i>Hospital Administration</i>	<i>Strengthened communication and facility monitoring</i>
<i>Nursing Administration</i>	<i>Enhanced educational and welfare support measures</i>
<i>Quality Department</i>	<i>Continued patient safety and infection control training</i>
<i>Department Heads</i>	<i>Conducted staff interaction meetings and reviewed concerns</i>
<i>Maintenance Department</i>	<i>Increased monitoring of staff facilities and infrastructure</i>

12. Long-Term Institutional Improvement Plans

Based on employee feedback, the institution has identified the following long-term priorities:

1. Strengthening employee welfare systems.
2. Improving workforce planning and staffing support.
3. Enhancing training and skill development programs.
4. Expanding employee wellness initiatives.
5. Improving communication and participatory governance.
6. Strengthening staff recognition and appreciation systems.
7. Improving infrastructure and employee amenities.
8. Developing sustainable workforce retention strategies.

2.28 CERTIFICATIONS AND ACHIEVEMENTS

The institution has achieved recognition through academic programmes, research activities, publications, and intellectual property achievements.

The institution has successfully obtained **04 granted Intellectual Property Rights (IPR)**, demonstrating innovation and research contribution in pharmaceutical sciences. Faculty members have also published **02 books** and research articles in national and international journals.

Teaching faculty published 35+ journals in the reputed National and International Journals.

The institution regularly conducts continuing education programmes sponsored by The Tamil Nadu Dr. M.G.R. Medical University, and participants receive credit point certificates.

Students and faculty actively participate in seminars, workshops, and professional programmes and receive certificates, enhancing their academic and professional development.

These certifications and achievements reflect the institution's commitment to academic excellence, innovation, and professional growth.

The institution has demonstrated consistent progress in academics, research, and professional activities, reflected through measurable achievements of faculty and students.

Institutional Achievements

- Conducted 5+ seminars/workshops/continuing education programmes annually
- Organized health camps and awareness programmes
- Adoption of digital learning facilities such as smart classrooms and e-resources

Faculty Achievements

- 15+ research publications in national and international journals
- 04 Intellectual Property Rights (IPRs) (1 Patent + 3 Design Registrations)
- 10+ participations in conferences/workshops/FDPs per year
- Faculty members serving as:
 - University examiners
 - Paper valuers
 - Question paper setters
- Active involvement in student project guidance

Book Publications

S.No	Title of Book	Author(s)	Publisher	Year	ISBN
1	<i>Nano Drug Delivery Systems: Principles and Applications</i>	<i>Dr. S. Jayaprakash</i>	<i>Notion Press</i>	2026	979-8903620081
2	<i>Advanced Review and Research in Pharmaceutical Science vol-4</i>	<i>Mr. Balasundaresan M</i>	<i>AkiNik Publications</i>	2023	978-93-5570-653-9.
3	<i>Advanced Review and Research in Pharmaceutical Science vol-5</i>	<i>Mr. Balasundaresan M</i>	<i>AkiNik Publications</i>	2023	978-93-5570-653-9.
4	<i>Text book of Biochemistry</i>	<i>Dr. P.R. Lokeshkumar</i>	<i>Authors click publishing</i>	2025	978-93-6665-004-3
5	<i>Textbook of Pharmacology II (V Semester)</i>	<i>Dr. V. Suresh</i>	<i>Shashwat publication,</i>	2025	978-93-6087-1

Student Achievements

- 100% participation in project work
- 20+ seminar/poster presentations annually
- Active participation in co-curricular activities
- Good academic perform

Research and Innovation

- 01 Patent filed and published
- 03 Design registrations granted
- 35 research works published in the reputed journals.
- Student research in formulation, pharmacology, and drug analysis

Outcome

- Improved academic and research performance
- Increased faculty recognition at university level
- Enhanced student skills and employability

The institution maintains steady progress with quantifiable achievements in publications, IPRs, faculty academic roles, and book publications, contributing to overall academic excellence.



CHAPTER-III

3.1. VISION AND MISSION OF THE PROPOSED UNIVERSITY

VISION:

"To be a pioneering university of distinction, renowned nationally and internationally for its extraordinary, unique programs that integrates technical excellence with ethical and holistic development. We are committed to cultivating globally competent professionals who are not only skilled and innovative but also deeply rooted in values and dedicated to social impact. By fostering transformative learning in a serene, inspiring environment, we empower individuals to excel in their fields, uplift communities, and serve as ambassadors of integrity and wisdom on the world stage."

This vision highlights AMC's (Deemed to be University) commitment to unique, high- impact programs that elevate its reputation and reach, enhancing its appeal and influence both in India and globally.

MISSION:

"To advance knowledge and societal impact through distinctive programs that blend professional ability with moral education, enabling our graduates to become valued leaders who drive positive change both locally and internationally."



3.2. Justification for seeking "Distinct Category University" status.

The establishment of a 'Distinct University' under the deemed university category at Tiruvannamalai aligns with the University Grants Commission (UGC) Deemed University Regulations-2023, which emphasize academic excellence, innovation, and societal impact. This proposed university envisions offering unique programs integrating technical proficiency, moral education, and holistic development, thus addressing the evolving educational needs of the region and beyond. Located in the serene environs of Tiruvannamalai, the university aims to leverage its geographical advantage by attracting students and scholars globally to a multidisciplinary learning environment. Its focus on cutting-edge research, entrepreneurship, and strategic collaborations with industries and international institutions will foster a culture of innovation and provide a pathway for students to become global leaders. The university's emphasis on technical and ethical education uniquely positions it to contribute significantly to nation-building by creating competent professionals imbued with strong values.

The proposed 'Distinct University' also fulfils the objectives of the UGC Regulations by advancing societal development through education tailored to the region's cultural and economic context. It seeks to become a hub for innovative programs that address emerging challenges in science, technology, healthcare, and social sciences. By combining local relevance with global standards, the university will ensure inclusive growth and opportunities for rural and urban youth, particularly in Tamil Nadu and Pondicherry. Furthermore, its commitment to sustainability and ethical governance will serve as a model institution, meeting and exceeding UGC benchmarks for quality, autonomy, and innovation. The initiative to establish this university is a step towards fostering knowledge economies while ensuring equity and accessibility in higher education.

The establishment of a 'Distinct University' under the deemed university category at Tiruvannamalai aligns with the University Grants Commission (UGC) Deemed University Regulations-2023, which emphasize academic excellence, innovation, and societal impact. Leveraging the existing academic ecosystem of Arunai Medical College and Hospital, Arunai Institute of Nursing Education and Research, and Arunai College of Pharmacy, the proposed university envisions offering unique programs that integrate technical proficiency, moral education, and holistic development. Arunai Medical College and Hospital, with its legacy of quality medical education since 2021, provides a strong foundation for nurturing patient care talent. Similarly, Arunai Nursing College's expertise in Nursing, Patient Care, and Medical Records contributes to the multidisciplinary fabric of this vision. Together, these institutions position the region as an emerging knowledge hub, and the establishment of the proposed university will amplify this potential by attracting global talent and fostering research and innovation. The serene and culturally rich environment of Tiruvannamalai offers a unique setting conducive to academic excellence and holistic growth.

The proposed 'Distinct University' fulfils the objectives of the UGC Regulations by advancing societal development through education tailored to the region's cultural and economic context. It will consolidate the strengths of Arunai Medical College and Hospital in Good quality patient treatment and Arunai Nursing and Pharmacy in Nursing and patient care to offer a comprehensive, world-class education. By addressing regional and global challenges through innovative programs, the university will ensure inclusive growth and opportunities for rural and urban youth, particularly in Tamil Nadu and Pondicherry. Its strategic location, coupled with a commitment to sustainability and ethical governance, positions it as a model institution that aligns with UGC's benchmarks for quality, autonomy, and innovation. This endeavour is not just about creating another educational institution but about shaping a transformative ecosystem that inspires societal progress and global impact.

3.3. ACADEMIC INFORMATION- THE DISTINCT PROGRAMS

List of academic programs offered, including UG, PG, doctoral, and interdisciplinary programs are stated in Table NO.1 and Table No.2 below.

TABLE NO.1: UNDER GRADUATE AND POST-GRADUATE PROGRAMS

STREAM	S.NO	COURSENAME
Applied Science	1.	B.Sc. Transplant Coordinator
	2.	B.Sc. Radioisotope Technology
	3.	B.Sc. Diagnostic Cardiac Sonography
	4.	B.Sc. Bio Material Analyst
	5.	B.Sc. Clinical Anaplastology
	6.	M.Sc. Medical Dosimeter
	7.	M.Sc. Medical Illustrator
	8.	M.Sc. Healthcare Simulation
Health Care Professions	9.	B.Sc. Clinical Documentation Improvement
	10.	B.Sc. Clinical informatics
	11.	M.Sc. Genetic Counseling
	12.	M.Sc. Global Health Security
	13.	M.Sc. Patient Experience
Nursing and Paramedical Science	14.	B.Sc. Clinical Specialist
	15.	B.Sc. Medical Law & Ethics
	16.	M.Sc. Physician Assistant
	17.	M.Sc. Nursing Practitioner
	18.	M.Sc. Anesthesia Associate

THE FEE STRUCTURE

S.NO	COURSE	DURATION	INTAKE	FEE PER ANNUM
1.	B.Sc. Transplant Coordinator	3 Years	60	
2.	B.Sc. Radioisotope Technology	3 Years	60	
3.	B.Sc. Diagnostic Cardiac Sonography	3 Years	60	
4.	B.Sc. Bio Material Analyst	3 Years	60	
5.	B.Sc. Clinical Anaplastology	3 Years	60	
6.	M.Sc. Medical Dosimetry	2 Years	20	
7.	M.Sc. Medical Illustrator	2 Years	20	
8.	B.Sc. Clinical Documentation Improvement	3 Years	60	
9.	B.Sc. Clinical informatics	3 Years	60	
10.	M.Sc. Genetic Counseling	2 Years	20	
11.	M.Sc. Global Health Security	2 Years	20	
12.	M.Sc. Patient Experience	2 Years	20	
13.	B.Sc. Clinical Specialist	3 Years	60	
14.	B.Sc. Medical Law & Ethics	2 Years	60	
15.	M.Sc. Physician Assistant	2 Years	20	
16.	M.Sc. Nursing Practitioner	2 Years	20	
17.	M.Sc. Anesthesia Associate	2 Years	20	
18.	M.Sc. Healthcare Simulation	2 Years	20	

TABLENO.2: RESEARCHPROGRAMS/ DOMAINS

S.NO	NAME OF THE PROGRAM	AVAILABLE VERTICAL SPECIALIZATION
1	Medical Sciences	MBBS – Existing Course MD / MS / PG Diploma – Existing Course
2	Nursing Sciences	B.Sc. Nursing – Existing Course M.Sc. Nursing – Existing Course M.Sc. Nursing Practitioner – Proposed Distinct Course
3	Allied Health Sciences	B.Sc. Accident & Emergency Care Technology – Existing Course B.Sc. Operation Theatre & Anaesthesia Technology – Existing Course B.Sc. Cardio Pulmonary Perfusion Care Technology – Existing Course B.Sc. Radiography and Imaging Technology – Existing Course B.Sc. Medical Laboratory Technology – Existing Course B.Sc. Respiratory Therapy Technology – Existing Course B.Sc. Critical Care Technology – Existing Course B.Sc. Physician Assistant – Existing Course B.Sc. Dialysis Technology – Existing Course B.Sc. Cardiac Technology – Existing Course
4	Clinical and Diagnostic Sciences	B.Sc. Diagnostic Cardiac Sonography – Proposed Distinct Course B.Sc. Radioisotope Technology – Proposed Distinct Course
5	Healthcare Technologies and Clinical Practice	B.Sc. Transplant Coordinator – Proposed Distinct Course M.Sc. Physician Assistant – Proposed Distinct Course M.Sc. Anaesthesia Associate – Proposed Distinct Course
6	Health Informatics and Clinical Documentation	B.Sc. Clinical Documentation Improvement – Proposed Distinct Course B.Sc. Clinical Informatics – Proposed Distinct Course
7	Biomedical Materials and Rehabilitation Sciences	B.Sc. Bio Material Analyst – Proposed Distinct Course B.Sc. Clinical Anaplastology – Proposed Distinct Course
8	Public Health, Genetics and Global Health Systems	M.Sc. Genetic Counselling – Proposed Distinct Course M.Sc. Global Health Security – Proposed Distinct Course
9	Healthcare Quality, Simulation and Patient Experience	M.Sc. Patient Experience – Proposed Distinct Course M.Sc. Healthcare Simulation – Proposed Distinct Course M.Sc. Medical Illustrator – Proposed Distinct Course M.Sc. Medical Dosimetry – Proposed Distinct Course B.Sc. Clinical Audit Specialist – Proposed Distinct Course B.Sc. Medical Law & Ethics – Proposed Distinct Course

3.4. DISTINCTIVENESS OF PROGRAMS

The proposed Arunai University for Medical and Health Sciences aims to establish itself as a multidisciplinary center of excellence in healthcare education, clinical training, biomedical research, healthcare technology, public health systems, and patient-centered healthcare practices. The university is proposed with a vision to integrate Medical Sciences, Nursing Sciences, Pharmacy, Allied Health Sciences, Clinical Research, Healthcare Technologies, Health Informatics, Biomedical Sciences, and Global Healthcare Systems under one comprehensive academic ecosystem.

The proposal includes the existing institutions of the parent management namely Arunai Medical College & Hospital, Arunai Institute of Nursing Education and Research, Arunai College of Pharmacy, and Arunai Para Medical College. The proposed university intends to transform these institutions into an integrated healthcare university that promotes innovation, interdisciplinary learning, clinical excellence, advanced healthcare research, and socially responsible healthcare education.

The proposed university has a plan of establishing major healthcare-focused domains/faculties at the proposed university:

I. Faculty of Medical Sciences

II. Faculty of Nursing and Allied Health Sciences

III. Faculty of Pharmaceutical and Clinical Research Sciences

IV. Faculty of Healthcare Technologies and Health Informatics

V. Faculty of Public Health, Rehabilitation and Biomedical Sciences

The proposed university at Tiruvannamalai aims to offer a wide range of undergraduate (UG), postgraduate (PG), super-specialty, fellowship, diploma, and research programs that reflect its commitment to distinctiveness, healthcare innovation, evidence-based practice, and integration of modern medical technology with patient-centered healthcare education. These programs are designed to address emerging healthcare needs of society, healthcare industries, hospitals, diagnostic centers, rehabilitation systems, pharmaceutical sectors, and global healthcare organizations.

The university emphasizes interdisciplinary and application-oriented learning across diverse healthcare domains including clinical medicine, healthcare technologies, biomedical sciences, public health systems, healthcare analytics, artificial intelligence in healthcare, digital diagnostics, medical simulation, genetic sciences, healthcare quality management, and healthcare ethics.

Distinctiveness is a cornerstone of the proposed programs, evident in offerings such as B.Sc. Accident and Emergency Care Technology, B.Sc. Cardio Pulmonary Perfusion Care Technology, B.Sc. Critical Care Technology, and B.Sc. Radiography and Imaging Technology, which integrate advanced healthcare technologies with intensive clinical training to prepare students for modern tertiary healthcare environments. Similarly, the proposed M.Sc. Genetic Counselling and M.Sc. Global Health Security programs introduce a combination of genetics, preventive healthcare, epidemiology, and global healthcare preparedness to address emerging public health challenges and precision medicine advancements.

Programs such as B.Sc. Clinical Informatics and B.Sc. Clinical Documentation Improvement exemplify the integration of healthcare sciences with digital technologies, hospital information systems, healthcare data analytics, artificial intelligence, and electronic medical records. These

programs are designed to prepare healthcare professionals capable of supporting digital transformation in modern healthcare systems and hospital administration.

The proposed university also emphasizes advanced simulation-based learning and competency-driven healthcare education. Programs such as M.Sc. Healthcare Simulation, M.Sc. Patient Experience, and B.Sc. Clinical Audit Specialist focus on patient safety, healthcare quality assurance, clinical risk management, simulation-based healthcare training, and patient-centered care systems. These distinctive programs are designed to address the increasing global demand for healthcare quality professionals and simulation-trained clinical experts.

The programs leverage modern healthcare technologies to enhance learning outcomes, clinical competencies, and research capabilities. Advanced laboratories, digital classrooms, AI-powered diagnostic tools, simulation centers, virtual anatomy systems, telemedicine platforms, and online healthcare learning systems support experiential and blended learning methodologies. For instance, courses like B.Sc. Diagnostic Cardiac Sonography and B.Sc. Radioisotope Technology provide exposure to modern imaging systems, diagnostic technologies, and precision healthcare applications used in advanced healthcare institutions.

The proposed university strongly integrates research-oriented education with healthcare innovation. Research-focused programs in Clinical Research, Biomedical Sciences, Health Informatics, Genetic Counselling, and Rehabilitation Sciences foster innovation through interdisciplinary learning, clinical investigation, healthcare analytics, and technology-enabled healthcare solutions. The institution plans to establish research laboratories, simulation centers, translational research facilities, and interdisciplinary healthcare innovation centers to strengthen academic research and healthcare advancements.

The integration of skill development programs and industry-oriented healthcare education ensures that the university addresses hospital and healthcare industry demands while promoting healthcare entrepreneurship and technological innovation. Programs such as M.Sc. Anaesthesia Associate, M.Sc. Physician Assistant, and B.Sc. Transplant Coordinator focus on highly specialized healthcare workforce development required in tertiary hospitals, critical care systems, emergency healthcare services, and multidisciplinary patient management systems.

The proposed university also emphasizes sustainable healthcare systems, preventive healthcare education, community healthcare outreach, and public health preparedness. Programs related to Global Health Security, Public Health Systems, Community Healthcare, and Genetic Counselling are designed to create healthcare professionals capable of addressing global healthcare emergencies, epidemiological challenges, chronic disease management, and rural healthcare needs.

Evidence of integration of cutting-edge technologies such as Artificial Intelligence (AI), Machine Learning (ML), Digital Diagnostics, Health Informatics, Virtual Simulation, Telemedicine, and Biomedical Analytics into academic and research programs forms a major distinctive feature of the proposed university.

The proposed Arunai University for Medical and Health Sciences exemplifies the integration of emerging healthcare technologies into academic and research programs, fostering an environment of innovation and relevance to modern healthcare systems. Programs such as B.Sc. Clinical Informatics, B.Sc. Medical Laboratory Technology, and B.Sc. Radiography and Imaging Technology are prime

examples of harnessing digital healthcare technologies and artificial intelligence to support accurate diagnosis, healthcare data management, and patient-centered clinical care.

The emphasis on simulation-based healthcare education ensures that students and researchers gain expertise in advanced healthcare technologies shaping the future of modern medicine. Programs such as M.Sc. Healthcare Simulation and M.Sc. Patient Experience focus on developing healthcare systems that improve patient safety, healthcare quality, clinical communication, and multidisciplinary healthcare coordination.

Renewable and sustainable healthcare practices are also integrated into healthcare education through hospital waste management systems, biomedical waste disposal systems, healthcare sustainability initiatives, energy-efficient hospital infrastructure, and environmentally responsible healthcare operations. The institution plans to establish green healthcare practices and sustainable hospital management systems aligned with global healthcare sustainability goals.

The proposed university's focus on emerging healthcare disciplines such as Clinical Anaplastology, Medical Dosimetry, Clinical Audit Systems, Genetic Counselling, Clinical Documentation Improvement, and Healthcare Simulation demonstrates strong differentiation from conventional healthcare institutions. These programs are designed based on future healthcare workforce requirements, advanced hospital systems, digital healthcare transformation, and evolving global healthcare standards.

The proposed university under the "Deemed to be University" category submitted to UGC is unique and distinctive due to its integration of multidisciplinary healthcare education, advanced clinical training, healthcare technologies, simulation-based learning, patient-centered care systems, digital healthcare integration, biomedical innovation, and research-oriented healthcare education.

The institution proposes to create a healthcare-focused academic ecosystem that combines medical sciences, nursing sciences, pharmaceutical sciences, allied health sciences, healthcare technologies, biomedical research, public health systems, and healthcare management under a single integrated university framework. This approach positions the proposed Arunai University as a future-ready center for healthcare education, clinical excellence, biomedical innovation, research advancement, and community healthcare development.

The following programs have been shortlisted as distinctive programs under various healthcare-focused domains and have been included in the proposal due to their uniqueness, future relevance, interdisciplinary integration, industry demand, and contribution to modern healthcare advancement:

- *M.Sc. Nursing Practitioner*
- *B.Sc. Diagnostic Cardiac Sonography*
- *B.Sc. Radioisotope Technology*
- *B.Sc. Transplant Coordinator*
- *M.Sc. Physician Assistant*
- *M.Sc. Anaesthesia Associate*
- *B.Sc. Clinical Documentation Improvement*
- *B.Sc. Clinical Informatics*
- *B.Sc. Bio Material Analyst*
- *B.Sc. Clinical Anaplastology*

- *M.Sc. Genetic Counselling*
- *M.Sc. Global Health Security*
- *M.Sc. Patient Experience*
- *M.Sc. Healthcare Simulation*
- *M.Sc. Medical Illustrator*
- *M.Sc. Medical Dosimetry*
- *B.Sc. Clinical Audit Specialist*
- *B.Sc. Medical Law & Ethics*

Through these distinctive academic programs, the proposed Arunai University aims to emerge as a nationally and globally recognized healthcare university committed to academic excellence, healthcare innovation, patient-centered care, clinical competency, biomedical research, digital healthcare transformation, and societal well-being.

B.Sc. Transplant Coordinator

The B.Sc. Transplant Coordinator programme is designed to train healthcare professionals who can effectively manage and coordinate organ transplantation services within hospitals and transplant centres. The course introduces students to the medical, administrative, and ethical dimensions involved in organ donation and transplantation. Students learn the workflow of transplantation beginning from donor identification and brain death certification to organ retrieval, allocation, transportation, and transplant surgery coordination. The curriculum also focuses on transplant regulations, ethical practices, and national organ donation policies. Students develop strong communication and counselling skills to interact sensitively with donor families and recipients during emotionally challenging situations. Training also includes hospital documentation systems, transplant registries, legal compliance, and coordination with multidisciplinary medical teams such as surgeons, intensivists, nurses, and laboratory staff. Through academic learning and practical exposure, students gain the ability to manage time critical transplant processes while ensuring transparency, ethical conduct, and patient safety. Graduates are prepared to support transplant programmes, promote organ donation awareness, and strengthen the efficiency of life-saving transplant services in modern healthcare institutions.

Why it is distinct?

This programme is distinct in our country because organized transplant coordination education is still limited despite the growing demand for organ transplantation services. Hospitals require trained professionals who understand the clinical workflow, ethical responsibilities, and regulatory compliance associated with organ donation systems. By offering structured training in transplant coordination, this programme develops professionals capable of bridging communication between patients, donor families, and healthcare teams. Graduates contribute to improving organ donation awareness, ensuring transparent processes, and supporting national transplant registries. As organ transplantation expands across the country, trained transplant coordinators will play an essential role in improving access to life-saving organs and strengthening the national organ donation framework.

B.Sc. Radioisotope Technology

The B.Sc. Radioisotope Technology programme focuses on the medical application of radioactive substances used for diagnosis and treatment in modern healthcare. The course provides students with strong foundational knowledge in nuclear physics, radiation science, and nuclear medicine technologies. Students learn how radioactive isotopes are utilized in imaging techniques such as PET scans, gamma camera imaging, and other diagnostic procedures that help physicians detect diseases at

early stages. The curriculum also includes radiation safety principles, isotope preparation techniques, quality control procedures, and regulatory guidelines governing the safe use of radioactive materials. Students gain practical knowledge in operating nuclear medicine equipment and monitoring radiation exposure levels to ensure patient and staff safety. With increasing advancements in nuclear medicine and diagnostic imaging, trained professionals in radioisotope technology play an important role in supporting physicians in accurate disease detection and treatment planning. The programme prepares graduates to work in nuclear medicine departments, diagnostic centres, research laboratories, and healthcare institutions that use radiation based technologies.

Why it is distinct?

This programme is distinct in our country because nuclear medicine services are expanding rapidly while trained professionals in this specialized field remain limited. Advanced diagnostic technologies require skilled personnel who understand both radiation science and healthcare safety standards. By combining theoretical learning with practical exposure, the programme prepares graduates to safely handle radioactive materials, operate specialized imaging equipment, and support diagnostic services. The course also strengthens national healthcare capacity by developing professionals capable of supporting cancer detection, thyroid disease diagnosis, and other nuclear medicine applications. As healthcare technology continues to advance, this programme contributes to building a skilled workforce capable of supporting modern diagnostic and therapeutic services across the country.

B.Sc. Diagnostic Cardiac Sonography

The B.Sc. Diagnostic Cardiac Sonography programme focuses on non-invasive imaging techniques used to evaluate the structure and function of the human heart. Students gain comprehensive knowledge of cardiovascular anatomy, physiology, and common cardiac disorders. The programme trains students to perform echocardiography procedures that produce real-time ultrasound images of the heart, helping physicians diagnose and monitor cardiovascular diseases. The curriculum includes training in ultrasound technology, patient positioning, image acquisition techniques, and interpretation of diagnostic findings. Students also learn clinical documentation, patient care practices, and communication skills necessary for working in cardiology departments. Cardiovascular diseases remain one of the leading causes of mortality worldwide, and early diagnosis plays a crucial role in effective treatment. Through theoretical learning and clinical training, students develop the technical skills required to support cardiologists in identifying heart abnormalities, monitoring cardiac function, and assisting in diagnostic decision-making processes within modern healthcare systems.

Why it is distinct?

This programme is distinct in our country because the burden of cardiovascular diseases continues to rise while specialized diagnostic professionals remain limited. Hospitals and cardiac centres increasingly depend on trained sonographers who can perform accurate and reliable cardiac imaging. The programme addresses this healthcare need by developing professionals skilled in echocardiography and cardiovascular diagnostics. Graduates contribute to early detection of heart diseases, improved patient monitoring, and better treatment outcomes. By strengthening diagnostic services within cardiology departments, the programme supports the country's efforts to improve cardiovascular health management and reduce complications related to heart diseases.

B.Sc. Bio Material Analyst

The B.Sc. Bio Material Analyst program focuses on the scientific study, evaluation, and application of biomaterials used in medical devices, implants, and prosthetic systems. Biomaterials play a critical role in modern healthcare as they are widely used in orthopaedic implants, dental prostheses, cardiovascular devices, and tissue engineering applications. This program provides students with a strong foundation in biology, chemistry, and materials science to understand how different materials interact with human tissues and biological systems. The curriculum includes topics such as biomaterial properties, biocompatibility testing, biomedical polymers, metals and ceramics used in

medical devices, and laboratory techniques used to analyse these materials. Students also learn about the design, development, and quality evaluation of biomaterials to ensure safety and durability in clinical applications. In addition, the program covers regulatory standards, quality control procedures, and biomedical device safety guidelines followed in healthcare industries. Through practical laboratory training and case-based learning, students develop analytical skills required to test, evaluate, and validate medical materials used in healthcare products. Graduates of this program are prepared to work in biomedical laboratories, medical device industries, research institutions, and healthcare organizations that focus on developing safe and effective biomedical technologies.

Why it is distinct?

This program is distinct in our country because the biomedical device industry and healthcare technology sector are expanding rapidly, creating a growing demand for professionals who understand the science behind medical materials. Many advanced medical devices, implants, and prosthetic systems rely on specialized biomaterials that must be carefully tested for safety, durability, and compatibility with human tissues. However, there is still a shortage of trained professionals who possess both scientific knowledge and analytical skills in this field. The B.Sc. Bio Material Analyst program addresses this gap by preparing students with interdisciplinary knowledge that combines life sciences with material science and biomedical technology. Graduates are trained to analyze medical materials, support research in biomedical innovation, and ensure that healthcare products meet required safety and quality standards.

By developing expertise in biomaterial analysis and evaluation, this program contributes to strengthening the biomedical industry and supporting advancements in healthcare technology within the country. As the demand for safer implants, prosthetics, and medical devices continues to grow, professionals trained in biomaterial analysis will play an important role in improving patient outcomes and advancing medical innovation.

B.Sc. Clinical Anaplastology

The B.Sc. Clinical Anaplastology program focuses on the design, fabrication, and rehabilitation of prosthetic facial and body parts for patients who have lost anatomical structures due to trauma, congenital defects, disease, or surgical procedures such as cancer resections. Clinical Anaplastology is a highly specialized field that combines medical science, artistic skills, and advanced prosthetic technologies to restore both the appearance and function of missing body parts. This program provides students with a strong foundation in human anatomy, facial morphology, prosthetic materials, and fabrication techniques used in reconstructive rehabilitation. The curriculum includes training in prosthetic sculpting, colour matching, silicone prosthesis fabrication, and digital technologies used in designing customized prosthetic devices. Students also learn patient assessment methods, rehabilitation procedures, and interdisciplinary collaboration with surgeons, oncologists, dentists, and other healthcare professionals involved in reconstructive care. In addition, the program emphasizes patient counselling and psychological support, recognizing the emotional and social impact of facial or bodily disfigurement. Through practical workshops and clinical exposure, students develop technical expertise and artistic precision required to produce realistic prosthetic restorations. Graduates are prepared to work in hospitals, rehabilitation centres, prosthetic laboratories, and research institutions that focus on restoring physical appearance and improving the quality of life for patients with anatomical defects.

Why it is distinct?

This program is distinct in our country because clinical Anaplastology is an emerging healthcare discipline with very limited formal education opportunities. Many patients who undergo surgeries for cancer, trauma, or congenital conditions require facial or body prostheses to restore their appearance and regain confidence in social interactions. However, the availability of trained professionals who specialize in designing and fabricating customized prosthetic restorations remains limited. The B.Sc. Clinical Anaplastology program addresses this gap by providing structured education that integrates

medical knowledge with artistic design and advanced prosthetic technologies. Graduates of this program are trained to create personalized prosthetic solutions that match the patient's natural features in terms of shape, colour, and texture. This not only improves physical rehabilitation but also supports psychological recovery and social reintegration for affected individuals. As healthcare systems continue to advance and reconstructive treatments become more common, the need for specialized professionals in Anaplastology is steadily increasing. By developing skilled practitioners in this field, the program contributes to improving rehabilitation services and expanding access to advanced prosthetic care across the country.

M.Sc. Medical Dosimetry

The M.Sc. Medical Dosimeter program is designed to train professionals in the precise calculation and planning of radiation doses used in cancer treatment. Medical dosimeter is a crucial component of radiation therapy, ensuring that cancerous tissues receive the appropriate radiation dose while minimizing exposure to surrounding healthy organs. This program provides students with advanced knowledge of radiation physics, radiation biology, oncology principles, and treatment planning systems used in modern radiotherapy departments. The curriculum includes training in radiation dose calculation, treatment planning software, quality assurance procedures, and radiation safety protocols. Students learn how to design personalized radiation therapy plans based on tumour location, size, and patient anatomy. The program also emphasizes collaboration with radiation oncologists, medical physicists, and radiotherapy technologists to ensure effective and safe cancer treatment. Through practical training and clinical exposure, students develop the ability to use advanced technologies such as linear accelerators, computerized treatment planning systems, and imaging-guided radiation therapy tools. The program also highlights regulatory standards and patient safety guidelines related to radiation use in healthcare. Graduates are prepared to work in oncology centres, cancer hospitals, and radiotherapy departments where they play an essential role in ensuring the precision and effectiveness of radiation-based cancer treatments.

Why it is distinct?

This program is distinct in our country because the incidence of cancer continues to rise, increasing the demand for advanced radiation therapy services. Modern cancer treatment relies heavily on precise radiation dose planning to improve treatment outcomes while protecting healthy tissues. However, there is still a shortage of trained medical dosimetrists who possess the expertise required to design accurate and safe radiation treatment plans. The M.Sc. Medical Dosimeters program addresses this critical need by preparing specialized professionals who understand both the scientific principles of radiation and the clinical requirements of oncology care. Graduates are trained to use sophisticated treatment planning systems and collaborate closely with oncology teams to ensure accurate dose delivery for each patient. By developing professionals with advanced knowledge in radiation therapy planning and safety management, this program strengthens the country's cancer care infrastructure. As radiotherapy technology continues to evolve, trained dosimetrists will play an important role in improving treatment precision, enhancing patient safety, and supporting the expansion of modern cancer treatment facilities across the country.

M.Sc. Medical Illustrator

The M.Sc. Medical Illustrator program focuses on the creation of accurate and visually engaging illustrations that communicate complex medical and scientific information. Medical illustration plays a significant role in healthcare education, research, patient communication, and scientific publications. This program combines knowledge of human anatomy, medical science, and digital visualization techniques to produce educational graphics, diagrams, animations, and three-dimensional models used in medical learning and professional training. The curriculum includes subjects such as human anatomy, biomedical visualization, digital illustration techniques, 3D modelling, animation, and graphic communication. Students learn to use modern design software and digital tools to transform complex medical concepts into clear and understandable visual formats. The program also emphasizes scientific accuracy, ethical representation of medical information, and effective visual storytelling for

educational purposes. Practical training allows students to develop skills in designing medical textbooks illustrations, surgical diagrams, educational posters, digital animations, and interactive learning materials. Students also learn to collaborate with doctors, researchers, and educators to create visual resources that support teaching, research communication, and patient awareness. Graduates are prepared to work in medical publishing houses, research institutions, educational organizations, hospitals, and digital health communication platforms.

Why it is distinct?

This program is distinct in our country because medical illustration is still an emerging field with very limited formal academic training opportunities. Although medical education and research are expanding rapidly, there is a growing need for professionals who can visually communicate complex medical knowledge in an accurate and accessible manner. Medical illustrations are widely used in textbooks, academic journals, surgical training materials, and digital learning platforms, yet trained specialists in this field remain scarce. The M.Sc. Medical Illustrator program addresses this gap by combining scientific knowledge with artistic and digital visualization skills. Graduates are trained to create precise anatomical illustrations and educational graphics that support medical teaching, research dissemination, and patient education. These visual tools help simplify complicated medical concepts and improve understanding among students, healthcare professionals, and the general public. By developing experts in biomedical visualization, this program contributes to improving medical education, research communication, and healthcare awareness in the country. As digital learning and medical technology continue to expand, medical illustrators will play an increasingly important role in creating effective visual learning resources that support healthcare education and innovation.

M.Sc. Healthcare Simulation

The M.Sc. Healthcare Simulation program focuses on the use of simulation-based learning to enhance clinical education, patient safety, and healthcare training. Healthcare simulation uses advanced technologies such as high-fidelity mannequins, virtual reality systems, computer-based models, and simulated clinical environments to replicate real-life medical scenarios. This program provides students with comprehensive knowledge of simulation design, instructional methods, and technology used to train healthcare professionals in a controlled and risk-free environment. The curriculum includes subjects such as simulation pedagogy, patient safety principles, clinical scenario design, healthcare education methodologies, and evaluation of simulation outcomes. Students learn how to develop realistic training scenarios for medical emergencies, surgical procedures, and critical care situations. The program also emphasizes teamwork, communication, and decision-making skills that are essential for healthcare professionals during high-pressure situations. Practical training enables students to operate simulation laboratories, manage simulation equipment, and conduct structured training sessions for healthcare students and professionals. Graduates are prepared to work in medical colleges, nursing institutions, hospital training centres, and healthcare education organizations where simulation-based training is increasingly used to improve clinical competence and reduce medical errors.

Why it is distinct?

This program is distinct in our country because simulation-based medical training is still developing, despite the increasing demand for high-quality healthcare education and patient safety improvements. Traditional medical education often relies heavily on theoretical learning and limited clinical exposure, which can sometimes restrict opportunities for students to practice complex medical procedures in a safe environment. Healthcare simulation addresses this challenge by providing realistic training experiences without posing any risk to patients. The M.Sc. Healthcare Simulation program prepares professionals who can design, manage, and implement simulation-based learning programs in healthcare institutions. These specialists help medical and nursing students practice clinical procedures, emergency management, and communication skills before working with real patients. This approach improves clinical competence and builds confidence among healthcare professionals. As healthcare systems in the country continue to modernize, the demand for simulation-based training is increasing in medical colleges, hospitals, and professional training institutes. By

developing experts in healthcare simulation, this program supports improvements in medical education quality, patient safety practices, and overall healthcare system performance across the country.

B.Sc. Clinical Documentation Improvement

The B.Sc. Clinical Documentation Improvement (CDI) program focuses on improving the accuracy, completeness, and quality of clinical documentation within healthcare institutions. Clinical documentation plays a vital role in patient care, as it ensures that medical records clearly reflect the diagnosis, treatment provided, clinical decisions, and outcomes of patient care. This program provides students with comprehensive knowledge of medical terminology, disease classification, healthcare documentation standards, and electronic health record systems used in modern hospitals. The curriculum includes subjects such as clinical documentation practices, medical coding basics, health information management, hospital documentation systems, and healthcare regulations related to medical records. Students learn how to review medical records, identify documentation gaps, and collaborate with physicians and healthcare professionals to ensure that patient records are complete and accurate. The program also emphasizes the importance of maintaining confidentiality, ethical standards, and legal compliance in handling patient health information. Through practical training and case-based learning, students develop analytical and communication skills required supporting healthcare providers in improving documentation quality. Graduates are prepared to work in hospitals, medical record departments, health information management units, and healthcare organizations that focus on maintaining accurate clinical records and improving healthcare quality.

Why it is distinct?

This program is distinct in our country because the healthcare system is increasingly transitioning toward digital health records and standardized clinical documentation practices. Accurate clinical documentation is essential for ensuring patient safety, supporting clinical decision-making, facilitating healthcare research, and maintaining legal compliance. However, many healthcare institutions still face challenges in maintaining complete and standardized medical records due to limited trained professionals in this specialized field. The B.Sc. Clinical Documentation Improvement program addresses this gap by preparing professionals who can support healthcare providers in maintaining accurate and high-quality medical documentation. Graduates are trained to analyze clinical records, identify documentation deficiencies, and ensure that patient information is properly recorded according to national and international healthcare standards. By strengthening documentation practices in hospitals and healthcare organizations, this program contributes to improving healthcare quality, supporting hospital accreditation processes, and enhancing transparency in patient care. As healthcare institutions increasingly rely on electronic health records and data-driven healthcare systems, trained clinical documentation specialists will play a crucial role in ensuring reliable and standardized medical information across the country.

B.Sc. Clinical Informatics

The B.Sc. Clinical Informatics program focuses on the integration of healthcare practices with information technology to improve the management, analysis, and utilization of clinical data. With the rapid digital transformation in healthcare systems, clinical informatics plays a vital role in ensuring that patient information is accurately recorded, securely stored, and effectively used for improving healthcare delivery. This program provides students with a strong foundation in health information systems, medical data management, and digital healthcare technologies used in modern hospitals and healthcare organizations. The curriculum includes subjects such as electronic health records (EHR), health information systems, clinical data analytics, healthcare databases, and data security. Students learn how to manage and analyze clinical data to support clinical decision-making, improve hospital workflows, and enhance patient care services. The program also covers topics related to healthcare regulations, privacy standards, and ethical practices in handling patient information. Through practical training and exposure to healthcare information systems, students develop the technical and analytical skills required to manage healthcare data efficiently. Graduates are prepared to work in hospitals,

healthcare IT departments, health information management units, and research institutions that rely on digital technologies to improve clinical operations and healthcare outcomes.

Why it is distinct?

This program is distinct in our country because healthcare institutions are increasingly adopting digital technologies and electronic health record systems to improve efficiency and patient care. As hospitals transition from paper-based records to digital health systems, there is a growing need for professionals who understand both healthcare processes and information technology. However, the availability of trained professionals in clinical informatics remains limited, creating a significant workforce gap in this emerging field. The B.Sc. Clinical Informatics program addresses this need by preparing students with the knowledge and skills required to manage healthcare data systems and support digital transformation in healthcare organizations. Graduates are trained to ensure accurate data management, improve clinical workflows, and assist healthcare professionals in using information systems effectively for patient care and research. By developing experts in clinical data management and healthcare technology, this program contributes to strengthening the digital healthcare infrastructure of the country. As healthcare systems continue to evolve toward data-driven decision-making and integrated information systems, professionals trained in clinical informatics will play a critical role in improving healthcare quality and operational efficiency.

M.Sc. Genetic Counselling

The M.Sc. Genetic Counselling program focuses on training healthcare professionals to guide individuals and families in understanding genetic conditions, hereditary diseases, and the implications of genetic testing. With rapid advancements in genetics and genomics, genetic counselling has become an essential component of modern healthcare, particularly in areas such as prenatal diagnosis, inherited disorders, cancer genetics, and personalized medicine. This program provides students with a strong foundation in human genetics, molecular biology, genetic testing technologies, and clinical genetics. The curriculum includes subjects such as medical genetics, genetic risk assessment, prenatal and reproductive genetics, cancer genetics, and ethical considerations in genetic testing. Students learn how to interpret genetic test results, assess hereditary risks, and communicate complex genetic information in a clear and supportive manner to patients and families. The program also emphasizes counselling techniques, psychological support, and effective communication skills to help individuals make informed healthcare decisions. Through clinical training and case-based learning, students gain practical experience in working with healthcare teams including physicians, obstetricians, paediatricians, and oncologists. Graduates are prepared to work in hospitals, genetic laboratories, fertility centres, research institutions, and public health organizations that focus on genetic screening, diagnosis, and counselling services.

Why it is distinct?

This program is distinct in our country because genetic medicine is rapidly advancing while the availability of trained genetic counsellors remains very limited. With the increasing use of genetic testing in areas such as prenatal screening, cancer risk assessment, and diagnosis of inherited disorders, healthcare institutions require professionals who can interpret genetic information and guide patients in understanding the results. However, the lack of specialized training programs has created a shortage of qualified genetic counselling professionals in the country. The M.Sc. Genetic Counselling program addresses this gap by preparing graduates with both scientific knowledge and counselling skills required to support patients and families dealing with genetic conditions. These professionals play a crucial role in explaining complex genetic information, helping families assess hereditary risks, and guiding them through preventive and treatment options. By developing trained genetic counsellors, this program contributes to strengthening genetic healthcare services and supporting the integration of genomics into clinical practice. As precision medicine and genetic screening continue to expand, genetic counsellors will become essential professionals in improving disease prevention, early diagnosis, and personalized healthcare in the country.

M.Sc. Global Health Security

The M.Sc. Global Health Security program focuses on strengthening healthcare systems to prevent, detect, and respond effectively to public health threats at national and international levels. Global health security has become increasingly important due to the emergence of infectious diseases, pandemics, bio threats, and other health emergencies that can affect populations across borders. This program provides students with comprehensive knowledge of public health systems, epidemiology, disease surveillance, and emergency preparedness strategies used to protect communities from health crises. The curriculum includes subjects such as global health policies, epidemiological methods, infectious disease control, health risk assessment, disaster management, and public health communication. Students learn how to monitor disease outbreaks, analyze health data, and implement preventive strategies to control the spread of infectious diseases. The program also emphasizes international health regulations, coordination between health organizations, and the development of national preparedness plans to manage large-scale health emergencies. Through practical training, case studies, and research activities, students develop analytical and leadership skills required addressing complex health security challenges. Graduates are prepared to work with public health agencies, government organizations, international health bodies, and research institutions involved in disease surveillance, emergency response, and health policy development.

Why it is distinct?

This program is distinct in our country because recent global health emergencies, including pandemics and emerging infectious diseases, have highlighted the need for stronger health security systems and trained public health professionals. Many healthcare systems face challenges in early detection of disease outbreaks, coordinated response planning, and effective communication during public health crises. As a result, there is a growing demand for professionals who understand both global health frameworks and national public health strategies. The M.Sc. Global Health Security program addresses this need by preparing graduates with the knowledge and skills required to strengthen disease surveillance systems, support emergency preparedness, and improve public health responses to potential threats. Students are trained to analyze epidemiological data, assess health risks, and contribute to policy development that protects communities from health emergencies. By developing professionals with expertise in health security, this program contributes to improving the country's preparedness for pandemics, biological threats, and other health challenges. Graduates will play an important role in strengthening national health systems, supporting international health collaboration, and ensuring better protection of public health in an increasingly interconnected world.

M.Sc. Patient Experience

The M.Sc. Patient Experience program focuses on improving the overall quality of care and satisfaction of patients within healthcare systems. Patient experience has become an essential component of modern healthcare delivery, as it reflects how patients perceive the care they receive, including communication with healthcare providers, hospital services, emotional support, and overall treatment outcomes. This program provides students with a comprehensive understanding of patient-centred care, healthcare service management, and strategies to enhance patient satisfaction and engagement. The curriculum includes subjects such as healthcare communication, patient safety, service quality improvement, healthcare management principles, and patient feedback analysis. Students learn how to evaluate patient experiences using surveys, feedback systems, and quality indicators. The program also emphasizes the importance of empathy, cultural sensitivity, and effective communication between healthcare providers and patients. In addition, students are trained to design and implement patient experience improvement programs within healthcare organizations. Through practical training and case studies, students develop skills to identify service gaps, improve patient engagement, and strengthen hospital service quality. Graduates are prepared to work in hospitals, healthcare organizations, quality management departments, and patient relations units that focus on enhancing patient-centred healthcare services.

Why it is distinct?

This program is distinct in our country because healthcare institutions are increasingly recognizing the importance of patient-centered care and service quality in delivering effective healthcare services. Traditionally, healthcare systems have focused primarily on clinical treatment outcomes, with limited attention to the overall patient experience during the course of treatment. However, modern healthcare standards now emphasize patient satisfaction, communication quality, emotional support, and transparency in healthcare delivery. The M.Sc. Patient Experience program addresses this emerging need by preparing professionals who can evaluate and improve the way healthcare services are delivered to patients. Graduates are trained to analyze patient feedback, implement service improvement strategies, and foster a culture of empathy and patient-centered care within healthcare institutions. By developing specialists in patient experience management, this program contributes to improving healthcare quality, strengthening patient trust, and enhancing the reputation of healthcare organizations. As healthcare systems continue to evolve toward more patient-focused models of care, professionals trained in patient experience will play a crucial role in ensuring compassionate, responsive, and high-quality healthcare services across the country.

M.Sc. Physician Assistant

The M.Sc. Physician Assistant program is designed to train healthcare professionals who can work alongside physicians in providing comprehensive patient care. Physician assistants play an important role in supporting doctors in clinical settings by assisting in patient examinations, diagnosis, treatment planning, and follow-up care. This program provides students with advanced medical knowledge and practical clinical skills required to function effectively within multidisciplinary healthcare teams. The curriculum includes subjects such as human anatomy and physiology, clinical medicine, pharmacology, diagnostic procedures, and emergency care. Students are trained to perform patient assessments, record medical histories, assist in clinical procedures, and interpret basic diagnostic investigations under the supervision of physicians. The program also emphasizes patient communication, medical ethics, and healthcare documentation to ensure quality and safety in patient care. Clinical training forms an important part of the program, allowing students to gain hands-on experience in departments such as internal medicine, surgery, emergency care, and critical care units. Through supervised clinical practice, students develop the competence required to assist physicians in managing patients effectively. Graduates of this program are prepared to work in hospitals, specialty clinics, and healthcare institutions where they contribute to improving patient care and supporting efficient clinical services.

Why it is distinct?

This program is distinct in our country because the healthcare system is facing a growing demand for medical services due to increasing population and rising healthcare needs. Many healthcare institutions experience shortages of physicians, particularly in rural and underserved areas. As a result, there is a strong need for trained healthcare professionals who can support physicians and help improve access to quality medical care. The M.Sc. Physician Assistant program addresses this need by preparing highly skilled clinical support professionals who work under the supervision of physicians to provide patient care services. These professionals help reduce the workload of doctors by assisting in patient evaluation, treatment procedures, and routine clinical management. By developing a workforce of trained physician assistants, this program contributes to strengthening healthcare delivery systems and improving patient access to medical services. Physician assistants enhance the efficiency of healthcare teams, support timely treatment, and help ensure better continuity of care. As healthcare demands continue to grow, this program plays an important role in building a skilled healthcare workforce that supports physicians and improves the overall quality of patient care in the country.

M.Sc. Nursing Practitioner

The M.Sc. Nursing Practitioner program is designed to prepare advanced practice nurses who can provide comprehensive and specialized patient care in various healthcare settings. Nursing

practitioners play a crucial role in modern healthcare systems by supporting physicians, managing patient care, and delivering advanced nursing services. This program provides students with in-depth knowledge of advanced clinical nursing practice, patient assessment, diagnosis, treatment planning, and evidence-based healthcare interventions. The curriculum includes subjects such as advanced health assessment, clinical pharmacology, path physiology, patient management, and healthcare leadership. Students are trained to evaluate patients, monitor disease conditions, assist in treatment procedures, and provide preventive and rehabilitative care. The program also emphasizes critical thinking, decision-making, and effective communication skills that are essential for managing complex patient cases. Clinical training is an important component of the program, allowing students to gain practical experience in specialized areas such as critical care, emergency services, community health, and chronic disease management. Through supervised clinical practice, students develop the competence required to deliver advanced nursing care while collaborating closely with physicians and other healthcare professionals. Graduates are prepared to work in hospitals, specialized healthcare centers, and community health settings where they contribute to improving patient care and healthcare outcomes.

Why it is distinct?

This program is distinct in our country because healthcare systems are facing increasing demands for high-quality patient care due to population growth, aging populations, and the rising burden of chronic diseases. While physicians remain central to healthcare delivery, there is a growing need for advanced nursing professionals who can provide specialized patient care and support healthcare teams in managing complex medical conditions. However, opportunities for advanced nursing practice education have traditionally been limited in many healthcare institutions. The M.Sc. Nursing Practitioner program addresses this gap by preparing nurses with advanced clinical knowledge and practical skills required to take on expanded roles in patient care. Nursing practitioners are trained to perform detailed patient assessments, assist in treatment planning, and provide continuous monitoring and care management. By developing advanced nursing professionals; this program contributes to strengthening healthcare delivery systems and improving access to quality care, particularly in areas with limited medical resources. Nursing practitioners help enhance patient care efficiency, support physicians in clinical management, and improve healthcare outcomes. As healthcare systems continue to evolve, trained nursing practitioners will play an increasingly important role in delivering patient-centered healthcare services across the country.

M.Sc. Anesthesia Associate

The M.Sc. Anesthesia Associate program is designed to train healthcare professionals who assist anesthesiologists in the safe administration and management of anesthesia during surgical and diagnostic procedures. Anesthesia associates play an important role in preoperative care by supporting anesthesiologists in monitoring patients before, during, and after surgical procedures. This program provides students with advanced knowledge of anesthesia techniques, patient monitoring, and critical care practices required in modern surgical environments. The curriculum includes subjects such as human anatomy and physiology, pharmacology of anesthetic agents, principles of anesthesia administration, airway management, and preoperative patient care. Students are trained to assist in preoperative patient assessment, preparation of anesthesia equipment, administration of anesthetic drugs under supervision, and continuous monitoring of vital signs during surgical procedures. The program also emphasizes patient safety, infection control, emergency response, and effective communication within surgical teams. Clinical training forms a significant component of the program, allowing students to gain hands-on experience in operating theatres, intensive care units, and emergency departments. Through supervised practical exposure, students develop the technical skills required to assist anesthesiologists in managing anesthesia procedures safely and efficiently. Graduates are prepared to work in hospitals, surgical centers, and critical care units where they support safe and effective anesthesia services.

Why it is distinct?

This program is distinct in our country because the number of surgical procedures performed in hospitals is steadily increasing due to advancements in medical technology and improved access to healthcare services. However, many healthcare institutions face a shortage of trained anaesthesia professionals who can support anaesthesiologists in managing preoperative patient care. As a result, there is a growing need for specialized healthcare professionals who are trained in anaesthesia support and patient monitoring. The M.Sc. Anaesthesia Associate program addresses this need by preparing skilled professionals who can assist anaesthesiologists in ensuring patient safety during surgical procedures. These professionals are trained to monitor patient vital signs, maintain anaesthesia equipment, and respond effectively to emergency situations in operating theatres and critical care environments. By developing a workforce of anaesthesia associates, this program contributes to improving surgical safety, enhancing the efficiency of operating theatre teams, and strengthening preoperative care services in healthcare institutions. As surgical services continue to expand across the country, trained anaesthesia associates will play a vital role in supporting anaesthesiologists and ensuring safe and effective surgical care for patients.

3.5 CURRICULUM DETAILS ALIGNED WITH NATIONAL EDUCATION POLICY (NEP) 2020.

The proposed curriculum for the healthcare and allied health sciences programs has been designed in accordance with the principles of the **National Education Policy (NEP) 2020**, which promotes multidisciplinary education, flexibility in learning, skill development, and holistic student growth. The curriculum integrates medical sciences, healthcare technology, health informatics, and public health to provide students with a comprehensive understanding of modern healthcare systems. This multidisciplinary approach enables students to develop critical thinking, problem-solving abilities, and collaborative skills required to address complex healthcare challenges.

In line with NEP 2020, the curriculum adopts a **flexible credit-based structure** with provisions for elective courses, skill-based modules, and opportunities for interdisciplinary learning. The programs also emphasize **experiential learning**, including laboratory training, clinical exposure, internships, and simulation-based education, ensuring that students gain practical knowledge and professional competencies.

The curriculum further encourages **research, innovation, and ethical healthcare practices**, preparing students to contribute to healthcare advancements and community well-being. The integration of digital technologies, healthcare information systems, and modern diagnostic tools supports technology-enabled learning and aligns with the evolving healthcare landscape. Through this NEP-aligned curriculum framework, the university aims to produce skilled healthcare professionals who are equipped to meet national and global healthcare demands.

Key Features of the Curriculum

1. Multidisciplinary Approach:

The curriculum integrates core healthcare sciences with allied disciplines such as health informatics, biotechnology, public health, healthcare management, and medical technology. It incorporates major and minor subjects, vocational skill courses, and value-based education to ensure holistic learning. Students are encouraged to pursue interdisciplinary learning through elective and minor courses across healthcare, life sciences, data analytics, and healthcare administration. This structure enables learners to develop a broad understanding of healthcare systems while gaining specialized knowledge in their respective fields, fostering flexibility, innovation, and collaborative problem-solving in modern healthcare environments.

2. Multiple Entry and Exit Options:

In alignment with the **National Education Policy (NEP) 2020**, the curriculum provides flexible academic progression with multiple entry and exit pathways. Students may exit the program at different stages with appropriate qualifications based on credits earned:

- Certificate after one year (40 credits)
- Diploma after two years (80 credits)
- Bachelor's Degree after three years (120 credits)
- Bachelor's Degree with Honours /Research after four years (160–194 credits)

This flexible structure allows students to continue or re-enter their academic journey based on their career aspirations and personal circumstances.

3. Credit Distribution Framework:

The curriculum follows a structured credit-based framework that balances theoretical knowledge, practical training, and skill development.

- **Core Courses:** Minimum 50% of total credits, including clinical sciences, diagnostic technologies, healthcare systems, and professional practice.
- **Minors:** 14 credits, completed between the second and fourth years, allowing students to explore complementary healthcare or technology disciplines.
- **Open Electives:** 8 credits, encouraging interdisciplinary learning across health sciences, management, technology, and public health.
- **Skill Enhancement Courses:** 8 credits focusing on clinical skills, healthcare technologies, and industry-relevant competencies.
- **Ability and Value-Based Education:** 10 credits including Indian Knowledge Systems (IKS), environmental sustainability, professional ethics, and healthcare communication.
- **Internships and Projects:** Minimum 12 credits through clinical training, hospital internships, fieldwork, and project-based learning

4. Research and Honours Options:

Students opting for Honours or Research pathways may earn additional credits through independent research projects, dissertation work, or specialized advanced courses. This research-oriented track promotes innovation, analytical thinking, and academic excellence, preparing students for higher education, clinical research, and leadership roles in healthcare sectors.

5. Online and Hybrid Learning:

To enhance accessibility and modern learning practices, up to 40% of the curriculum may be delivered through online or hybrid modes using platforms such as MOOCs, and institutional digital learning systems. This blended learning approach integrates digital tools, virtual simulations, and interactive modules with traditional classroom and laboratory learning.

6. Industry–Academia Linkages:

The curriculum emphasizes strong partnerships with hospitals, healthcare institutions, diagnostic centers, biomedical industries, and research organizations. Internships, apprenticeships, hospital postings, and community health projects are integrated into the program to ensure experiential learning. These collaborations bridge the gap between academic knowledge and practical healthcare applications, enhancing employability and professional readiness.

3.6 IMPLEMENTATION AND SENSITIZATION

1. Institutional Development Plans (IDPs):

The institution will prepare comprehensive Institutional Development Plans to support the effective implementation of the NEP-aligned curriculum. These plans will focus on strengthening academic infrastructure, upgrading laboratories and simulation facilities, expanding digital learning platforms, and enhancing clinical training resources. Faculty development programs, workshops, and continuous professional training will be organized to ensure that teaching staff are equipped with modern pedagogical methods and technological competencies required for multidisciplinary healthcare education.

2. Stakeholder Involvement:

Successful implementation of the curriculum will involve active participation from key stakeholders, including faculty members, healthcare professionals, industry experts, hospital partners, alumni, and students. Regular consultation meetings, sensitization workshops, and collaborative discussions will be conducted to ensure that the curriculum remains relevant to evolving healthcare industry needs. Partnerships with hospitals, research institutions, and healthcare organizations will further strengthen practical training opportunities and industry engagement.

3. Action Plan:

A structured action plan will be implemented to ensure the smooth rollout of the NEP-aligned curriculum. This includes establishing dedicated implementation committees, finalizing curriculum structures and subject combinations, and integrating digital learning resources and skill-based modules. A phased implementation timeline will ensure readiness for upcoming academic sessions while maintaining academic quality and compliance with national education guidelines.

Overall, the NEP-aligned curriculum framework promotes multidisciplinary learning, critical thinking, and professional competence. By integrating flexible learning pathways, practical training, and technology-enabled education, the institution aims to provide students with a transformative educational experience that prepares them to address emerging challenges in healthcare and allied sciences.

3.7 INNOVATIONS IN TEACHING, LEARNING, AND EVALUATION METHODS

The curriculum for Allied Healthcare programs is designed in alignment with the principles of NEP 2020, emphasizing flexibility, interdisciplinary learning, practical skill development, and patient-centered healthcare education. To effectively implement this framework, innovative teaching-learning strategies and modern evaluation methods are integrated into the academic structure. These approaches ensure that students develop not only strong theoretical knowledge but also clinical competence, critical thinking, ethical values, and professional skills required in healthcare settings.

By adopting advanced pedagogical methods and technology-enabled learning environments, the programs aim to create a dynamic academic ecosystem that encourages inquiry, collaboration, and experiential learning. Such innovations help prepare students to address real-world healthcare challenges and adapt to the rapidly evolving healthcare sector.

Innovative Teaching–Learning Strategies

1. Blended Learning

The curriculum integrates both classroom-based and digital learning approaches. Online learning platforms such as MOOCs and institutional Learning Management Systems (LMS) are used alongside traditional lectures, allowing students to access digital resources, recorded lectures, and interactive learning materials.

2. Problem-Based Learning (PBL)

Students are encouraged to analyze and solve **real-life healthcare problems**, such as patient case scenarios, clinical documentation challenges, or public health issues. This method strengthens critical thinking, diagnostic reasoning, and interdisciplinary problem-solving skills.

3. Flipped Classroom

In this model, students study pre-recorded lectures, digital modules, and reading materials before attending classes. Classroom sessions are then used for discussions, case analysis, and practical demonstrations, enabling deeper engagement with the subject.

4. Experiential Learning

Healthcare education requires hands-on experience; therefore, the curriculum includes **clinical** postings, internships, laboratory training, and field-based projects in hospitals, diagnostic centers, and healthcare institutions.

5. Collaborative Learning

Students participate in group discussions, interdisciplinary projects, and peer-learning activities that enhance teamwork, communication, and leadership skills essential for healthcare professionals.

6. Integration of Indian Knowledge Systems (IKS)

The curriculum incorporates ethical values, holistic healthcare perspectives, and traditional Indian health knowledge, promoting a balanced understanding of modern medical science and cultural healthcare practices.

Examples of Teaching Strategies in Allied Healthcare Programs

1. Clinical Simulation Training

Simulation laboratories and virtual clinical environments are used to train students in patient care procedures, emergency response, and healthcare decision-making without risk to patients.

2. Hospital and Industry Collaborations

Guest lectures, workshops, and clinical training programs are conducted in collaboration with hospitals, diagnostic laboratories, healthcare industries, and research institutions.

3. Virtual Laboratories and Digital Health Tools

Students utilize digital diagnostic tools, virtual labs, health information systems, and simulation software to enhance practical learning in areas such as imaging, genetics, and clinical informatics.

4. Case Studies and Clinical Scenario Analysis

Real-world clinical case discussions, patient management scenarios, and healthcare quality improvement projects are incorporated to strengthen analytical and decision-making skills.

Assessment and Evaluation Methods

The assessment and evaluation system for the Allied Healthcare programs is designed to ensure a comprehensive evaluation of students' academic knowledge, clinical competence, professional skills, and ethical understanding. In alignment with the principles of **NEP 2020**, the evaluation framework emphasizes continuous assessment, practical learning outcomes, and competency-based evaluation. The system combines formative and summative assessment methods to measure both theoretical understanding and practical application of knowledge in healthcare settings.

Continuous Internal Assessment (CIA) forms an integral component of the evaluation process. Students are assessed throughout the semester through assignments, quizzes, presentations, case study discussions, and group activities. This continuous evaluation helps monitor student progress and encourages consistent engagement with the learning process.

Practical and Clinical Assessments are essential for healthcare education. Students are evaluated on their laboratory skills, diagnostic techniques, patient assessment procedures, and use of healthcare technologies. Objective Structured Clinical Examinations (OSCE), laboratory demonstrations, and skill-based assessments are used to measure students' practical competencies in simulated or supervised clinical environments.

Project-Based Evaluation is also included to enhance analytical and research capabilities. Students undertake research projects, clinical audits, or healthcare improvement initiatives that allow them to apply theoretical knowledge to real-world healthcare challenges. These projects are evaluated based on problem identification, research methodology, analysis, and presentation of results.

Internship and Clinical Training Evaluation forms a critical component of the assessment framework. During hospital postings and internships, students are assessed on professional conduct, clinical skills, teamwork, patient interaction, and adherence to healthcare protocols. Feedback from clinical supervisors contributes to the final evaluation.

In addition to continuous assessments, **End-Semester Examinations** are conducted to evaluate students' conceptual understanding and analytical abilities. These examinations include written tests, practical examinations, and viva voce assessments. The combination of these assessment methods ensures a balanced evaluation system that measures theoretical knowledge, practical skills, and professional competencies required for successful careers in the healthcare sector.

Examples of Assessment Methods

- **Clinical Skill Assessment:**
Students are evaluated through practical examinations and Objective Structured Clinical Examinations (OSCE), where they demonstrate clinical skills such as patient assessment, diagnostic procedures, documentation, and basic clinical interventions in simulated or supervised clinical environments.
- **Case Study Analysis:**
Students analyze real or simulated patient cases to assess their ability to apply theoretical knowledge to clinical situations. This method evaluates critical thinking, problem-solving abilities, and clinical decision-making skills.
- **Laboratory and Practical Evaluations:**
Assessment of laboratory competencies in diagnostic techniques, biomedical analysis, imaging procedures, or simulation-based activities ensures that students develop technical proficiency required in healthcare settings.
- **Research Projects and Dissertation:**
Students undertake research projects or capstone assignments where they investigate healthcare problems, analyze data, and present findings. This method promotes research skills, analytical thinking, and evidence-based learning.
- **Internship and Clinical Training Evaluation:**
Performance during hospital internships or clinical postings is evaluated based on professional conduct, clinical competence, teamwork, and patient care skills under supervision of healthcare professionals.
- **Presentations and Viva Voce:**
Students present clinical cases, research findings, or healthcare improvement projects followed by oral examinations. This method assesses communication skills, subject understanding, and professional confidence.
- **Continuous Internal Assessment (CIA):**
Regular assignments, quizzes, group discussions, and reflective journals are used to continuously monitor student progress and engagement throughout the semester.

3.8 DETAILS OF OUTCOME-BASED EDUCATION (OBE) PRACTICES

The Allied Healthcare programs are designed and implemented following the principles of **Outcome-Based Education (OBE)**, which focuses on clearly defined learning outcomes that students are expected to achieve upon completion of the program. OBE ensures that teaching, learning, and assessment processes are aligned with the desired knowledge, skills, and competencies required in modern healthcare professions. The curriculum is structured to ensure that students not only gain theoretical knowledge but also develop practical skills, professional attitudes, and ethical values essential for delivering quality healthcare services.

Under the OBE framework, each program defines Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). Program Outcomes represent the broad competencies that students are expected to demonstrate upon graduation, including clinical knowledge, critical thinking, communication skills, teamwork, and ethical practice. Program Specific Outcomes focus on the specialized skills and professional competencies relevant to each allied healthcare discipline, such as diagnostic techniques, healthcare data management, patient care coordination, or biomedical analysis. Course Outcomes are clearly defined learning objectives for each subject, ensuring that students achieve measurable academic and professional competencies.

Teaching and learning activities are carefully aligned with these outcomes through a combination of lectures, practical training, case studies, simulation exercises, and clinical internships. Assessment methods such as assignments, practical examinations, research projects, and clinical evaluations are designed to measure the achievement of the defined outcomes. Continuous internal assessment and feedback mechanisms help track student progress and identify areas for improvement.

The implementation of OBE also encourages student-centered learning, where learners actively participate in problem-solving, collaborative projects, and clinical decision-making activities. This approach helps students develop critical thinking, adaptability, and professional responsibility.

By adopting Outcome-Based Education practices, the institution ensures that graduates are well-prepared to meet the professional standards of the healthcare industry. The OBE framework strengthens academic quality, improves employability, and ensures that students acquire the competencies necessary to contribute effectively to healthcare delivery and community well-being.

Key Principles of Outcome-Based Education (OBE)

1. Clearly Defined Learning Outcomes

Outcome-Based Education begins with clearly defining what students are expected to achieve at the end of a course or program. These outcomes are expressed as Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs). They describe the knowledge, skills, attitudes, and professional competencies that graduates must demonstrate. Clearly defined outcomes guide curriculum design, teaching strategies, and assessment methods, ensuring that every component of the educational process contributes to achieving the intended learning goals.

2. Student-Centered Learning Approach

OBE emphasizes a learner-centred educational environment where students actively participate in the learning process rather than passively receiving information. Teaching methods such as case-based learning, simulation training, collaborative projects, and problem-solving activities encourage students to engage critically with the subject. This approach helps students develop independent thinking, adaptability, and professional confidence, which are essential for real-world healthcare practice.

3. Alignment of Curriculum, Teaching, and Assessment

In OBE, the curriculum, teaching methods, and evaluation processes are closely aligned with the defined learning outcomes. Each course is designed so that lectures, practical sessions, clinical training, and assignments collectively help students achieve the desired competencies. Assessment tools such as practical examinations, case studies, projects, and clinical evaluations are specifically designed to measure whether the intended outcomes have been successfully achieved.

4. Continuous Assessment and Improvement

Outcome-Based Education promotes continuous evaluation of student performance and the effectiveness of the curriculum. Regular assessments, internal evaluations, and feedback from faculty and students help identify learning gaps and areas for improvement. This continuous

improvement process ensures that the curriculum remains relevant, effective, and aligned with professional standards and industry expectations.

5. **Emphasis on Skills, Competencies, and Professional Development**

OBE focuses not only on theoretical knowledge but also on the development of practical skills, professional ethics, communication abilities, and teamwork. Students are trained to apply their knowledge in real-life situations through clinical training, internships, research projects, and fieldwork. This competency-based approach ensures that graduates are well prepared to meet the demands of modern healthcare systems and contribute effectively to patient care and healthcare innovation.

3.9 OBE PRACTICES IN TEACHING-LEARNING

1. **Outcome-Oriented Curriculum Delivery**

Teaching is structured around clearly defined Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). Faculty members design lesson plans, practical sessions, and clinical training activities to ensure that students achieve the intended learning outcomes. The learning objectives are communicated at the beginning of each course so that students understand the competencies they are expected to develop.

2. **Student-Centered Learning Methods**

The teaching-learning process emphasizes active participation and critical thinking through interactive learning strategies. These methods encourage students to apply knowledge and develop professional competencies.

Includes:

- Case-based learning and clinical scenario discussions
- Problem-based learning (PBL)
- Group discussions and collaborative learning
- Peer learning and presentations

3. **Experiential and Practical Learning**

Allied healthcare education requires strong practical competence. Therefore, OBE practices include hands-on learning opportunities that allow students to apply theoretical knowledge in real healthcare settings.

Includes:

- Laboratory practical sessions
- Clinical postings in hospitals and healthcare centers
- Internships and field-based training
- Simulation-based clinical training

4. **Technology-Enabled Learning**

Modern teaching practices integrate digital tools and online learning resources to enhance student learning and accessibility. Technology-supported learning improves flexibility and exposure to modern healthcare systems.

Includes:

- Learning Management Systems (LMS)
- Online courses through SWAYAM and other digital platforms
- Virtual laboratories and simulation tools
- Digital health information systems and medical software training

5. Continuous Monitoring and Feedback Mechanism

OBE emphasizes continuous assessment and improvement of student learning. Faculty members monitor student performance through formative assessments and provide regular feedback to support academic progress. This process helps identify learning gaps and ensures that students achieve the expected outcomes of the program.

The proposed university will ensure the effective implementation of **Outcome-Based Education (OBE)** practices to enhance the overall teaching and learning experience in the Allied Healthcare programs. This approach ensures that students are not merely passive recipients of theoretical knowledge but active participants in their educational journey. The curriculum is designed with clearly defined learning outcomes that guide teaching strategies, practical training, and assessment methods. By aligning course content with program outcomes, the institution ensures that students develop the knowledge, technical competencies, and professional skills required in modern healthcare systems.

The curriculum emphasizes the use of diverse teaching methodologies such as case-based learning, clinical simulations, laboratory training, and interdisciplinary collaboration. Continuous assessment, practical evaluations, and structured feedback mechanisms enable faculty members to monitor student progress and support improvement in learning outcomes. These OBE practices encourage critical thinking, problem-solving abilities, teamwork, and ethical decision-making, which are essential qualities for healthcare professionals.

Through this outcome-oriented approach, the university aims to promote the holistic development of students by integrating academic learning with practical healthcare applications. The implementation of OBE ensures that graduates are equipped with the competencies, professional values, and adaptability required succeeding in dynamic healthcare environments. By aligning educational practices with industry needs and societal expectations, the institution remains responsive to the evolving demands of the healthcare sector and contributes to the development of a skilled and responsible healthcare workforce.

3.10 INTERNATIONAL COLLABORATIONS OR EXCHANGE PROGRAMS

To strengthen global academic engagement and enhance the quality of healthcare education, the university aims to establish international collaborations with leading universities, research institutions, healthcare organizations, and industry partners. These collaborations will promote knowledge exchange, joint research initiatives, and global exposure for students and faculty members.

1. Collaborative Research Programs

Strategy:

Develop joint research initiatives with international universities, research centers, and healthcare institutions to promote innovation in healthcare sciences, biomedical technology, and public health.

Implementation:

- Establish collaborative research agreements with international universities.
- Encourage joint publications, shared research facilities, and research exchange programs.
- Support faculty and student participation in global research projects and conferences.

Examples of Collaborations:

- Joint research in areas such as genetic counselling, biomedical materials, healthcare informatics, and public health security.
- Collaboration with international medical research institutes and global health organizations.

2. Dual Degree Programs

Strategy:

Introduce dual or joint degree programs with reputed international universities to provide students with global academic exposure and recognized qualifications.

Implementation:

- Establish academic agreements for credit transfer and joint curriculum development.
- Enable students to complete part of their program at partner universities abroad.

Examples of Collaborations:

- Dual degree programs in Clinical Informatics, Global Health Security, and Healthcare Management with partner universities in Europe, North America, or Asia.

3. Faculty Exchange Programs**Strategy:**

Promote faculty mobility and knowledge exchange through international teaching and research collaborations.

Implementation:

- Short-term and long-term teaching assignments for faculty members at partner institutions.
- Joint workshops, seminars, and collaborative curriculum development initiatives.

Examples of Collaborations:

- Visiting professors from international universities conducting lectures in areas such as genetics, healthcare technology, and patient safety.
- Faculty participation in international training programs and research fellowships.

4. Student Exchange and Internship Programs**Strategy:**

Provide students with opportunities to study or complete internships in international healthcare institutions and research centers.

Implementation:

- Establish exchange agreements with global universities and healthcare institutions.
- Facilitate international clinical training and internship opportunities.

Examples of Collaborations:

- Student internships in international hospitals, biomedical research laboratories, and public health organizations.
- Exchange programs in areas such as health informatics, clinical research, and healthcare simulation.

5. Online and Blended Learning Partnerships**Strategy:**

Collaborate with international institutions to deliver joint online courses, virtual lectures, and blended learning programs.

Implementation:

- Integrate global MOOCs and digital learning platforms into the curriculum.
- Invite international faculty for virtual guest lectures and webinars.

Examples of Collaborations:

- Joint online certificate programs in digital health, biomedical technology, and healthcare management.
- Participation in global online academic networks and digital classrooms.

6. Short-Term International Programs and Workshops**Strategy:**

Organize international summer schools, workshops, and training programs to enhance student exposure to global healthcare practices.

Implementation:

- Conduct short-term training programs with international universities.
- Host international conferences, workshops, and skill development programs.

Examples of Collaborations:

- Global workshops on public health preparedness, biomedical innovation, and healthcare simulation training.
- International summer schools focusing on healthcare technology and patient safety practices.

7. International Accreditation and Recognition

Strategy:

Seek international accreditation and recognition for healthcare programs to ensure global academic standards and professional credibility.

Implementation:

- Align curriculum with international healthcare education standards.
- Participate in global accreditation frameworks and professional bodies.

Examples of Collaborations:

- Accreditation from recognized international healthcare education organizations.
- Membership in international academic networks and professional associations.

8. International Industry and Business Partnerships

Strategy:

Establish partnerships with global healthcare companies, biomedical industries, and technology organizations to promote innovation and industry engagement.

Implementation:

- Industry-sponsored research projects and training programs.
- Internship opportunities with multinational healthcare organizations.

Examples of Collaborations:

- Partnerships with **medical device companies, healthcare IT firms, and pharmaceutical organizations.**
- Joint innovation labs focusing on **biomedical technology and digital healthcare solutions.**

9. Cross-Cultural and Language Programs

Strategy:

Promote cross-cultural learning and language training to prepare students for global healthcare environments.

Implementation:

- Offer foreign language courses and cross-cultural communication training.
- Encourage participation in international cultural exchange programs.

Examples of Collaborations:

- Language training programs for global healthcare communication.
- Cultural exchange initiatives with partner universities worldwide.

Potential International Institutions for Collaboration and Exchange Programs

Based on the proposed UG, PG, and Research programs in Allied Healthcare and Health Sciences, the following international universities and institutions may serve as potential partners for academic collaboration, research partnerships, and exchange programs.

1. Harvard University – Harvard Medical School, USA

- Globally recognized for excellence in medical education, biomedical research, and public health.
- Potential collaborations in genetic counselling, clinical research, health informatics, and global health security.

2. Johns Hopkins University, USA

- A leading institution in public health, healthcare management, and clinical research.
- Opportunities for collaboration in patient experience research, healthcare simulation, and global health programs.

3. University of Cambridge, UK

- Renowned for its strong programs in medical sciences, biotechnology, and biomedical research.
- Potential collaborations in biomaterials research, clinical innovation, and medical technology development.

4. National University of Singapore (NUS)

- Known for advanced research in health sciences, biomedical engineering, and healthcare innovation.
- Opportunities for joint programs in clinical informatics, biomedical technology, and public health systems.

5. Karolinska Institute, Sweden

- One of the world's leading medical universities specializing in medical research and healthcare education.
- Potential collaborations in clinical research, medical simulation training, and patient-centered healthcare studies.

6. University of Melbourne, Australia

- Offers internationally recognized programs in health sciences, nursing, and medical research.
- Opportunities for student exchange programs, clinical internships, and collaborative research in healthcare technologies.

7. University of Toronto, Canada

- A global leader in medical education, biomedical innovation, and healthcare research.
- Potential collaboration in health informatics, genetic counselling, and healthcare technology development.

8. Technical University of Munich (TUM), Germany

- Known for excellence in biomedical engineering, healthcare technology, and digital health systems.
- Opportunities for collaborative research in biomedical materials, medical imaging technologies, and healthcare innovation.

9. National Institutes of Health (NIH) / Global Health Research Centers

- Leading global institutions for biomedical and clinical research.
- Collaborative opportunities in clinical trials, healthcare data analytics, and translational medical research.
- Strategic Academic Collaboration in India

10. All India Institute of Medical Sciences (AIIMS), India

- Premier institution for medical education, research, and advanced healthcare services.
- Collaboration opportunities in clinical research, healthcare simulation, and advanced diagnostic technologies.

11. Indian Institute of Technology (IIT) – Biomedical Programs

- Strong expertise in biomedical engineering, healthcare technology, and artificial intelligence in healthcare.
- Opportunities for collaborative research in medical devices, biomaterials, and healthcare data systems.

By establishing collaborations with these internationally reputed institutions, the university aims to build a strong global academic network that enhances research opportunities, promotes knowledge exchange, and provides international exposure for students and faculty. These partnerships will strengthen academic excellence, support innovative healthcare research, and prepare graduates to work effectively in global healthcare environments.

3.11. INTERDISCIPLINARY RESEARCH AND PROGRAMS

CENTER FOR ADVANCED MEDICAL SCIENCES AND

1. Parameters under the New Research Center Title

Scope:

The proposed Research Center in Medical Sciences will focus on advancing healthcare research, clinical innovation, and medical technologies. The center will promote interdisciplinary research in clinical medicine, healthcare technologies, biomedical sciences, and patient care systems. It will support research activities that improve disease diagnosis, treatment methodologies, healthcare management, and public health outcomes. The center will also encourage collaboration among medical professionals, healthcare scientists, engineers, and public health experts to address emerging healthcare challenges.

Key Technologies:

- Artificial Intelligence in Medical Diagnostics
- Advanced Medical Imaging Technologies
- Biomedical Devices and Healthcare Technologies
- Health Informatics and Clinical Data Analytics
- Genomic Medicine and Precision Healthcare
- Telemedicine and Digital Health Platforms

2. Proposed Name for the Research Center

Center for Advanced Medical Sciences and Clinical Innovation

Scope:

The research centre will support multidisciplinary research in clinical medicine, biomedical technologies, healthcare data systems, and patient care innovations. It will focus on improving healthcare delivery systems, enhancing clinical decision-making, and developing innovative solutions to address modern healthcare challenges.

Key Technologies:

- Clinical Decision Support Systems
- Medical Imaging and Diagnostic Technologies
- Healthcare Data Management Systems
- Biomedical Engineering Applications
- Telehealth and Remote Healthcare Technologies

Outcomes:

- Development of innovative diagnostic and treatment solutions
- Improved healthcare delivery and patient safety systems
- Research publications, patents, and healthcare innovations
- Strengthening clinical research and healthcare technology development

3. Smart Patient Monitoring Systems

Scope:

This research area focuses on developing intelligent healthcare monitoring systems that allow continuous tracking of patient health parameters both in hospitals and remote environments. These systems support early disease detection, chronic disease management, and improved patient care.

Key Technologies:

- Wearable Health Monitoring Devices

- Internet of Medical Things (IoMT)
- Artificial Intelligence for Health Data Analysis
- Remote Patient Monitoring Platforms
- Cloud-Based Health Information Systems

Outcomes:

- Improved early detection and monitoring of diseases
- Enhanced patient safety and care quality
- Reduced hospital readmission rates
- Strengthened remote healthcare services

4. Healthcare Simulation and Medical Training Systems

Scope:

This research area focuses on the development of advanced simulation-based training systems for healthcare professionals and students. Simulation technologies provide safe environments for practicing medical procedures and improving clinical decision-making skills.

Key Technologies:

- Virtual Reality (VR) and Augmented Reality (AR) for Medical Training
- Clinical Simulation Laboratories
- AI-based Training and Assessment Systems
- Digital Learning Platforms for Healthcare Education

Outcomes:

- Improved clinical competency of healthcare professionals
- Safer and more effective healthcare training systems
- Enhanced preparedness for emergency and critical care situations
- Development of advanced medical education technologies

5. Block chain for Healthcare Data Management

Scope:

This research area focuses on improving the security, transparency, and interoperability of healthcare data systems through block chain technology. It will support secure management of electronic health records, clinical research data, and healthcare supply chain systems.

Key Technologies:

- Block chain-based Electronic Health Records (EHR)
- Secure Healthcare Data Sharing Platforms
- Smart Contracts for Clinical Research Management
- Block chain-enabled Healthcare Supply Chain Systems

Outcomes:

- Secure and transparent healthcare data management
- Improved interoperability of healthcare information systems
- Enhanced patient data privacy and protection
- Efficient management of healthcare records and clinical research data

CENTRE FOR ADVANCED NURSING PRACTICE AND HEALTHCARE INNOVATION

1. Parameters under the New Research Center Title

Scope:

The proposed research center will focus on advancing nursing practice, improving patient care systems, and strengthening healthcare delivery through evidence-based nursing research. The center will promote interdisciplinary collaboration between nurses, physicians, public health professionals, and healthcare administrators to address emerging healthcare challenges.

Key Technologies:

- Nursing Informatics Systems

- Electronic Health Records (EHR)
- Clinical Decision Support Systems
- Telehealth and Digital Health Platforms

Outcomes:

- Improved patient care practices
- Evidence-based nursing interventions
- Strengthening of nursing leadership in healthcare systems

2. Advanced Clinical Nursing and Patient Care Research**Scope:**

This research area focuses on improving clinical nursing practices in critical care, emergency care, maternal health, and chronic disease management. Research will aim to enhance patient safety, quality of care, and recovery outcomes.

Key Technologies:

- Patient Monitoring Systems
- Clinical Decision Support Tools
- Simulation-based Clinical Training
- Digital Health Documentation Systems

Outcomes:

- Improved patient safety and treatment outcomes
- Advanced clinical nursing practices
- Development of standardized care protocols

3. Community Health and Preventive Healthcare**Scope:**

Research will focus on improving community healthcare services through preventive health strategies, maternal and child health programs, elderly care, and health promotion initiatives.

Key Technologies:

- Mobile Health (m Health) Technologies
- Public Health Data Analytics
- Telehealth Systems
- Community Health Monitoring Platforms

Outcomes:

- Improved public health awareness and disease prevention
- Strengthened community healthcare systems
- Better healthcare access in rural and underserved populations

4. Nursing Education and Simulation-Based Training**Scope:**

This research area aims to improve nursing education through innovative teaching methods, simulation-based training, and digital learning technologies. The goal is to prepare nurses with advanced clinical competencies.

Key Technologies:

- Healthcare Simulation Laboratories
- Virtual Reality (VR) for Clinical Training
- Online Medical Education Platforms
- AI-assisted Learning Tools

Outcomes:

- Improved nursing education quality
- Enhanced clinical skill development
- Better preparedness for real healthcare environments

5. Healthcare Quality Improvement and Patient Safety

Scope:

This research domain focuses on improving healthcare quality, patient safety standards, and healthcare service management. It will study healthcare processes and develop strategies for improving hospital efficiency and patient satisfaction.

Key Technologies:

- Healthcare Quality Monitoring Systems
- Patient Safety Analytics
- Clinical Audit Systems
- Health Information Management Tools

Outcomes:

- Improved hospital service quality
- Enhanced patient safety systems
- Better healthcare management practices

CENTRE FOR ALLIED HEALTH SCIENCES AND CLINICAL TECHNOLOGY RESEARCH

1. Parameters under the New Research Center Title

Scope:

The proposed research center will focus on advancing diagnostic technologies, clinical support systems, and healthcare technologies used in allied health sciences. The center will promote interdisciplinary research involving healthcare technologists, clinicians, biomedical scientists, and healthcare administrators to improve diagnostic accuracy, patient monitoring, and clinical care systems. Research activities will support innovations in medical imaging, clinical laboratory technologies, respiratory care, dialysis technologies, and emergency care systems.

Key Technologies:

- Diagnostic Imaging Technologies
- Clinical Laboratory Technologies
- Biomedical Devices and Medical Equipment
- Digital Health Monitoring Systems
- Health Informatics Platforms

Outcomes:

- Improved diagnostic and clinical support technologies
- Enhanced patient care through advanced healthcare technologies
- Development of innovative healthcare equipment and systems

2. Diagnostic Imaging and Medical Technology Research

Scope:

This research area focuses on improving medical imaging technologies and diagnostic tools used in modern healthcare systems. Research will support advancements in radiography, cardiac imaging, and nuclear medicine technologies for early disease detection.

Key Technologies:

- Digital Radiography Systems
- Ultrasound Imaging Technologies
- Nuclear Medicine Imaging Systems
- AI-based Diagnostic Imaging Tools

Outcomes:

- Improved accuracy in disease diagnosis
- Development of advanced imaging techniques
- Early detection and improved clinical decision-making

3. Critical Care and Emergency Healthcare Technologies

Scope:

This research area will focus on technologies and systems used in emergency care, critical care units, and respiratory therapy. Research will aim to improve patient monitoring, life-support technologies, and emergency response systems.

Key Technologies:

- Advanced Patient Monitoring Systems
- Respiratory Support Technologies
- Emergency Medical Response Systems
- Critical Care Equipment

Outcomes:

- Improved patient survival and emergency response systems
- Advanced technologies for critical care management
- Strengthening healthcare emergency preparedness

4. Renal Care and Dialysis Technology Research

Scope:

This research domain focuses on innovations in dialysis technologies and renal care systems. Research will support improved dialysis procedures, patient monitoring, and management of chronic kidney diseases.

Key Technologies:

- Advanced Dialysis Machines
- Patient Monitoring Systems
- Biomedical Sensors for Kidney Function Monitoring
- Digital Renal Care Management Systems

Outcomes:

- Improved dialysis treatment efficiency
- Better monitoring of renal patients
- Enhanced quality of life for patients with kidney diseases

5. Clinical Laboratory and Diagnostic Research

Scope:

This research area focuses on the development of advanced laboratory diagnostic techniques used for disease detection, clinical testing, and healthcare research.

Key Technologies:

- Automated Laboratory Diagnostic Systems
- Molecular Diagnostic Technologies
- Biomedical Analytical Instruments
- AI-based Laboratory Data Analysis

Outcomes:

- Improved laboratory diagnostic accuracy
- Faster disease detection and clinical analysis
- Strengthened clinical laboratory research and healthcare services

CENTRE FOR ALLIED HEALTH SCIENCES AND CLINICAL TECHNOLOGY RESEARCH

1. Parameters under the New Research Center Title

Scope:

The proposed research center in Clinical and Diagnostic Sciences will focus on advancing medical diagnostic technologies and clinical assessment systems used in modern healthcare. The center will promote interdisciplinary research in cardiology diagnostics, nuclear medicine, imaging technologies,

and clinical laboratory diagnostics. The research activities will aim to improve early disease detection, enhance diagnostic accuracy, and support clinical decision-making through advanced diagnostic tools and technologies.

Key Technologies:

- Advanced Medical Imaging Systems
- Nuclear Medicine Technologies
- Cardiac Diagnostic Technologies
- Artificial Intelligence in Medical Diagnostics
- Digital Health Data Analytics

Outcomes:

- Improved accuracy in disease diagnosis
- Early detection of cardiovascular and systemic diseases
- Development of innovative diagnostic technologies

2. Cardiovascular Diagnostic Technologies

Scope:

This research area focuses on the development and improvement of technologies used for diagnosing cardiovascular diseases. The research will support advanced cardiac imaging, echocardiography, and non-invasive diagnostic methods for detecting heart diseases at early stages.

Key Technologies:

- Echocardiography and Cardiac Ultrasound Systems
- Electrocardiogram (ECG) Monitoring Systems
- AI-based Cardiac Image Analysis
- Digital Cardiac Monitoring Devices

Outcomes:

- Improved early diagnosis of cardiovascular diseases
- Enhanced cardiac imaging and monitoring systems
- Development of advanced diagnostic protocols for heart conditions

3. Nuclear Medicine and Radioisotope Technologies

Scope:

This research domain focuses on the application of radioactive isotopes in medical diagnosis and treatment planning. Research will support advancements in nuclear imaging techniques used in oncology, cardiology, and neurology.

Key Technologies:

- Gamma Camera Imaging Systems
- Positron Emission Tomography (PET)
- Radioisotope-based Diagnostic Techniques
- Radiation Detection and Monitoring Systems

Outcomes:

- Improved nuclear medicine diagnostic procedures
- Early detection of cancer and metabolic diseases
- Enhanced imaging accuracy in clinical diagnostics

4. AI-Based Diagnostic Decision Systems

Scope:

This research area focuses on integrating artificial intelligence and machine learning technologies into clinical diagnostic systems to improve accuracy and efficiency in disease detection and patient assessment.

Key Technologies:

- Machine Learning Algorithms for Medical Diagnostics

- AI-based Image Recognition Systems
- Clinical Decision Support Systems
- Healthcare Data Analytics Platforms

Outcomes:

- Improved diagnostic accuracy and efficiency
- Support for physicians in clinical decision-making
- Development of intelligent healthcare diagnostic tools

5. Integrated Clinical Diagnostic Systems**Scope:**

This research area focuses on integrating multiple diagnostic technologies into unified clinical systems that enable efficient patient assessment and treatment planning. Research will support digital integration of imaging, laboratory diagnostics, and clinical data systems.

Key Technologies:

- Integrated Diagnostic Platforms
- Health Information Systems
- Cloud-Based Clinical Data Management
- Interoperable Healthcare Information Systems

Outcomes:

- Improved efficiency in clinical diagnostic workflows
- Better coordination between diagnostic departments
- Enhanced patient management and treatment planning

CENTER FOR HEALTHCARE TECHNOLOGIES AND CLINICAL PRACTICE INNOVATION

1. Parameters under the New Research Center Title**Scope:**

The proposed research center will focus on the development and application of healthcare technologies that support clinical practice and patient care systems. The center will promote interdisciplinary research combining clinical medicine, healthcare technology, biomedical engineering, and digital health systems. Research activities will aim to improve patient monitoring, surgical support technologies, transplantation coordination systems, and advanced clinical care models. The center will encourage collaboration between clinicians, healthcare technologists, and biomedical researchers to develop innovative healthcare solutions.

Key Technologies:

- Clinical Decision Support Systems
- Telemedicine and Digital Health Platforms
- Biomedical Monitoring Devices
- Healthcare Data Management Systems
- Medical Equipment and Surgical Support Technologies

Outcomes:

- Improved clinical care delivery and patient safety
- Development of advanced healthcare technologies
- Strengthening of healthcare systems through technology integration

2. Transplant Coordination and Organ Donation Systems**Scope:**

This research area focuses on improving organ transplantation systems, donor management, and transplant coordination processes. The research will address ethical, clinical, and technological aspects of organ donation and transplant management.

Key Technologies:

- Digital Organ Donation Registries
- Health Information Systems for Transplant Coordination
- Clinical Data Management Systems
- AI-based Donor Matching Platforms

Outcomes:

- Improved efficiency in organ donation and transplantation processes
- Enhanced coordination between healthcare institutions
- Increased awareness and transparency in transplant systems

3. Advanced Clinical Practice and Physician Support Systems

Scope:

This research area focuses on improving clinical practice systems that support physicians and healthcare professionals in delivering efficient patient care. Research will support innovations in clinical decision-making tools and healthcare workflow management.

Key Technologies:

- Clinical Decision Support Systems
- AI-assisted Diagnostic Tools
- Electronic Health Records (EHR)
- Telemedicine Platforms

Outcomes:

- Improved clinical decision-making and patient care quality
- Enhanced efficiency of healthcare professionals
- Strengthened clinical workflow management systems

4. Anaesthesia and Pre-operative Care Technologies

Scope:

This research domain focuses on improving technologies used in anesthesia administration, patient monitoring during surgery, and pre-operative care systems. Research will address patient safety, surgical efficiency, and advanced monitoring technologies.

Key Technologies:

- Advanced Anesthesia Monitoring Systems
- Smart Patient Monitoring Devices
- Digital Surgical Support Systems
- Critical Care Monitoring Technologies

Outcomes:

- Improved safety during surgical procedures
- Advanced monitoring systems for preoperative care
- Reduced surgical complications and improved patient outcomes

5. Digital Healthcare and Telemedicine Systems

Scope:

This research area focuses on developing digital healthcare technologies that improve healthcare accessibility and remote patient care. Telemedicine and digital health platforms will support healthcare services in rural and underserved areas.

Key Technologies:

- Telemedicine Platforms
- Remote Patient Monitoring Systems
- Mobile Health Applications (m Health)
- Cloud-based Health Information Systems

Outcomes:

- Improved access to healthcare services in remote areas
- Strengthened Telehealth infrastructure

- Efficient remote patient care and disease monitoring

CENTRE FOR HEALTH INFORMATICS AND CLINICAL DOCUMENTATION RESEARCH

1. Parameters under the New Research Center Title

Scope:

The proposed research center will focus on advancing healthcare data management, clinical documentation systems, and digital health information technologies. The center will promote interdisciplinary research combining healthcare sciences, information technology, data analytics, and healthcare administration. Research will aim to improve the accuracy, accessibility, and security of healthcare data, enabling better clinical decision-making and efficient healthcare management. The center will also support innovations in electronic health record systems, clinical coding standards, and healthcare data analytics.

Key Technologies:

- Electronic Health Records (EHR)
- Health Information Management Systems
- Clinical Data Analytics Platforms
- Artificial Intelligence in Healthcare Data Processing
- Health Information Exchange Systems

Outcomes:

- Improved accuracy and efficiency in clinical documentation
- Enhanced healthcare data management and interoperability
- Better decision-making through data-driven healthcare systems

2. Electronic Health Record Systems and Data Management

Scope:

This research area focuses on improving electronic health record systems to ensure accurate documentation, efficient data storage, and seamless sharing of patient information across healthcare institutions.

Key Technologies:

- Electronic Health Record (EHR) Systems
- Health Information Exchange Platforms
- Cloud-based Health Data Storage
- Interoperable Healthcare Information Systems

Outcomes:

- Improved accessibility and management of patient records
- Efficient data sharing among healthcare providers
- Enhanced continuity of patient care

3. Clinical Documentation Improvement Systems

Scope:

This research domain focuses on improving clinical documentation practices to ensure complete, accurate, and standardized medical records. Research will support healthcare providers in maintaining high-quality documentation that enhances patient safety and healthcare reporting.

Key Technologies:

- Medical Coding Systems (ICD, CPT)
- Clinical Documentation Software
- AI-assisted Clinical Documentation Tools
- Healthcare Audit Systems

Outcomes:

- Improved clinical documentation accuracy

- Better compliance with healthcare regulations
- Enhanced healthcare reporting and quality monitoring

4. Healthcare Data Analytics and Decision Support

Scope:

This research area focuses on using data analytics and artificial intelligence to analyze healthcare data and support clinical decision-making processes.

Key Technologies:

- Healthcare Data Analytics Platforms
- Machine Learning Algorithms for Health Data
- Clinical Decision Support Systems (CDSS)
- Predictive Analytics for Disease Management

Outcomes:

- Data-driven healthcare decision-making
- Improved patient diagnosis and treatment planning
- Predictive healthcare models for disease prevention

5. Healthcare Information Security and Privacy

Scope:

This research domain focuses on improving security and privacy protection of healthcare data systems. Research will address cyber security challenges in healthcare information systems and ensure compliance with healthcare data protection regulations.

Key Technologies:

- Block chain-based Health Data Security
- Cyber security Systems for Healthcare Networks
- Secure Health Information Exchange Platforms
- Data Encryption and Privacy Protection Technologies

Outcomes:

- Enhanced protection of patient data and privacy
- Secure healthcare information systems
- Improved trust and transparency in digital healthcare services

CENTER FOR BIOMEDICAL MATERIALS AND REHABILITATION SCIENCES RESEARCH

1. Parameters under the New Research Center Title

Scope:

The proposed research center will focus on the development and application of biomedical materials and rehabilitation technologies used in modern healthcare. The center will promote interdisciplinary research combining biomedical sciences, materials science, prosthetic technologies, and clinical rehabilitation practices. Research activities will aim to improve biomaterials used in medical devices, prosthetics, and implants, while also enhancing rehabilitation technologies that support patient recovery and functional restoration. The center will encourage collaboration between clinicians, biomedical engineers, prosthetic specialists, and healthcare researchers.

Key Technologies:

- Biomedical Materials and Biocompatibility Testing
- Prosthetic and Orthotic Design Technologies
- Tissue Engineering and Regenerative Medicine
- 3D Printing for Medical Devices and Prosthetics
- Rehabilitation Monitoring Systems

Outcomes:

- Development of advanced biomaterials for medical applications

- Improved prosthetic and rehabilitation technologies
- Enhanced patient recovery and functional rehabilitation

2. Biomaterials for Medical Devices and Implants

Scope:

This research area focuses on developing and testing biomaterials used in medical implants, prosthetics, and healthcare devices. Research will aim to improve the durability, safety, and compatibility of materials used in medical treatments.

Key Technologies:

- Polymer-based Biomaterials
- Metallic and Ceramic Biomaterials
- Biocompatibility Testing Technologies
- Biomedical Surface Engineering

Outcomes:

- Development of safer and more durable medical implants
- Improved compatibility of biomaterials with human tissues
- Enhanced quality of medical devices used in healthcare

3. Clinical Anaplastology and Prosthetic Rehabilitation

Scope:

This research domain focuses on the design and development of prosthetic devices used for restoring facial and body structures affected by trauma, disease, or congenital conditions. Research will support innovations in prosthetic design and rehabilitation techniques.

Key Technologies:

- 3D Printing for Prosthetic Fabrication
- Digital Modelling and Prosthetic Design Software
- Biomedical Prosthetic Materials
- Rehabilitation Assistive Technologies

Outcomes:

- Improved prosthetic design and functionality
- Enhanced quality of life for patients requiring prosthetic rehabilitation
- Development of advanced rehabilitation technologies

4. Tissue Engineering and Regenerative Medicine

Scope:

This research area focuses on developing biological substitutes that restore or replace damaged tissues and organs. Research will explore innovative methods in tissue regeneration and biomedical engineering.

Key Technologies:

- Stem Cell Technologies
- Tissue Engineering Scaffolds
- Biomaterial-based Regenerative Systems
- Biomedical Tissue Culture Techniques

Outcomes:

- Development of regenerative therapies for damaged tissues
- Improved treatment options for reconstructive healthcare
- Advancements in biomedical regenerative technologies

5. Rehabilitation Technologies and Assistive Devices

Scope:

This research area focuses on developing technologies and assistive devices that support patient rehabilitation and functional recovery following injury, surgery, or disability.

Key Technologies:

- Smart Rehabilitation Devices
- Motion Tracking and Biomechanical Analysis Systems
- AI-based Rehabilitation Monitoring Tools
- Digital Health Platforms for Rehabilitation Care

Outcomes:

- Improved rehabilitation outcomes for patients
- Development of advanced assistive technologies
- Enhanced mobility and functional recovery for patients

CENTER FOR PUBLIC HEALTH, GENETICS AND GLOBAL HEALTH SYSTEMS RESEARCH

1. Parameters under the New Research Center Title

Scope:

The proposed research center will focus on advancing research in public health, genetic sciences, disease prevention, and global health systems. The center will promote interdisciplinary research integrating epidemiology, genetics, genomics, public health policy, health security, and population health management. Research activities will address emerging health challenges such as hereditary disorders, infectious disease outbreaks, health inequities, maternal and child health, chronic disease prevention, and pandemic preparedness. The center will encourage collaboration among clinicians, genetic counsellors, public health experts, epidemiologists, biostatisticians, and health policy researchers to strengthen healthcare systems and improve health outcomes at community, national, and global levels.

Key Technologies:

- Genomic Analysis and Genetic Testing Technologies
- Public Health Surveillance Systems
- Epidemiological Data Analytics Platforms
- Bioinformatics and Precision Medicine Tools
- Digital Health and Global Disease Monitoring Systems

Outcomes:

- Improved disease prevention and population health strategies
- Strengthened genetic counselling and genomic medicine services
- Enhanced public health preparedness and global health response systems

2. Genetic Counselling and Genomic Medicine Research

Scope:

This research area focuses on hereditary disorders, genetic risk assessment, prenatal genetics, cancer genetics, and personalized medicine. Research will support better understanding of inherited conditions and improve the use of genetic information in healthcare planning and patient counselling.

Key Technologies:

- Next-Generation Sequencing (NGS)
- Molecular Diagnostic Technologies
- Bioinformatics for Genomic Data Interpretation
- Genetic Risk Assessment Tools

Outcomes:

- Improved early identification of hereditary diseases
- Strengthened genetic counselling services

- Support for precision medicine and personalized treatment planning

3. Public Health Systems and Disease Prevention Research

Scope:

This research domain focuses on disease prevention, health promotion, community health systems, and public health interventions. Research will address communicable and non-communicable diseases, nutrition, maternal and child health, and preventive healthcare models.

Key Technologies:

- Public Health Data Management Systems
- Geographic Information Systems (GIS) for Health Mapping
- Mobile Health (m Health) Technologies
- Health Survey and Screening Tools

Outcomes:

- Improved community health interventions
- Better disease prevention and health promotion strategies
- Strengthened population health planning and monitoring

4. Global Health Security and Pandemic Preparedness

Scope:

This research area focuses on strengthening preparedness and response systems for epidemics, pandemics, and other international public health emergencies. Research will support surveillance, outbreak investigation, risk communication, and emergency health system planning.

Key Technologies:

- Disease Surveillance and Early Warning Systems
- Digital Epidemiology Platforms
- Health Emergency Response Information Systems
- Predictive Analytics for Outbreak Forecasting

Outcomes:

- Improved pandemic preparedness and emergency response capacity
- Faster detection and control of disease outbreaks
- Strengthened national and global health security systems

5. Health Policy, Equity, and Global Health Governance

Scope:

This research area focuses on health systems strengthening, healthcare access, policy development, equity in healthcare delivery, and governance models for public health. Research will examine how policies influence healthcare quality, affordability, and inclusiveness across diverse populations.

Key Technologies:

- Health Policy Analytics Tools
- Population Health Databases
- Decision Support Systems for Health Planning
- Digital Monitoring Systems for Health Programs

Outcomes:

- Evidence-based health policy recommendations
- Improved healthcare access and equity
- Stronger governance frameworks for public and global health systems

CENTER FOR HEALTHCARE QUALITY, SIMULATION AND PATIENT EXPERIENCE RESEARCH

1. Parameters under the New Research Center Title

Scope:

The proposed research center will focus on improving healthcare quality, patient safety, medical

training systems, and patient-centered care practices. The center will promote interdisciplinary research integrating healthcare management, clinical practice, patient experience studies, healthcare simulation technologies, and medical communication systems. Research activities will aim to improve healthcare service delivery, enhance patient satisfaction, strengthen healthcare quality monitoring systems, and develop innovative training methods for healthcare professionals. The center will encourage collaboration among clinicians, healthcare administrators, educators, and technology specialists.

Key Technologies:

- Healthcare Simulation Technologies
- Patient Experience Analytics Systems
- Healthcare Quality Monitoring Platforms
- Digital Medical Education Technologies
- Clinical Audit and Healthcare Performance Systems

Outcomes:

- Improved healthcare service quality and patient safety
- Enhanced patient satisfaction and care experiences
- Development of advanced healthcare training and evaluation systems

2. Healthcare Quality Improvement and Clinical Audit

Scope:

This research area focuses on improving healthcare quality and performance through systematic evaluation of healthcare processes. Research will support clinical audits, quality assurance systems, and evidence-based healthcare practices to improve hospital services.

Key Technologies:

- Clinical Audit Management Systems
- Healthcare Quality Analytics Tools
- Electronic Health Record Data Analysis
- Hospital Performance Monitoring Platforms

Outcomes:

- Improved healthcare service standards
- Strengthened hospital quality management systems
- Better patient safety and clinical care outcomes

3. Healthcare Simulation and Medical Training Systems

Scope:

This research domain focuses on the development of simulation-based medical training systems that allow healthcare professionals and students to practice clinical procedures in safe and controlled environments. Simulation-based learning improves clinical skills, decision-making, and patient safety.

Key Technologies:

- Virtual Reality (VR) and Augmented Reality (AR) Simulation Systems
- Clinical Simulation Laboratories
- Digital Medical Training Platforms
- AI-based Training Assessment Systems

Outcomes:

- Improved clinical competency of healthcare professionals
- Safer training environments for medical education
- Enhanced preparedness for emergency and critical care situations

4. Patient Experience and Healthcare Communication Research

Scope:

This research area focuses on understanding and improving patient experiences within healthcare systems. Research will examine patient satisfaction, communication between healthcare providers and patients, service quality, and patient-centered care models.

Key Technologies:

- Patient Feedback and Experience Analytics Systems
- Digital Patient Engagement Platforms
- Healthcare Communication Technologies
- Patient Satisfaction Monitoring Tools

Outcomes:

- Improved patient satisfaction and healthcare experience
- Enhanced communication between healthcare providers and patients
- Development of patient-centered healthcare service models

5. Medical Visualization and Health Communication Technologies

Scope:

This research area focuses on developing advanced visualization tools and communication technologies used in healthcare education and patient awareness. Medical illustration and digital health communication tools will be used to simplify complex medical information.

Key Technologies:

- Digital Medical Illustration Tools
- 3D Medical Visualization Systems
- Augmented Reality for Medical Education
- Interactive Health Education Platforms

Outcomes:

- Improved medical education and training resources
- Better patient understanding of medical procedures and treatments
- Development of advanced health communication tools

PROJECT-WISE COSTING

PROPOSED NAME OF RESEARCH CENTRE	RESEARCH PROJECT	Cost (INR Crores)
Centre for Advanced Medical Sciences and Clinical Innovation	AI-Assisted Medical Diagnostics	2.4
	Smart Patient Monitoring Systems	2.1
	Telemedicine and Remote Healthcare Platforms	1.8
	Precision Medicine using Genomic Data	2.2
	Integrated Digital Health Records and Clinical Data Systems	2
Centre for Advanced Nursing Practice and Healthcare Innovation	AI-Supported Nursing Decision Systems	1.2
	Community Health Monitoring Platforms	1.1
	Simulation-Based Nursing Training Systems	1.5
	Digital Patient Care Management Systems	1.2
	Infection Control and Patient Safety Analytics	1
Centre for Allied Health Sciences and Clinical Technology Research	Advanced Medical Imaging Technologies	2
	Emergency and Critical Care Monitoring Systems	1.5
	Dialysis Technology Optimization	1.8
	Respiratory Therapy Monitoring Devices	1.6
	Smart Diagnostic Laboratory Systems	1.9
Centre for Clinical and Diagnostic Sciences Research	AI-Based Cardiac Diagnostic Systems	1.5
	Nuclear Medicine Imaging Technologies	2
	Integrated Clinical Diagnostic Platforms	2
	AI-Enabled Radiology Image Analysis	1.5
	Digital Diagnostic Decision Support Systems	1.5
Centre for Healthcare Technologies and Clinical Practice Innovation	Organ Transplant Coordination Platforms	1.6
	AI-Assisted Clinical Decision Systems	1.5
	Smart Anaesthesia Monitoring Systems	1.7
	Tele-ICU and Remote Critical Care Systems	1.8
	Healthcare Workflow Automation Systems	1.2

Centre for Health Informatics and Clinical Documentation Research	Electronic Health Record (EHR) Optimization	1.2
	AI-Assisted Clinical Documentation Systems	1.5
	Healthcare Data Analytics Platforms	1.5
	Block chain for Health Data Security	1.5
	Predictive Analytics for Disease Surveillance	1.2
Centre for Biomedical Materials and Rehabilitation Sciences Research	Advanced Biomaterials for Medical Implants	1.7
	3D-Printed Prosthetic Devices	2
	Tissue Engineering and Regenerative Medicine	1.3
	Smart Rehabilitation Assistive Devices	1.2
	Biocompatibility Testing Technologies	1.6
Centre for Public Health, Genetics and Global Health Systems Research	Genomic Screening for Hereditary Diseases	1.5
	Public Health Surveillance Systems	2
	Pandemic Prediction and Response Analytics	1.5
	Mobile Health Platforms for Rural Healthcare	1.2
	Global Disease Monitoring Systems	1
Centre for Healthcare Quality, Simulation and Patient Experience Research	Healthcare Simulation Training Systems	1
	Patient Experience Analytics Platforms	1
	Clinical Audit and Quality Monitoring Systems	0.9
	VR-Based Medical Training Systems	0.8
	Digital Patient Engagement Platforms	0.8
	Total	68.00

3.12 PROVISIONS FOR MULTIDISCIPLINARY EDUCATION

The proposed university at **Tiruvannamalai** demonstrates a strong potential for adopting interdisciplinary and multidisciplinary approaches to curriculum design, blending diverse fields of study to create holistic and future-ready education programs. By integrating healthcare sciences, medical technology, digital health systems, and public health perspectives into its curriculum, the university ensures that students acquire a broad knowledge base and the ability to address complex healthcare challenges through collaborative problem-solving. This approach aligns with global trends in higher education, where cross-disciplinary integration fosters innovation, improves healthcare delivery, and strengthens research outcomes.

The proposed academic structure in **Medical Sciences and Allied Health Sciences** reflects the growing need for multidisciplinary healthcare education. Modern healthcare systems require professionals who can work across multiple domains such as clinical medicine, healthcare technology, biomedical sciences, health informatics, and healthcare management. The proposed undergraduate and postgraduate programs have therefore been designed to promote academic flexibility, interdisciplinary learning, and collaborative research.

At the **Undergraduate (UG) level**, the proposed programs are structured to provide a strong foundation in core healthcare sciences while simultaneously exposing students to related interdisciplinary subjects. Programs such as **B.Sc. Transplant Coordinator, B.Sc. Radioisotope Technology, B.Sc. Diagnostic Cardiac Sonography, B.Sc. Bio Material Analyst, B.Sc. Clinical Anaplastology, B.Sc. Clinical Documentation Improvement, and B.Sc. Clinical Informatics** combine medical sciences with complementary disciplines such as biomedical engineering, information technology, patient care systems, healthcare management, and medical ethics. For example, the B.Sc. Clinical Informatics program integrates healthcare knowledge with information technology and data analytics to improve clinical decision-making and health information management. Similarly, the B.Sc. Bio Material Analyst program integrates biological sciences with

materials science and biomedical technology to support the development and testing of medical implants and devices.

In addition to their core subjects, UG students will have the opportunity to study **elective and skill-based courses from related disciplines**, enabling them to broaden their academic exposure beyond their primary specialization. Courses related to healthcare communication, medical ethics, health informatics, healthcare quality management, and public health systems will be offered to encourage interdisciplinary learning. This approach ensures that students gain a holistic understanding of healthcare systems while developing the flexibility to work in multidisciplinary healthcare teams. The integration of such diverse subjects prepares students to address real-world healthcare challenges that often require expertise from multiple domains.

Practical training and experiential learning also form a key component of the multidisciplinary framework at the UG level. Students will participate in **clinical postings, laboratory training, hospital internships, and simulation-based training programs**, where they will interact with professionals from different healthcare disciplines. These practical experiences help students understand how various healthcare professionals collaborate in delivering patient-centered care. For instance, students from programs such as Diagnostic Cardiac Sonography and Radioisotope Technology will work closely with physicians, radiologists, medical physicists, and technologists, thereby gaining exposure to multidisciplinary clinical environments.

At the **Postgraduate (PG) level**, the multidisciplinary approach is further strengthened through advanced coursework, specialized training, and interdisciplinary research activities. Programs such as **M.Sc. Medical Dosimetry, M.Sc. Medical Illustrator, M.Sc. Healthcare Simulation, M.Sc. Genetic Counseling, M.Sc. Global Health Security, M.Sc. Patient Experience, M.Sc. Physician Assistant, M.Sc. Nursing Practitioner, and M.Sc. Anesthesia Associate** integrate knowledge from multiple disciplines to address complex healthcare problems. These programs combine clinical sciences with emerging fields such as digital health technologies, biomedical innovation, public health systems, healthcare quality management, and artificial intelligence in healthcare.

For example, the **M.Sc. Medical Dosimetry** program integrates radiation physics, oncology, and advanced treatment planning technologies to support cancer treatment systems. Similarly, the **M.Sc. Genetic Counseling** program combines genetics, molecular biology, psychology, and patient counseling techniques to support patients with hereditary health conditions. The **M.Sc. Healthcare Simulation** program integrates medical education, digital simulation technologies, and patient safety training to enhance healthcare professional training systems. These examples demonstrate how the proposed PG programs promote interdisciplinary learning and encourage innovation in healthcare education and research.

The multidisciplinary framework also extends to **research activities and academic collaborations** within the institution. The proposed research centers in areas such as **Medical Sciences, Allied Health Sciences, Health Informatics and Clinical Documentation, Biomedical Materials and Rehabilitation Sciences, Public Health and Global Health Systems, and Healthcare Quality and Patient Experience** provide platforms for collaborative research involving faculty and students from different disciplines. These research centers will encourage interdisciplinary projects that combine clinical research, biomedical innovation, healthcare data analytics, and public health studies.

Another important component of multidisciplinary education is the integration of **technology and digital health systems** within the curriculum. Modern healthcare systems increasingly rely on digital

technologies such as electronic health records, artificial intelligence in diagnostics, telemedicine platforms, and healthcare data analytics. The proposed programs incorporate these technologies to ensure that students are prepared for the evolving digital healthcare environment. Programs such as Clinical Informatics, Healthcare Simulation, and Medical Illustration specifically highlight the integration of healthcare knowledge with technological innovation.

The curriculum also emphasizes **ethical values, communication skills, and patient-centered care**, which are essential elements of multidisciplinary healthcare education. Courses related to medical ethics, healthcare communication, and patient experience management help students understand the social and ethical dimensions of healthcare delivery. These courses encourage students to develop empathy, cultural sensitivity, and professional responsibility when interacting with patients and healthcare teams.

Furthermore, the proposed academic structure **promotes collaborative learning and interdepartmental interaction** through seminars, workshops, interdisciplinary courses, and joint research initiatives. Faculty members from different departments will contribute to the teaching and mentoring of students, thereby enriching the academic environment with diverse perspectives. Guest lectures from industry experts, healthcare professionals, and researchers will also expose students to emerging trends and innovations in healthcare.

Through these multidisciplinary provisions, the institution aims to create a dynamic academic environment that encourages innovation, collaboration, and continuous learning. Students will graduate with not only specialized knowledge in their chosen healthcare fields but also the broader skills required working effectively in multidisciplinary healthcare teams. The integration of medical sciences, healthcare technology, public health, and healthcare management within the curriculum ensures that graduates are well prepared to address the evolving challenges of modern healthcare systems.

Integration of Arts, Humanities, and Sciences in the Curriculum

The proposed curriculum adopts a multidisciplinary approach that integrates arts, humanities, and scientific disciplines to provide students with a comprehensive and holistic learning experience. In healthcare and allied health sciences education, professionals are required not only to possess strong scientific knowledge but also effective communication skills, ethical awareness, cultural sensitivity, and creative problem-solving abilities. By incorporating elements from arts, social sciences, and humanities into the scientific curriculum, the programs aim to enhance students' analytical thinking, patient-centered communication, and innovative capabilities. This integration helps students develop a deeper understanding of healthcare systems and the human dimensions of medical practice.

The integration of arts and humanities within healthcare education strengthens areas such as patient communication, medical visualization, counseling, ethics, and cultural awareness. Programs such as **M.Sc. Medical Illustrator, M.Sc. Patient Experience, M.Sc. Genetic Counseling, B.Sc. Clinical Anaplastology, M.Sc. Healthcare Simulation, and B.Sc. Clinical Informatics** demonstrate the interdisciplinary nature of the curriculum by combining scientific knowledge with artistic creativity, human behaviour studies, digital technologies, and ethical considerations.

The following examples illustrate how arts, humanities, and scientific disciplines are integrated within the proposed curriculum framework.

1. M.Sc. Medical Illustrator

► **Disciplines Integrated:** Medical Sciences (Anatomy, Physiology), Visual Arts, Digital Design, and Educational Technology.

► **Description:** This program integrates medical sciences with visual communication and digital illustration techniques. Students learn human anatomy and medical procedures while developing skills in graphic design, animation, and digital visualization. These skills enable them to translate complex medical concepts into clear visual representations used in medical education, scientific publications, and patient awareness materials.

► **Outcome:** Graduates will be able to develop high-quality medical illustrations, educational visuals, and digital medical content that enhance learning, communication, and understanding of healthcare information.

2. M.Sc. Healthcare Simulation

► **Disciplines Integrated:** Clinical Medicine, Educational Technology, Simulation Engineering, and Healthcare Training Systems.

► **Description:** This program combines clinical sciences with advanced simulation technologies to create realistic training environments for healthcare professionals. Students learn about medical procedures, patient safety, and healthcare systems while also studying simulation design, virtual reality, and training methodologies. These integrated skills enable the development of simulation-based learning systems used in hospitals and healthcare training institutions.

► **Outcome:** Graduates will be capable of designing simulation-based medical training systems that enhance clinical competency, improve patient safety, and support advanced healthcare education.

3. M.Sc. Genetic Counselling

► **Disciplines Integrated:** Genetics, Molecular Biology, Psychology, and Medical Ethics.

► **Description:** This program integrates biological sciences with counselling psychology and ethical decision-making. Students gain knowledge in genetics, hereditary diseases, and genomic technologies while learning counselling techniques to guide patients and families in understanding genetic risks and testing results. The program emphasizes both scientific knowledge and compassionate communication in healthcare practice.

► **Outcome:** Graduates will be able to provide genetic counselling, support personalized medicine, and help individuals and families manage hereditary health conditions through informed healthcare decisions.

4. B.Sc. Clinical Informatics

► **Disciplines Integrated:** Healthcare Sciences, Information Technology, Data Analytics, and Health Information Management.

► **Description:** This program combines healthcare knowledge with digital technologies and data analytics to improve healthcare information systems. Students study medical terminology, clinical documentation, and healthcare operations while learning database management, health data analytics, and electronic health record systems. This integration supports the digital transformation of healthcare services.

► **Outcome:** Graduates will be able to manage healthcare information systems, improve clinical documentation, and support data-driven decision-making in healthcare organizations.

5. B.Sc. Clinical Anaplastology

► **Disciplines Integrated:** Medical Sciences, Prosthetic Technology, Art and Design, and

Rehabilitation Sciences.

► **Description:** This program integrates medical knowledge with artistic design and prosthetic technologies to restore physical appearance for patients affected by trauma, surgery, or congenital conditions. Students learn anatomy, biomaterials, and prosthetic fabrication techniques along with sculpting and artistic design skills required for realistic prosthetic reconstruction.

► **Outcome:** Graduates will be able to design and fabricate prosthetic facial and body structures that support physical rehabilitation and improve the psychological well-being of patients.

6. B.Sc. Clinical Informatics

► **Disciplines Integrated:** Healthcare Sciences, Information Technology, Data Analytics, and Health Information Management.

► **Description:** This program integrates healthcare sciences with digital technologies and data analytics to improve healthcare information systems. Students learn clinical documentation, healthcare data management, and digital health technologies used in modern healthcare organizations.

► **Outcome:** Graduates will be capable of managing healthcare information systems, improving clinical documentation, and supporting data-driven decision-making in healthcare institutions.

The integration of arts, humanities, and sciences within the curriculum ensures a balanced and holistic educational framework that prepares students for the complex demands of modern healthcare systems. By combining scientific knowledge with communication skills, ethical awareness, creativity, and cultural understanding, the proposed programs foster the development of well-rounded healthcare professionals. This multidisciplinary approach enhances students' ability to understand patient needs, communicate effectively, and apply innovative solutions in clinical and healthcare environments. Ultimately, such integration strengthens professional competence and human-centered healthcare practices, enabling graduates to contribute meaningfully to patient care, healthcare innovation, and the overall advancement of healthcare systems.

3.13 PLANS FOR IMPLEMENTING INTERDISCIPLINARY AND MULTIDISCIPLINARY PROGRAMS ALIGNED WITH NEP 2020.

The proposed university aims to implement interdisciplinary and multidisciplinary programs in accordance with the principles of the National Education Policy (NEP) 2020, which emphasizes flexibility, holistic learning, innovation, and the integration of diverse academic disciplines. In the context of healthcare and allied health sciences education, interdisciplinary learning enables students to combine knowledge from medical sciences, healthcare technologies, public health, information technology, management, and social sciences. Such integration prepares graduates to address complex healthcare challenges and contribute effectively to modern healthcare systems. The university will adopt the following strategies to implement multidisciplinary education across undergraduate and postgraduate programs.

1. Curriculum Integration and Flexibility

The curriculum will be designed to integrate subjects from multiple disciplines within healthcare education. Core courses in medical sciences will be complemented by elective and minor courses from related areas such as health informatics, biomedical technology, public health, healthcare management, and medical ethics. This flexible curriculum structure will allow students to explore interdisciplinary subjects while maintaining specialization in their chosen program.

2. Collaborative Teaching and Learning

Faculty members from different departments will collaborate in delivering interdisciplinary courses and joint academic activities. Team teaching, interdisciplinary seminars, workshops, and case-based

discussions will encourage students to learn from multiple academic perspectives. This collaborative learning approach will strengthen the integration of knowledge across disciplines.

3. Project-Based Learning and Real-World Problem Solving

Students will be encouraged to participate in interdisciplinary research projects and problem-based learning activities that address real-world healthcare challenges. Projects involving areas such as healthcare data analysis, patient care systems, medical technology development, and community health interventions will promote critical thinking and collaborative problem-solving.

4. Flexible Degree Programs and Credit Transfer System

The academic framework will follow a flexible credit-based system that allows students to select elective courses across different disciplines. In line with NEP 2020, the university will also support credit transfer mechanisms through the Academic Bank of Credits (ABC), enabling students to pursue courses from other institutions and integrate them into their academic program.

5. Incorporation of Technology and Emerging Fields

The proposed programs will incorporate emerging technologies such as artificial intelligence in healthcare, health informatics, digital health systems, medical simulation technologies, and genomic medicine. Integrating these technological fields with traditional healthcare education will enhance innovation and prepare students for the future of healthcare delivery.

6. Interdisciplinary Research Centers

The university proposes to establish interdisciplinary research centers aligned with the proposed academic and research programs. These include the Centre for Advanced Medical Sciences and Clinical Innovation, Centre for Advanced Nursing Practice and Healthcare Innovation, Center for Allied Health Sciences and Clinical Technology Research, Centre for Clinical and Diagnostic Sciences Research, Centre for Healthcare Technologies and Clinical Practice Innovation, Centre for Health Informatics and Clinical Documentation Research, Centre for Biomedical Materials and Rehabilitation Sciences Research, Centre for Public Health, Genetics and Global Health Systems Research, and Centre for Healthcare Quality, Simulation and Patient Experience Research. These centres will promote collaborative research, innovation, and knowledge exchange across multiple healthcare disciplines.

7. Industry and Global Collaborations

Collaborations with hospitals, healthcare organizations, biomedical industries, and international academic institutions will support interdisciplinary education and research. Industry partnerships will facilitate internships, joint research projects, and technology transfer initiatives that connect academic learning with practical applications.

8. Cross-Disciplinary Skill Development

The curriculum will include skill development modules focusing on communication skills, leadership, healthcare management, digital literacy, and research methodology. These cross-disciplinary skills will enhance students' employability and professional adaptability across various healthcare sectors.

9. Integration of Indian Knowledge Systems

In alignment with NEP 2020, the curriculum will incorporate elements of Indian Knowledge Systems (IKS), including traditional healthcare knowledge, ethical values, and holistic wellness perspectives. This integration will help students appreciate the cultural and philosophical foundations of healthcare practices in India.

10. Promoting Holistic Development through Multidisciplinary Programs

The university will promote holistic education by integrating academic learning with co-curricular and extracurricular activities. Programs related to healthcare ethics, patient communication, community

engagement, and social responsibility will support the development of well-rounded healthcare professionals.

11. Encouraging Student Mobility and Exchange Programs

Student mobility will be promoted through interdisciplinary electives, credit transfer systems, and academic exchange programs with national and international institutions. These initiatives will allow students to gain exposure to diverse academic environments and healthcare practices across different regions.

Through these initiatives, the proposed university aims to establish a dynamic academic environment that supports interdisciplinary learning, research innovation, and professional development. The integration of multiple disciplines within healthcare education will prepare students to meet the evolving demands of modern healthcare systems while contributing to societal well-being and global health advancement.

3.14. EVALUATION AND CONTINUOUS IMPROVEMENT

The university will establish structured institutional mechanisms for continuous evaluation, quality monitoring, and academic improvement in alignment with the objectives of the National Education Policy (NEP) 2020. The evaluation system will focus on competency-based learning, practical skill development, and continuous feedback to ensure that students achieve the intended learning outcomes. Regular academic reviews, student feedback, and faculty assessments will help identify areas for improvement and strengthen the quality of teaching and learning processes. Corrective measures such as curriculum revision, additional training programs, and updated teaching methodologies will be implemented based on periodic evaluations.

Assessment and Evaluation Methods

1. Continuous Assessment:

Regular internal assessments such as quizzes, assignments, practical evaluations, and class participation will be conducted to monitor student progress and provide timely feedback.

2. Competency-Based Assessment:

Students will be evaluated based on their ability to demonstrate clinical skills, technical competencies, and problem-solving abilities rather than relying solely on theoretical examinations.

3. Practical and Clinical Evaluation:

Healthcare programs will emphasize practical learning through laboratory work, clinical postings, and hospital training. Students will be assessed on their practical performance and professional skills in real-world healthcare environments.

4. Portfolio-Based Assessment:

Students will maintain academic portfolios that include projects, clinical case studies, research activities, and reflective learning reports to demonstrate their learning progress and achievements.

5. Rubric-Based Evaluation:

Clear and transparent grading rubrics will be used for evaluating assignments, research projects, presentations, and clinical work to ensure fairness and consistency in assessment.

6. Peer and Self-Assessment:

Students will participate in peer review and self-assessment activities to encourage reflective learning, accountability, and collaborative improvement.

Examples of Assessment Methods

1. Capstone Projects:

Final-year students will undertake comprehensive projects integrating theoretical knowledge and practical skills in their respective healthcare disciplines.

2. Clinical Case Studies and Patient Care Assignments:

Students will analyze clinical cases and patient care scenarios to apply theoretical knowledge to real-world healthcare situations.

3. Simulation-Based Assessments:

Programs such as healthcare simulation and clinical training will use simulated healthcare environments to evaluate clinical decision-making and patient care skills.

4. Research and Field-Based Projects:

Students will participate in research studies, community health projects, and fieldwork activities to gain practical exposure and develop research competencies.

3.15. COMPLIANCE WITH THE NEP 2020

The proposed university will implement the principles of the **National Education Policy (NEP) 2020** to promote multidisciplinary education, academic flexibility, research, and holistic student development. The academic framework will incorporate innovative teaching methods, interdisciplinary learning opportunities, and industry collaborations to ensure that students are equipped with both theoretical knowledge and practical competencies. The following measures will be adopted to align institutional policies and academic practices with NEP 2020 guidelines.

1. Curriculum Restructuring for Multidisciplinary Education**► Action:**

The University will redesign its curriculum to promote multidisciplinary learning by integrating courses from healthcare sciences, technology, social sciences, and management. Students will be encouraged to take elective courses from related disciplines to broaden their academic exposure. The curriculum will include interdisciplinary modules, open electives, and skill-based courses aligned with modern healthcare needs. This approach will enable students to combine knowledge from different domains and develop a comprehensive understanding of healthcare systems.

► Outcome:

Students will gain a broader academic perspective and develop interdisciplinary competencies required in modern healthcare professions. The curriculum will support flexible learning pathways and encourage innovation. Graduates will be better prepared to address complex healthcare challenges through integrated knowledge and skills.

2. Introduction of the Academic Credit Bank System (ABC)**► Action:**

The University will implement the Academic Bank of Credits (ABC) framework to allow students to accumulate, store, and transfer academic credits earned from recognized institutions. This system will support flexible learning opportunities and enable students to pursue courses across institutions and online platforms. The institution will establish mechanisms to monitor and manage credit transfers in accordance with national academic regulations. Faculty and academic advisors will guide students in utilizing the credit system effectively.

► Outcome:

Students will benefit from increased academic mobility and flexibility in pursuing interdisciplinary education. The credit transfer system will support lifelong learning and academic continuity. Learners will have the opportunity to explore diverse academic experiences across institutions.

3. Multiple Entry and Exit Options**► Action:**

In alignment with NEP 2020, the university will implement a flexible academic structure that allows students to enter and exit programs at different stages with appropriate certification. Students

completing one year may receive a certificate, two years a diploma, and three years a degree qualification. Academic counseling will be provided to guide students regarding their academic progression and career options. This system will support students who wish to re-enter the program later to continue their education.

► **Outcome:**

Students will experience greater flexibility in managing their academic journeys. The system will reduce dropout rates and encourage continued participation in higher education. Learners will be able to upgrade their qualifications progressively based on their academic goals.

4. Skill-Based and Experiential Learning

► **Action:**

The curriculum will emphasize practical training through clinical postings, laboratory work, internships, and simulation-based learning. Students will participate in hospital-based training and community healthcare projects to gain real-world experience. Skill development programs will be incorporated within the academic structure to strengthen professional competencies. Faculty will also encourage students to participate in workshops, hands-on training sessions, and field-based learning activities.

► **Outcome:**

Students will develop practical skills and professional competencies essential for healthcare practice. Experiential learning will enhance their confidence and employability. Graduates will be better prepared to work effectively in clinical and healthcare environments.

5. Integration of Technology and Digital Learning

► **Action:**

The university will integrate digital learning platforms, virtual classrooms, and online educational resources into the teaching-learning process. Simulation technologies, digital health systems, and healthcare data platforms will be incorporated into the curriculum. Faculty members will receive training to effectively use digital teaching tools and blended learning methods. Students will also have access to online learning platforms such as SWAYAM and other educational resources.

► **Outcome:**

Students will gain exposure to modern digital learning environments and healthcare technologies. The integration of technology will improve accessibility and flexibility in education. Graduates will develop digital competencies required in contemporary healthcare systems.

6. Promotion of Research and Innovation

► **Action:**

The university will promote research culture by encouraging students and faculty to participate in interdisciplinary research projects and innovation activities. Dedicated research centers will support collaborative studies in areas such as healthcare technologies, public health, and biomedical sciences. Students will be encouraged to publish research findings and participate in academic conferences and workshops. Research mentorship programs will also be introduced to guide students in research activities.

► **Outcome:**

Students will develop research skills and critical thinking abilities. The institution will foster innovation and contribute to advancements in healthcare knowledge. Research activities will enhance academic reputation and societal impact.

7. Industry and Institutional Collaborations

► **Action:**

The university will establish partnerships with hospitals, healthcare institutions, biomedical industries, and research organizations to strengthen practical learning opportunities. Industry collaborations will

support internships, clinical training, and joint research projects. Guest lectures, workshops, and industry interactions will be organized regularly. These collaborations will ensure that academic programs remain aligned with industry requirements.

► **Outcome:**

Students will gain valuable industry exposure and practical insights into healthcare systems. The collaborations will enhance employability and professional readiness. Academic programs will remain relevant to evolving healthcare industry needs.

8. Integration of Indian Knowledge Systems (IKS)

► **Action:**

The curriculum will incorporate elements of Indian Knowledge Systems to promote awareness of traditional healthcare knowledge, ethics, and cultural values. Courses related to healthcare ethics, wellness traditions, and holistic health practices will be included where appropriate. Students will also learn about indigenous approaches to healthcare and community well-being. Workshops and seminars will be organized to highlight the relevance of traditional knowledge in modern healthcare.

► **Outcome:**

Students will develop an appreciation for India's cultural and intellectual heritage in healthcare. The integration of traditional knowledge will promote holistic perspectives on health and wellness. Graduates will understand the cultural context of healthcare delivery in India.

9. Holistic and Value-Based Education

► **Action:**

The university will promote holistic student development by integrating value-based education within the curriculum. Courses on ethics, communication skills, environmental sustainability, and social responsibility will be included in academic programs. Students will also participate in community engagement activities and healthcare awareness programs. These initiatives will encourage responsible citizenship and ethical professional conduct.

► **Outcome:**

Students will develop strong ethical values and social responsibility. Holistic education will enhance leadership qualities and interpersonal skills. Graduates will contribute positively to society and the healthcare profession.

10. Internationalization and Student Mobility

► **Action:**

The university will promote international collaborations with academic institutions and research organizations to facilitate student exchange programs and joint research initiatives. Opportunities will be provided for students to participate in global academic programs, internships, and conferences. International guest lectures and collaborative research activities will also be encouraged. These initiatives will expose students to diverse academic environments and global healthcare practices.

► **Outcome:**

Students will gain international exposure and develop global perspectives in healthcare education. Academic mobility will enhance cultural understanding and professional development. Graduates will be better prepared to work in global healthcare environments.

3.16 PATHWAYS FOR FLEXIBLE AND LIFE-LONG LEARNING OPPORTUNITIES.

The National Education Policy (NEP) 2020 promotes a flexible and inclusive education system that supports lifelong learning and skill development. The proposed university will adopt multiple pathways that allow students and professionals to continuously upgrade their knowledge and competencies throughout their careers. These pathways ensure accessibility, flexibility, and academic

mobility while supporting multidisciplinary learning and professional growth in healthcare and allied health sciences.

1. Credit-Based System and Academic Credit Bank (ABC)

► Pathway:

The university will implement a credit-based academic structure aligned with the Academic Credit Bank (ABC) framework. Students will be able to accumulate, store, and transfer academic credits earned from recognized institutions and approved online learning platforms. This system allows learners to pursue courses from multiple institutions and disciplines without being restricted to a single program. The credit-based framework supports flexible academic progression and continuous learning opportunities.

► Impact:

Students will gain greater flexibility in designing their learning pathways. Academic mobility and credit transfer will encourage interdisciplinary education. Learners will be able to continue their education at different stages without losing previously earned credits.

2. Multiple Entry and Exit Points

► Pathway:

In alignment with NEP 2020, the university will introduce multiple entry and exit options within undergraduate programs. Students may receive a certificate after completing one year, a diploma after two years, and a degree after three years of study. Students who exit the program may re-enter later and continue their studies by utilizing previously earned credits. Academic counseling will guide students in selecting appropriate pathways based on their academic and career goals.

► Impact:

Students will benefit from flexible academic progression and reduced dropout risks. The system supports learners who wish to pause their education for professional or personal reasons. It also encourages lifelong learning by allowing students to resume education at any stage.

3. Online and Blended Learning Opportunities

► Pathway:

The university will integrate online and blended learning models within its academic programs. Students will have access to digital learning platforms, virtual classrooms, and Massive Open Online Courses (MOOCs) such as SWAYAM. These platforms will allow learners to study selected courses remotely while continuing their regular academic programs. Blended learning will combine classroom teaching with digital resources to enhance learning flexibility.

► Impact:

Students will gain access to high-quality learning resources beyond traditional classrooms. Flexible learning schedules will support working professionals and distance learners. The integration of digital learning will strengthen technological competence and independent learning skills.

4. Continuing Education and Professional Development Programs

► Pathway:

The university will offer continuing education programs, short-term certification courses, and professional development workshops in healthcare and allied health sciences. These programs will enable graduates and working professionals to upgrade their knowledge and acquire new skills in emerging healthcare technologies and practices. Continuing education initiatives will be designed in collaboration with healthcare institutions and industry partners.

► Impact:

Healthcare professionals will have opportunities to update their knowledge and remain competitive in evolving healthcare environments. Continuous professional development will improve the quality of healthcare services. The institution will support lifelong learning among alumni and professionals.

5. Industry-Integrated Learning Programs

► Pathway:

The university will collaborate with hospitals, healthcare organizations, and industry partners to provide industry-integrated learning opportunities. Students will participate in internships, clinical training, and project-based learning in real healthcare settings. These programs will allow students to gain practical experience and develop professional competencies relevant to the healthcare sector.

► Impact:

Students will acquire hands-on experience and practical skills that enhance employability. Industry exposure will strengthen the relevance of academic programs. Graduates will be better prepared to meet industry expectations and workplace demands.

6. Interdisciplinary Electives and Minor Programs

► Pathway:

Students will be encouraged to pursue interdisciplinary electives and minor specializations from related fields such as health informatics, biomedical technology, public health, and healthcare management. These options will allow students to expand their academic knowledge beyond their primary discipline. The curriculum will support cross-disciplinary learning and academic exploration.

► Impact:

Students will develop broader knowledge and interdisciplinary competencies. Exposure to multiple disciplines will foster creativity and innovation. Graduates will be capable of working in multidisciplinary healthcare environments.

7. Research-Based Learning Opportunities

► Pathway:

The university will promote research-based learning by encouraging students to participate in research projects, innovation programs, and academic conferences. Research opportunities will be available through interdisciplinary research centers focusing on healthcare technologies, public health systems, and biomedical sciences. Faculty mentorship will guide students in developing research skills and scientific inquiry.

► Impact:

Students will develop critical thinking and analytical skills. Research participation will enhance academic excellence and innovation. Graduates will be better prepared for advanced studies and research careers.

8. Skill Enhancement and Certification Programs

► Pathway:

Skill-based certification programs will be introduced to enhance students' professional competencies. Courses related to digital health systems, medical communication, healthcare management, and

research methodology will be offered alongside academic programs. These certifications will complement the main degree programs and support career development.

► **Impact:**

Students will acquire additional professional skills that improve career prospects. Certification programs will strengthen employability and industry readiness. Graduates will possess both academic knowledge and practical competencies.

9. Community Engagement and Field-Based Learning

► **Pathway:**

Students will participate in community-based healthcare initiatives, awareness programs, and field research activities. These activities will provide opportunities to apply academic knowledge in real-world social and healthcare contexts. Community engagement will also promote public health awareness and social responsibility among students.

► **Impact:**

Students will develop practical problem-solving skills and social awareness. Community engagement will strengthen the connection between education and societal needs. Graduates will contribute to community health development.

10. International Academic Collaborations and Exchange Programs

► **Pathway:**

The university will establish collaborations with international universities and research institutions to facilitate student exchange programs and collaborative research. Students will have opportunities to participate in international academic programs, workshops, and conferences. These initiatives will expose learners to global healthcare systems and educational practices.

► **Impact:**

Students will gain global exposure and cross-cultural learning experiences. International collaboration will enhance academic mobility and professional development. Graduates will be better prepared for global healthcare careers.

11. Alumni and Lifelong Learning Networks

► **Pathway:**

The university will establish alumni learning networks and professional learning platforms to support lifelong education. Alumni will have access to continuing education programs, online courses, and professional training opportunities. These networks will facilitate knowledge exchange between graduates, faculty members, and industry experts.

► **Impact:**

Graduates will remain connected to the academic community and continue learning throughout their careers. Alumni engagement will strengthen professional networks and knowledge sharing. The university will promote a culture of lifelong learning and continuous professional development.

3.17 POLICY FOR COURSE CORRECTIONS AND UPDATES BASED ON FEEDBACK

1. Establishing Feedback Mechanisms

► The University will implement multiple channels for collecting feedback from students, alumni, faculty members, industry experts, and accreditation bodies.

- ▶ Digital tools such as online surveys, course evaluation forms, and feedback portals will be used to gather inputs.
- ▶ Periodic focus group discussions and stakeholder meetings will also be conducted to capture qualitative feedback on course effectiveness.

2. Formation of a Curriculum Review Committee

- ▶ A dedicated Curriculum Review Committee will be constituted to analyze feedback and evaluate the relevance of existing courses.
- ▶ The committee will include representatives from academia, healthcare professionals, industry experts, and student representatives.
- ▶ The committee will identify curriculum gaps and recommend necessary modifications to maintain academic quality and industry relevance.

3. Periodic Academic and Curriculum Audit

- ▶ The University will conduct regular academic audits to assess the effectiveness of course content, teaching methods, and learning outcomes.
- ▶ These audits will evaluate alignment with program objectives, emerging technologies, and industry requirements.
- ▶ Feedback from stakeholders will serve as a key input in the audit process.

4. Structured Feedback Integration Process

- ▶ The institution will establish clear guidelines to integrate stakeholder feedback into curriculum revisions.
- ▶ Feedback will be categorized and prioritized based on relevance, feasibility, and impact on learning outcomes.
- ▶ A structured mapping framework will link feedback with course objectives and program outcomes.

5. Continuous Curriculum Improvement Policy

- ▶ The curriculum will be reviewed periodically to incorporate new developments in healthcare sciences and emerging technologies.
- ▶ Minor updates such as adding new topics or practical components may be implemented annually.
- ▶ Major curriculum revisions will be conducted periodically in consultation with academic boards and regulatory authorities.

6. Transparent Approval and Implementation Process

- ▶ Curriculum changes will follow a structured approval process involving department heads, curriculum committees, and academic councils.
- ▶ All proposed changes will be documented with clear justification and expected outcomes.
- ▶ Approved revisions will be communicated to faculty members and students before implementation.

7. Monitoring and Evaluation of Implemented Changes

- ▶ The University will monitor the effectiveness of curriculum updates through student performance, placement data, and stakeholder feedback.
- ▶ Periodic reviews will assess whether the implemented changes have improved learning outcomes and employability.
- ▶ Data-driven insights will guide further curriculum refinement.

8. Faculty Training and Academic Orientation

- ▶ Faculty development programs will be organized to familiarize instructors with updated course content and new teaching methodologies.
- ▶ Workshops, seminars, and training sessions will support the effective implementation of revised curricula.
- ▶ Continuous faculty training will ensure high-quality teaching and learning practices.

9. Documentation and Communication

- ▶ All curriculum revisions, feedback reports, and approval processes will be systematically documented for transparency and future reference.
- ▶ Updated curriculum frameworks and policy changes will be communicated to students, faculty members, and stakeholders through official academic channels.
- ▶ Proper documentation will ensure accountability and support continuous improvement in academic programs.

EXAMPLES OF COURSE CORRECTIONS / UPDATES BASED ON FEEDBACK

1. Strengthening Clinical and Practical Training

- ▶ **Feedback:** Students and faculty indicated a gap between theoretical learning and hands-on clinical exposure in certain healthcare courses.
- ▶ **Correction:** Additional clinical postings, laboratory sessions, and simulation-based training modules were introduced to enhance practical learning experiences.
- ▶ **Policy Update:** Mandatory clinical training hours and hospital-based internships were incorporated into the curriculum for all healthcare programs.

2. Introduction of Interdisciplinary Electives

- ▶ **Feedback:** Students expressed interest in learning interdisciplinary subjects such as health informatics, public health, and healthcare technology.
- ▶ **Correction:** New elective courses such as **Digital Health Systems, Health Data Analytics, and Healthcare Management** were introduced.
- ▶ **Policy Update:** A flexible elective framework was implemented allowing students to select interdisciplinary courses from other departments.

3. Inclusion of Emerging Healthcare Technologies

- ▶ **Feedback:** Alumni and industry stakeholders highlighted the need for exposure to emerging healthcare technologies and digital health innovations.
- ▶ **Correction:** Courses related to **Artificial Intelligence in Healthcare, Telemedicine Systems, Medical Simulation Technologies, and Genomic Medicine** were incorporated.
- ▶ **Policy Update:** The curriculum review process now includes periodic updates to integrate emerging healthcare technologies.

4. Strengthening Industry and Hospital Collaborations

- ▶ **Feedback:** Healthcare institutions recommended stronger practical exposure through industry collaboration and hospital training.
- ▶ **Correction:** Mandatory internships, hospital-based clinical training, and industry expert lectures were incorporated into the programs.
- ▶ **Policy Update:** Internship and clinical training components were formally integrated into the credit-based curriculum structure.

5. Alignment with Outcome-Based Education (OBE)

- ▶ **Feedback:** Academic evaluations indicated the need for clearer alignment between course objectives, learning outcomes, and program outcomes.
- ▶ **Correction:** Course learning outcomes were redesigned to align with Outcome-Based Education (OBE) frameworks.
- ▶ **Policy Update:** Annual academic reviews were introduced to monitor OBE implementation and learning outcome achievement.

6. Enhancement of Communication and Soft Skills Training

- ▶ **Feedback:** Employers reported that graduates required stronger communication and professional skills in healthcare environments.
- ▶ **Correction:** Courses such as **Professional Communication, Patient Interaction Skills, and Healthcare Ethics** were integrated into the curriculum.
- ▶ **Policy Update:** Soft skills and professional communication assessments were included as part of the academic evaluation process.

7. Modernization of Assessment Methods

- ▶ **Feedback:** Students expressed concerns that traditional examinations focused more on memorization than practical understanding.
- ▶ **Correction:** New assessment approaches such as **case studies, clinical simulations, project-based evaluations, and open-book assessments** were introduced.
- ▶ **Policy Update:** Continuous assessment systems were strengthened to include practical evaluations and project-based learning.

8. Integration of Public Health and Community Engagement

- ▶ **Feedback:** Stakeholders emphasized the importance of community healthcare exposure and public health awareness.
- ▶ **Correction:** Community health programs, health awareness campaigns, and field-based learning activities were added to the curriculum.
- ▶ **Policy Update:** Community engagement and public health projects were made a compulsory component of selected healthcare programs.

9. Support for Language and Learning Accessibility

- ▶ **Feedback:** Some students experienced difficulty understanding technical medical terminology and course materials.
- ▶ **Correction:** Additional academic support programs, language assistance sessions, and learning resources were introduced.
- ▶ **Policy Update:** Supplementary learning materials and academic support services were incorporated to support diverse learners.

10. Flexible Learning Pathways

- ▶ **Feedback:** Students requested greater flexibility in selecting courses and progressing through academic programs.
- ▶ **Correction:** The Choice Based Credit System (CBCS) and interdisciplinary elective options were expanded.
- ▶ **Policy Update:** Flexible academic pathways and credit transfer options were implemented in alignment with NEP 2020 guidelines.

These course corrections and updates reflect the university's commitment to continuous curriculum improvement based on feedback from students, faculty, industry experts, and stakeholders. Regular reviews and structured feedback mechanisms ensure that academic programs remain relevant, innovative, and aligned with current healthcare and industry needs.

3.18. CULTURAL AND ETHICAL ENRICHMENT

Based on the principles of the National Education Policy (NEP) 2020, the proposed curriculum incorporates cultural awareness, ethical values, and social responsibility as integral components of higher education. These elements ensure that students not only gain professional knowledge and technical competence but also develop strong moral values, cultural sensitivity, and responsible citizenship. The following initiatives will support cultural and ethical enrichment within the academic framework.

1. Efforts to Preserve and Promote Regional and National Culture and Heritage

The curriculum emphasizes the importance of Indian Knowledge Systems (IKS) and cultural heritage by integrating modules that introduce students to traditional knowledge, cultural values, and historical contributions in healthcare and society. Courses and seminars will highlight India's diverse cultural traditions and ethical philosophies related to health and well-being. Community engagement activities and cultural events will encourage students to explore and document regional traditions and heritage. These initiatives foster respect for cultural diversity and promote appreciation of India's rich cultural legacy.

2. Integration of Ethical and Moral Education in the Curriculum

The university will incorporate value-based education within the curriculum to strengthen students' ethical awareness and professional integrity. Courses related to medical ethics, healthcare law, professional communication, environmental responsibility, and social values will be included to guide students in making responsible decisions in their professional careers. Case studies, ethical discussions, and scenario-based learning will help students understand real-life ethical challenges in healthcare settings. These courses will support the development of integrity, empathy, and ethical judgment among future healthcare professionals.

3. Initiatives for Promoting Inclusivity, Gender Equity, and Social Responsibility

The university will encourage initiatives that promote inclusivity, gender equality, and social justice through academic programs and extracurricular activities. Students will participate in community engagement projects, healthcare awareness campaigns, and outreach programs aimed at addressing social and public health challenges. Activities conducted through student organizations and community service groups will expose students to diverse social environments and encourage inclusive thinking. These initiatives help students develop leadership skills and a deeper understanding of social responsibility, preparing them to contribute positively to society and healthcare systems.

3.19. ETHICS AND SOCIAL RESPONSIBILITY

University Policy on Ethical Practices in Academic, Administrative, and Research Activities and Contributions to Fostering a Socially Responsible Academic Community.

The proposed university is committed to upholding the highest standards of ethical conduct, transparency, accountability, and social responsibility in all its academic, administrative, and research activities. The institution will foster an academic environment that promotes integrity, fairness, inclusivity, and respect for intellectual and societal values. Through well-defined policies and ethical guidelines, the university aims to ensure responsible conduct among students, faculty, and staff while contributing positively to society.

1. Ethical Practices in Academic Activities

Objective:

To ensure that all academic activities are conducted in a fair, transparent, and responsible manner that promotes integrity, respect, and accountability.

Policy:

Academic Integrity:

All students and faculty members are expected to maintain high standards of honesty and integrity in academic work. The university will strictly enforce policies against plagiarism, cheating, data manipulation, and academic misconduct. Violations will be addressed through disciplinary procedures in accordance with institutional regulations.

Assessment and Evaluation:

Assessment processes will be conducted fairly and transparently, ensuring that grading is based solely on academic merit. Faculty members will ensure that evaluation methods remain unbiased and free from discrimination based on gender, religion, ethnicity, socioeconomic status, or personal beliefs.

Respect for Intellectual Property:

The university will promote awareness of intellectual property rights and academic authorship. Faculty and students will be encouraged to properly acknowledge sources and respect the intellectual contributions of others in research, academic writing, and collaborative work.

Inclusive Education:

Academic programs and teaching practices will be designed to ensure inclusivity and equal opportunities for all students, including those from diverse social and cultural backgrounds and students with disabilities. Learning environments will promote respect, equality, and accessibility.

2. Ethical Practices in Administrative Activities

Objective:

To create an administrative environment that is transparent, accountable, and free from discrimination, corruption, or favouritism.

Policy:

Transparency in Decision-Making:

Administrative decisions such as recruitment, promotions, admissions, and allocation of resources will be based on objective and transparent criteria. Established procedures and institutional policies will guide administrative actions to ensure fairness and accountability.

Fairness and Equal Opportunity:

All employees, including academic and administrative staff, will be treated with dignity, respect, and fairness. The university will promote an inclusive workplace environment free from discrimination based on gender, ethnicity, age, disability, or other personal characteristics.

Conflict of Interest:

Faculty members, administrators, and staff will be required to disclose any potential conflicts of interest in professional activities. Institutional mechanisms will ensure that such conflicts are appropriately managed to maintain transparency and integrity.

Whistle blower Protection:

The university will provide a secure and confidential system for reporting unethical practices or violations of institutional policies. Individuals reporting such concerns will be protected from retaliation or discrimination.

3. Ethical Practices in Research Activities

Objective:

To promote ethical research practices that ensures accuracy, integrity, and responsible use of knowledge for the benefit of society.

Policy:**Research Integrity:**

Researchers must ensure honesty, transparency, and accountability in all research activities. Data collection, analysis, and reporting must be conducted ethically, and any errors identified in research findings must be corrected promptly.

Ethical Review of Research:

All research projects involving human participants, animals, or sensitive data will undergo ethical review by the Institutional Ethics Committee or Institutional Review Board (IRB). This ensures compliance with ethical standards, legal regulations, and societal expectations.

Environmental Responsibility:

Research activities will promote sustainability and environmental responsibility. The university will encourage the use of eco-friendly technologies and support research that contributes to environmental protection and sustainable development.

Collaboration and Knowledge Sharing:

Researchers will maintain ethical standards in collaborative research with external institutions and stakeholders. Knowledge sharing and research publications will be conducted responsibly, respecting intellectual property rights and promoting academic transparency.

4. Contributions to Fostering a Socially Responsible Academic Community**Objective:**

To promote social responsibility by integrating community engagement, ethical values, and sustainability into academic and institutional practices.

Policy:**Community Engagement:**

The university will encourage students, faculty, and staff to participate in community service activities, social outreach programs, and community-based research initiatives addressing local and national issues such as healthcare access, environmental sustainability, and social welfare.

Service Learning:

Service-learning projects will be integrated into academic programs to enable students to apply classroom knowledge to real-world societal challenges. These initiatives will promote civic responsibility and social awareness among students.

Ethics and Social Responsibility Education:

The curriculum will include courses and modules related to ethics, social responsibility, sustainability, and responsible professional conduct. Faculty members will integrate ethical discussions within their teaching to encourage responsible decision-making.

Promoting Diversity and Inclusion:

The university will actively promote diversity and inclusivity in student admissions, faculty recruitment, and campus culture. Equal opportunities for education and professional growth will be ensured for individuals from all backgrounds.

Sustainable Practices:

The university will adopt environmentally responsible practices such as energy conservation, waste management, and green campus initiatives. Sustainability awareness will be promoted among students and staff.

Monitoring and Enforcement

The university will establish a **Code of Ethics and Conduct Committee** responsible for monitoring compliance with ethical policies and addressing complaints related to unethical conduct. The committee will review reported cases, recommend appropriate actions, and ensure that institutional values are upheld. Regular training programs and awareness initiatives will be conducted to promote ethical practices among students, faculty, and staff.

Annual Reporting

The university will prepare an **annual report on ethical practices and social responsibility initiatives**, highlighting achievements, challenges, and future strategies. The report will be shared with stakeholders including students, faculty members, alumni, and regulatory authorities to ensure transparency and accountability in institutional governance.

3.20. PREPAREDNESS FOR ACCREDITATION AND RANKING

Strategies and Steps for Alignment with National and International Accreditation and Ranking Frameworks Relevant to Healthcare Education

The proposed university will establish a comprehensive institutional framework to ensure alignment with national and international accreditation and ranking systems. Academic programs, research activities, infrastructure development, governance structures, and quality assurance mechanisms will be designed to meet the standards prescribed by regulatory and accreditation bodies relevant to healthcare education. Continuous monitoring, internal quality assurance systems, stakeholder participation, and evidence-based performance evaluation will ensure institutional readiness for accreditation and ranking assessments.

1. Alignment with NAAC (National Assessment and Accreditation Council)

Strategy

The university will align its academic and administrative processes with the NAAC quality framework covering **curricular aspects, teaching-learning processes, research and innovation, infrastructure, student support, governance, and institutional values**.

Steps Preparation of Self Study Report (SSR)

- ▶ Collect and organize institutional data related to academic programs, research activities, infrastructure, and student services.
- ▶ Engage all academic departments in compiling documentation aligned with NAAC criteria.
- ▶ Develop a comprehensive SSR highlighting institutional achievements and quality initiatives.
- ▶ Ensure systematic documentation and evidence for NAAC peer team evaluation.

Internal Quality Assurance Mechanisms

- ▶ Establish an **Internal Quality Assurance Cell (IQAC)** to monitor academic and administrative quality.
- ▶ Conduct periodic academic audits and institutional self-assessments.
- ▶ Identify gaps and implement improvement strategies.
- ▶ Ensure continuous enhancement of institutional performance.

Stakeholder Participation

- ▶ Collect feedback from students, alumni, faculty, employers, and healthcare institutions.
- ▶ incorporate stakeholder inputs into curriculum development and institutional planning.

- ▶ Strengthen student support and academic mentoring systems.
- ▶ Promote transparency and accountability in academic processes.

2. Alignment with National Regulatory Councils for Healthcare Education

Strategy

The university will ensure that healthcare and allied health science programs comply with national regulatory standards prescribed by relevant professional councils and healthcare education authorities.

Steps Compliance with Medical and Healthcare Regulatory Bodies

- ▶ Align medical education programs with guidelines of the **National Medical Commission (NMC)**.
- ▶ Ensure compliance with **Indian Nursing Council (INC)** standards for nursing education programs.
- ▶ Follow regulations and academic guidelines prescribed by **Tamil Nadu Dr. M.G.R. Medical University (TNMGRMU)** for healthcare programs.
- ▶ incorporate competency standards recommended by **allied and Healthcare Professions Council (AHPC)**.

Clinical Infrastructure and Training Requirements

- ▶ Provide adequate hospital facilities and clinical training infrastructure for healthcare education.
- ▶ Ensure sufficient patient exposure and clinical training opportunities for students.
- ▶ Maintain laboratories, simulation centers, and diagnostic facilities required for healthcare training.
- ▶ Comply with faculty qualifications and student-teacher ratio requirements.

Monitoring of Professional Competencies

- ▶ Evaluate students based on clinical competencies, professional skills, and ethical practices.
- ▶ Implement competency-based education and training systems.
- ▶ Conduct regular academic and clinical performance reviews.
- ▶ Ensure graduates meet professional healthcare standards.

3. Alignment with NIRF (National Institutional Ranking Framework)

Strategy

The university will strengthen institutional performance across NIRF parameters including **Teaching Learning Resources, Research and Professional Practice, Graduation Outcomes, Outreach and Inclusivity, and Institutional Perception**.

Steps Teaching Learning Resources

- ▶ Maintain qualified faculty members with strong academic and clinical backgrounds.
- ▶ Provide modern laboratories, simulation centers, and digital learning facilities.
- ▶ Promote innovative teaching methodologies and blended learning models.
- ▶ Ensure effective student mentoring and academic support.

Research and Professional Practice

- ▶ Encourage faculty and students to publish research in peer-reviewed journals.
- ▶ Promote interdisciplinary research in healthcare technologies and clinical sciences.
- ▶ Establish collaborations with hospitals and healthcare institutions.
- ▶ Support research funding and innovation initiatives.

Graduation Outcomes and Employability

- ▶ Strengthen internship programs and clinical training opportunities.
- ▶ Monitor student placement and career progression.
- ▶ Provide career guidance and skill development programs.
- ▶ Encourage higher education and research opportunities for graduates.

4. Alignment with International Rankings (QS and Times Higher Education)

Strategy

The university will enhance global academic visibility through international research collaborations, global faculty participation, and international student engagement.

Steps Research Excellence and Global Collaboration

- ▶ Promote publication of research in high-impact international journals.
- ▶ Establish collaborative research partnerships with international universities.
- ▶ Encourage participation in global conferences and academic networks.
- ▶ Strengthen interdisciplinary research initiatives.

International Faculty and Student Engagement

- ▶ Recruit faculty members with international academic and research experience.
- ▶ Promote faculty exchange programs and visiting scholar initiatives.
- ▶ Develop international student recruitment strategies.
- ▶ Provide academic and cultural support services for international students.

Global Academic Visibility

- ▶ Promote institutional achievements through international academic forums.
- ▶ Develop strong digital presence and academic outreach strategies.
- ▶ Participate in global research collaborations and knowledge networks.
- ▶ Strengthen institutional reputation through international academic engagement.

5. Evidence of Preparation for External Quality Assessments

Strategy

The university will establish robust institutional mechanisms to ensure readiness for accreditation reviews and ranking evaluations.

Steps Internal Quality Monitoring Systems

- ▶ Implement institutional quality monitoring mechanisms through IQAC.
- ▶ Conduct periodic academic reviews and performance evaluations.
- ▶ Monitor program outcomes and institutional performance indicators.
- ▶ Promote continuous quality improvement initiatives.

Documentation and Data Management

- ▶ Maintain centralized documentation of academic activities and research output.
- ▶ Record faculty achievements, student performance, and institutional initiatives.
- ▶ Develop digital repositories for accreditation documentation.
- ▶ Ensure transparency and accessibility of institutional records.

Mock Assessments and Institutional Reviews

- ▶ Conduct internal mock accreditation exercises.
- ▶ Identify strengths and areas requiring improvement.
- ▶ Implement corrective measures based on review findings.
- ▶ Ensure institutional preparedness before external accreditation visits.

3.21. SCALABILITY AND REPLICABILITY

Approach and Steps for Establishing a Deemed University under the Distinct Category

To establish a Deemed University under the distinct category, the institution proposes to develop a scalable and replicable educational model centered on healthcare education, clinical excellence, research innovation, and community health impact. The institution's approach builds upon its existing strengths in medical sciences, nursing education, allied health sciences, and hospital-based training, ensuring that the educational model creates measurable impact at regional, national, and global levels. The scalability strategy focuses on expanding healthcare education capacity, strengthening clinical training systems, integrating technology-driven healthcare solutions, and promoting interdisciplinary research and community health initiatives. The following framework outlines key steps for scaling the institution's distinctiveness model and creating benchmarks that can be replicated by other healthcare universities.

1. Scaling the Institution's Distinctiveness Model for Wider Healthcare Impact

Step 1: Define the Institution's Core Distinctiveness

The first step is to clearly define the institution's distinct strengths in healthcare education and clinical training.

Key Focus Areas Curriculum Innovation

- ▶ Develop interdisciplinary healthcare programs integrating medical sciences, allied health technologies, public health, health informatics, and patient care management.
- ▶ Promote competency-based and simulation-based learning for healthcare professionals.

Clinical Excellence

- ▶ Strengthen hospital-based clinical training through integrated teaching hospitals and specialized diagnostic centers.
- ▶ Provide real-world exposure to patient care, emergency medicine, and healthcare systems management.

Healthcare Research and Innovation

- ▶ Establish research centers focusing on **clinical sciences, biomedical technologies, health informatics, public health systems, and medical simulation.**
- ▶ Encourage interdisciplinary research addressing emerging healthcare challenges.

Community Health Engagement

- ▶ Promote rural health outreach programs, preventive healthcare initiatives, and public health awareness campaigns.
- ▶ Integrate community-based healthcare training into academic programs.

Industry and Healthcare Partnerships

- ▶ Collaborate with hospitals, healthcare organizations, biotechnology industries, and research institutions.
- ▶ Strengthen internship programs, clinical fellowships, and healthcare innovation initiatives.

Actionable Steps

- Conduct workshops with faculty, healthcare professionals, and academic experts to identify institutional strengths.
- Perform a SWOT analysis to identify opportunities for expansion and long-term sustainability.
- Identify niche areas where the institution can lead in healthcare education and research innovation.

Step 2: Designing a Scalable Model for Institutional Growth

To scale its distinctive healthcare education model, the university will create a flexible framework that can expand across regions and healthcare systems.

Actionable Steps

Standardizing Academic Programs

- Develop standardized curricula for healthcare programs aligned with national and international regulatory standards.
- Ensure uniform quality in clinical training, academic evaluation, and professional competency development.

Technology-Enabled Healthcare Education

- Implement **Learning Management Systems (LMS)** and digital health platforms for online learning and Tele-education.
- Use simulation laboratories and virtual clinical training tools to expand healthcare training capacity.

Healthcare Partnerships and Collaborations

- Strengthen collaborations with hospitals, diagnostic centers, and healthcare organizations.
- Develop partnerships with international medical universities and research institutions.

Step 3: Building Institutional Capacity

To ensure long-term scalability, the institution will strengthen infrastructure, faculty expertise, and governance systems.

Actionable Steps

- Invest in faculty development programs to enhance academic and clinical teaching capabilities.
- Expand hospital infrastructure, laboratories, and simulation centers to support increased student intake.
- Strengthen governance frameworks and administrative systems to support institutional expansion.
- Develop digital infrastructure to support hybrid and technology-enabled healthcare education.

Step 4: Strategic Communication and Global Outreach

For scalability, the institution must effectively communicate its distinctiveness and impact to a wider audience.

Actionable Steps

- Develop academic outreach programs highlighting the institution's contributions to healthcare education and research.

- Publish case studies demonstrating successful healthcare training models and community health initiatives.
- Participate in national and international healthcare education conferences and academic forums.
- Strengthen digital presence and institutional branding to attract global academic partnerships.

2. Case Studies and Models for Scalable Healthcare Education

The institution can draw inspiration from globally recognized healthcare education models that demonstrate scalability and reliability.

Case Study 1: Harvard Medical School – Global Medical Education Model

Overview:

Harvard Medical School has established a globally recognized model for medical education through advanced clinical training, interdisciplinary research, and international collaborations.

Relevance to the Institution:

The institution can adopt similar strategies by integrating **research-driven healthcare education, clinical excellence, and international academic collaborations.**

Key Elements for Scaling

- Strong integration of research and clinical practice
- Global academic partnerships
- Focus on innovation in healthcare education

Actionable Steps

- Establish international research collaborations in clinical sciences and healthcare technologies.
- Promote global academic exchange programs and collaborative research projects.

Case Study 2: Johns Hopkins University – Integrated Healthcare Education

Overview:

Johns Hopkins University is known for integrating medical education, public health research, and hospital-based training.

Relevance to the Institution:

The institution can replicate this approach by integrating medical education, public health initiatives, and healthcare research.

Key Elements for Scaling

- Strong hospital-university integration
- Focus on evidence-based healthcare research
- Global health initiatives

Actionable Steps

- Develop integrated healthcare education models combining clinical training with public health research.
- Establish centers for global health and community healthcare innovation.

3. Case Study University of California System – Community Health Engagement

Overview:

The University of California system emphasizes community engagement through public health programs and healthcare outreach initiatives.

Relevance to the Institution:

The institution can expand community healthcare programs and rural health initiatives to create broader societal impact.

Key Elements for Scaling

- Strong community engagement programs
- Service-learning in healthcare education
- Public health research initiatives

Actionable Steps

- Expand rural health outreach programs and community-based healthcare training.
- Collaborate with government agencies and NGOs for large-scale public health initiatives.

4. Case Study University of Cambridge – Global Medical Research Collaboration

Overview:

The University of Cambridge has built a strong international reputation through collaborative medical research and interdisciplinary innovation.

Relevance to the Institution:

The institution can adopt a similar model by focusing on global research partnerships and interdisciplinary healthcare innovation.

Key Elements for Scaling

- Interdisciplinary medical research
- Global academic collaboration
- Centers of excellence in healthcare sciences

Actionable Steps

- Establish international research networks in biomedical sciences and healthcare technologies.
- Develop specialized research centers focusing on emerging healthcare challenges.

3.22. MONITORING AND EVALUATION FRAMEWORK

Approach and Steps for Establishing a Deemed University under Distinct Category

To successfully establish a Deemed University under the distinct category, the institution will implement a robust monitoring and evaluation framework to continuously assess academic excellence, clinical training quality, research productivity, and administrative efficiency. The framework will integrate internal quality assurance systems, external evaluation mechanisms, stakeholder feedback, and performance analytics to ensure that the institution's distinctive healthcare education model evolves in line with national and global standards.

The monitoring system will focus on academic quality, clinical competency development, research impact, community healthcare initiatives, and institutional governance. Through systematic evaluation and continuous improvement processes, the university will ensure sustainable growth and alignment with healthcare education benchmarks.

1. Institutional Systems for Monitoring Academic and Administrative Performance

To ensure continuous improvement, the university will establish comprehensive systems to monitor academic programs, clinical training, research activities, and administrative operations. These systems

will be aligned with national regulatory standards and international best practices in healthcare education.

Step 1: Establish an Internal Monitoring Framework

Academic Performance Monitoring

Outcome-Based Education (OBE) System

- Implement an Outcome-Based Education framework to monitor student learning outcomes.
- Define Program Outcomes (POs), Course Outcomes (COs), and Program Specific Outcomes (PSOs).
- Evaluate outcome attainment through continuous assessments, clinical evaluations, and practical examinations.
- Ensure alignment between curriculum design and professional competency requirements.

Regular Course and Faculty Reviews

- Conduct periodic reviews of course syllabi, teaching methodologies, and curriculum effectiveness.
- Evaluate faculty performance through student feedback, peer review, and academic audits.
- Encourage faculty participation in professional development and clinical training programs.
- Use review findings to improve academic delivery and student engagement.

Learning Management Systems (LMS)

- Implement an LMS to monitor student engagement, attendance, course progress, and academic performance.
- Utilize digital analytics to track learning outcomes and identify areas for improvement.
- Integrate online learning resources and digital assessment tools.
- Support hybrid and technology-enabled healthcare education.

Research Monitoring

- Develop systems to track research outputs such as publications, patents, grants, and collaborative projects.
- Establish Key Performance Indicators (KPIs) for research productivity and innovation.
- Monitor interdisciplinary research initiatives in healthcare technologies and clinical sciences.
- Encourage faculty and student participation in national and international research activities.

Administrative Performance Monitoring

Key Performance Indicators (KPIs) for Administration

- Define measurable KPIs for administrative departments including admissions, finance, human resources, and student services.
- Monitor efficiency and service delivery through periodic performance reviews.
- Ensure transparency and accountability in administrative operations.
- Improve operational effectiveness through data-driven decision making.

Internal Audits

- Conduct regular internal audits to evaluate administrative efficiency and compliance with institutional policies.
- Review financial management, resource allocation, and infrastructure utilization.
- Identify areas requiring improvement and implement corrective actions.
- Ensure adherence to regulatory and accreditation requirements.

Stakeholder Feedback Mechanisms

- Collect feedback from students, faculty, healthcare partners, alumni, and employers.
- Use surveys, focus groups, and institutional feedback systems to gather insights.

- Analyze feedback to improve academic programs and administrative services.
- Ensure continuous improvement through stakeholder engagement.

Step 2: Implement External Monitoring and Evaluation Mechanisms

Accreditation and Regulatory Compliance

National Accreditation Systems

- Prepare for accreditation from national bodies such as NAAC and NIRF.
- Ensure healthcare programs comply with regulatory standards of National Medical Commission (NMC), Indian Nursing Council (INC), and Tamil Nadu Dr. M.G.R. Medical University (TNMGRMU).
- Maintain proper documentation of academic, clinical, and research activities.
- Implement quality improvement initiatives based on accreditation guidelines.

International Academic Recognition

- Align institutional practices with international academic ranking frameworks such as QS and Times Higher Education (THE).
- Encourage global research collaboration and academic exchange programs.
- Participate in international academic conferences and knowledge networks.
- Enhance global visibility through international partnerships.

Annual Academic and Administrative Audits

- Engage external evaluators to conduct annual academic and administrative reviews.
- Assess the effectiveness of curriculum delivery, clinical training, and institutional governance.
- Identify opportunities for improvement and innovation.
- Ensure accountability and transparency in institutional operations.
- Benchmarking Against Global Healthcare Education Standards

Global Benchmarking

- Compare institutional performance with leading healthcare universities worldwide.
- Adopt best practices in medical education, research, and healthcare training.
- Strengthen partnerships with international healthcare institutions and universities.
- Enhance institutional competitiveness in global academic environments.

External Peer Reviews

- Invite external experts and academic leaders to review academic programs and research initiatives.
- Use peer feedback to refine institutional strategies.
- Encourage interdisciplinary collaboration and academic innovation.
- Ensure alignment with global healthcare education trends.

Step 3: Establish Continuous Feedback and Improvement Cycles

Annual Review Meetings

- Conduct annual performance reviews involving faculty, administrators, and governing bodies.
- Evaluate academic outcomes, clinical training effectiveness, and research productivity.
- Use evaluation findings to revise policies and institutional strategies.
- Ensure institutional progress aligns with long-term goals.

Quality Circles and Improvement Groups

- Establish quality circles involving faculty, students, and staff to identify challenges and solutions.
- Encourage collaborative problem solving and innovation.
- Promote participatory governance and institutional transparency.
- Strengthen institutional culture of continuous improvement.

2. Mechanisms to Evaluate and Refine the Distinctiveness Elements

The institution's distinctive healthcare education model will be continuously evaluated to ensure that it remains relevant, impactful, and aligned with global trends in medical and healthcare education.

Step 1: Establish Internal Mechanisms to Assess Distinctiveness

Self-Assessment Framework

- Develop an internal evaluation framework based on the institution's distinct characteristics such as healthcare innovation, clinical training excellence, and community health engagement.
- Assess institutional impact through academic performance, research achievements, and healthcare service contributions.
- Monitor sustainability and scalability of distinctiveness initiatives.
- Ensure adaptability to future educational and healthcare challenges.

Student and Stakeholder Feedback

- Conduct regular surveys among students, faculty, alumni, and healthcare industry partners.
- Collect feedback on academic quality, clinical training effectiveness, and institutional initiatives.
- Evaluate community health outreach programs and their societal impact.
- Use feedback to strengthen institutional strategies and academic offerings.

Step 2: External Evaluation of Distinctiveness

Accreditation and Ranking Feedback

- Utilize feedback from accreditation bodies such as NAAC and NIRF to refine institutional policies and academic programs.
- Monitor institutional performance in national and international rankings.
- Identify improvement opportunities based on evaluation results.
- Align institutional strategies with global academic standards.

Benchmarking and Best Practice Analysis

- Benchmark institutional practices against leading global healthcare universities.
- Identify innovative academic models and research initiatives.
- Adapt successful strategies that enhance institutional distinctiveness.
- Encourage knowledge exchange with international academic partners.

Step 3: Mechanisms for Refining Distinctiveness Elements

Data-Driven Refinement

- Use data from academic reviews, research performance metrics, and stakeholder feedback to refine institutional strategies.
- Strengthen successful initiatives and address identified gaps.
- Promote interdisciplinary healthcare education and research innovation.
- Ensure that distinctiveness elements remain relevant and impactful.

Strategic Planning and Institutional Development

- Conduct annual strategic reviews to assess institutional progress and future priorities.
- Engage academic leaders, healthcare professionals, and external experts in strategic planning processes.
- Integrate research, healthcare services, and community outreach initiatives.
- Align institutional growth with global healthcare education standards.

Annual Strategic Review

To ensure continuous institutional growth and alignment with national and global healthcare education standards, the university will conduct an Annual Strategic Review involving academic leaders, healthcare professionals, administrative authorities, and external experts. This review will

evaluate the institution's academic performance, clinical training quality, research output, community healthcare initiatives, and overall institutional effectiveness.

The review process will analyze key performance indicators such as student learning outcomes, clinical competency development, research productivity, faculty development, healthcare partnerships, and community outreach impact. Data collected through internal monitoring systems, accreditation feedback, and stakeholder surveys will be used to assess progress toward institutional goals.

Based on the findings of the annual review, the university will identify areas requiring improvement and implement strategic initiatives to strengthen academic programs, healthcare research, and institutional governance. The outcomes of the review will guide policy revisions, curriculum enhancements, infrastructure development, and expansion of healthcare education initiatives. This systematic evaluation process will ensure that the institution continuously adapts to emerging trends in healthcare education while maintaining high standards of academic excellence and societal impact.

3.23. BENCHMARKING WITH GLOBAL INSTITUTIONS

To ensure academic excellence, clinical training quality, and research innovation, the proposed university will benchmark its academic programs, healthcare services, and research initiatives with globally recognized institutions known for excellence in medical education, healthcare research, and allied health sciences. These collaborations and benchmarking practices will help adopt international best practices in clinical education, healthcare technology, interdisciplinary research, and community health initiatives.

1. Harvard Medical School, USA

- ▶ globally recognized for excellence in medical education, biomedical research, and clinical innovation.
- ▶ Potential collaboration in areas such as clinical research, healthcare technologies, public health systems, and medical simulation training.

2. Johns Hopkins University, USA

- ▶ Renowned for leadership in medical sciences, public health, and healthcare policy research.
- ▶ Opportunities for collaboration in epidemiology, global health systems, healthcare informatics, and translational medical research.

3. University of Cambridge, UK

- ▶ Leading institution in medical research, biomedical sciences, and interdisciplinary healthcare innovation.
- ▶ Potential partnerships in genomics research, biomedical engineering, and clinical research collaborations.

4. National University of Singapore (NUS)

- ▶ Strong programs in healthcare innovation, biomedical sciences, and public health policy.
- ▶ Opportunities for joint research in digital health, medical technologies, and healthcare system management.

5. University of Melbourne, Australia

- ▶ Recognized globally for excellence in medical education, nursing sciences, and health research.
- ▶ Possible collaboration through student exchange programs, healthcare innovation research, and clinical training initiatives.

6. Karolinska Institute, Sweden

- ▶ Internationally known for its contributions to **medical research and Nobel Prize-winning discoveries in physiology and medicine.**
- ▶ Opportunities for collaboration in **clinical medicine, biomedical sciences, and global health research.**

7. University College London (UCL), UK

- ▶ A leader in healthcare research, biomedical engineering, and population health sciences.
- ▶ Collaboration opportunities in health informatics, precision medicine, and translational healthcare research.

8. All India Institute of Medical Sciences (AIIMS), India

- ▶ Premier institution for medical education, advanced clinical training, and healthcare research in India.
- ▶ Strategic collaboration in clinical research, healthcare innovation, and academic exchange programs.

Through benchmarking with these institutions, the university will adopt global best practices in healthcare education, research collaboration, patient care systems, and technology-enabled healthcare training.

3.24. GOVERNANCE AND POLICY FRAMEWORK

The proposed university will establish a robust governance and policy framework that promotes academic autonomy, transparency, accountability, and strategic leadership. The governance structure will ensure effective management of academic programs, healthcare services, research activities, and institutional development.

Key Governance Principles

Autonomous and Transparent Governance Structure

- ▶ Establish a governance framework that balances institutional autonomy with accountability.
- ▶ Ensure transparent decision-making processes across academic and administrative units.

Visionary Academic Leadership

- ▶ Leadership structures will be guided by experienced academicians, healthcare professionals, and research leaders.
- ▶ Strategic leadership will drive innovation in healthcare education, clinical research, and community health initiatives.

Academic Freedom and Research Excellence

- ▶ Faculty and researchers will be encouraged to pursue innovative research and interdisciplinary collaboration.
- ▶ Institutional policies will support academic freedom, ethical research practices, and knowledge creation.

Ethical Governance and Professional Integrity

- ▶ Policies will promote ethical conduct in academic, administrative, and research activities.
- ▶ Conflict-of-interest guidelines and transparent grievance redressal mechanisms will be established.

Participatory Decision-Making

- ▶ Faculty members, students, healthcare professionals, and external experts will be involved in institutional decision-making processes.
- ▶ Advisory committees and academic councils will ensure inclusive governance.

Quality Assurance and Policy Implementation

► Institutional policies will be aligned with **NAAC, NIRF, and national healthcare regulatory standards.**

► Regular monitoring and evaluation will ensure effective policy implementation and institutional improvement.

3.25. DATA-DRIVEN DECISION-MAKING

In the process of establishing a Deemed University under the Distinct category, the institution will adopt a Data-Driven Decision-Making (DDDM) framework to guide academic, clinical, research, and administrative decisions. The use of institutional analytics and digital information systems will enable evidence-based planning, continuous quality improvement, and efficient resource utilization.

The framework will integrate academic analytics, clinical training data, research performance metrics, and administrative performance indicators to support strategic decision-making and institutional growth. By leveraging data across multiple domains, the university will strengthen academic quality, improve healthcare education outcomes, and enhance operational efficiency.

1. Institutional Efforts in Adopting Analytics and Metrics for Decision-Making

Step 1: Establish a Data-Driven Decision-Making Culture

Vision and Leadership

- Institutional leadership will promote the importance of data analytics in improving academic quality and healthcare education outcomes.
- Faculty, administrators, and healthcare professionals will be encouraged to adopt data-based decision-making practices.
- Awareness programs will highlight the role of analytics in improving student success and institutional performance.
- Strategic policies will support the integration of data analytics in academic and administrative processes.

Data Governance Framework

- Establish a Data Governance Committee responsible for data management, security, privacy, and quality assurance.
- Ensure that academic, clinical, and administrative data are collected and analyzed systematically.
- Implement policies for responsible use and protection of institutional data.
- Align data governance practices with institutional goals and regulatory requirements.

Step 2: Develop Data Infrastructure and Analytical Systems

Data Collection Systems

- Implement integrated digital platforms such as Learning Management Systems (LMS), Hospital Information Systems (HIS), Student Information Systems (SIS), and Enterprise Resource Planning (ERP) platforms.
- These systems will collect academic, clinical, research and administrative data across the institution.
- Integration of digital platforms will enable seamless monitoring of institutional performance.
- Data will support real-time tracking of academic progress and clinical training activities.

Analytics Tools and Data Visualization

- Utilize advanced analytics tools such as Power BI, Tableau, or similar platforms for analysing institutional data.

- Develop dashboards that allow decision-makers to visualize key performance indicators.
- Enable administrators and academic leaders to track trends and institutional performance metrics.
- Support evidence-based decision-making through data visualization and analytics.

Data Warehousing

- Establish a centralized institutional data warehouse that integrates academic, research, clinical, and financial data.
- Ensure consistency and reliability of institutional information across departments.
- Provide a single source of verified institutional data for planning and evaluation.
- Facilitate accurate reporting for accreditation and ranking assessments.

Step 3: Develop Key Performance Indicators (KPIs)

Academic Performance Metrics

- Monitor student performance indicators such as course completion rates, clinical competency scores, examination results, and graduation outcomes.
- Track faculty performance through teaching evaluations, research publications, and academic contributions.
- Evaluate program effectiveness based on learning outcomes and professional competency standards.
- Use academic performance data to improve curriculum design and teaching practices.

Clinical Training and Healthcare Education Metrics

- Monitor clinical training hours, patient exposure, and competency-based assessments for healthcare programs.
- Track performance in clinical postings, simulation training, and hospital-based learning.
- Ensure that students achieve required professional competencies in healthcare practice.
- Use clinical training data to enhance the quality of healthcare education.

Administrative and Operational Metrics

- Define KPIs for administrative efficiency including admissions, student services, financial management, and infrastructure utilization.
- Monitor resource allocation and institutional performance indicators.
- Use data analytics to improve operational efficiency and decision-making.
- Support strategic planning and institutional development.

Research and Innovation Metrics

- Track research outputs such as publications, patents, funded projects, and collaborative initiatives.
- Monitor interdisciplinary research activities in healthcare sciences and medical technologies.
- Evaluate research impact through citations and knowledge transfer activities.
- Strengthen institutional contributions to healthcare research and innovation.

2. Use of Data to Enhance Academic and Operational Efficiency

Step 1: Enhancing Academic Quality through Data

Personalized Learning and Academic Support

- Analyze student performance data to identify learning gaps and provide targeted academic support.
- Monitor attendance, participation, and academic progress through LMS platforms.
- Implement personalized mentoring and tutoring programs for students needing academic assistance.

- Improve student learning outcomes through data-guided interventions.

Curriculum Improvement and Program Development

- Use performance analytics to evaluate the effectiveness of healthcare curricula.
- Identify areas requiring curriculum enhancement or revision.
- Integrate emerging healthcare technologies and interdisciplinary subjects based on data insights.
- Ensure that academic programs remain aligned with healthcare industry needs.

Faculty Development and Performance Enhancement

- Use teaching evaluations and academic performance metrics to support faculty development.
- Identify areas where faculty training or professional development may be required.
- Encourage faculty participation in research and innovation initiatives.
- Enhance teaching quality and academic excellence through continuous monitoring.

Step 2: Optimizing Institutional Operations Using Data

Resource Allocation and Infrastructure Planning

- Analyze data on classroom usage, laboratory utilization, and clinical training facilities.
- Optimize allocation of infrastructure and human resources.
- Improve efficiency in scheduling academic and clinical training activities.
- Support cost-effective resource utilization.

Admissions and Enrolment Management

- Use data analytics to analyze admission trends and student demographics.
- Forecast enrolment patterns and program demand.
- Improve admission planning and student recruitment strategies.
- Ensure balanced growth across academic programs.

Financial Planning and Institutional Sustainability

- Track financial performance including budget allocation, expenditure, and revenue sources.
- Use financial analytics to identify opportunities for cost optimization.
- Support long-term institutional sustainability through data-based financial planning.
- Improve transparency in financial management.

Student Retention and Success Monitoring

- Monitor student engagement, academic progress, and retention rates.
- Identify students at risk of academic difficulty and provide early interventions.
- Improve graduation rates and academic success.
- Strengthen student support systems using data insights.

3. Continuous Improvement through Data Analytics

Strategic Planning Using Data

- Utilize historical and real-time data to support institutional strategic planning.
- Identify emerging trends in healthcare education and research.
- Guide expansion of academic programs and research initiatives.
- Support evidence-based policy development.

Real-Time Monitoring Dashboards

- Develop digital dashboards to monitor academic, clinical, research, and administrative performance.
- Provide leadership with real-time institutional data for decision-making.
- Enable quick identification of performance gaps.

- Improve institutional responsiveness to emerging challenges.

Benchmarking and Comparative Analysis

- Use external data sources such as NAAC, NIRF, QS, and THE rankings to benchmark institutional performance.
- Compare academic and research performance with leading healthcare universities.
- Identify areas for improvement and strategic development.
- Enhance institutional competitiveness and global reputation.

Alumni and Stakeholder Feedback Analytics

- Collect feedback from alumni, healthcare employers, and industry partners.
- Analyze graduate outcomes and employment trends.
- Use stakeholder feedback to refine academic programs and research priorities.
- Strengthen institutional relevance to healthcare industry needs.

4. Governance and Oversight for Data-Driven Decision-Making

Data Analytics Steering Committee

- Establish a committee comprising academic leaders, administrators, data scientists, and IT specialists.
- Oversee data governance policies, analytics strategies, and data security measures.
- Promote institutional adoption of data-driven practices.
- Ensure ethical and responsible use of institutional data.

Regular Performance Reviews

- Conduct quarterly or biannual performance review meetings.
- Assess institutional progress toward academic and strategic goals.
- Evaluate academic programs, research productivity, and administrative efficiency.
- Implement corrective actions based on review outcomes.

Adopting a comprehensive Data-Driven Decision-Making framework, the proposed university will strengthen academic quality, clinical training excellence, research productivity, and institutional governance. The integration of digital information systems, analytics tools, and performance monitoring mechanisms will support evidence-based planning and continuous institutional improvement. This approach will ensure that the university remains aligned with national and international best practices in healthcare education while contributing meaningfully to the advancement of medical and allied health sciences.

3.26. INTEGRATED DEVELOPMENT PLAN (IDP)

The Integrated Development Plan (IDP) outlines the long-term strategic roadmap for the proposed university, detailing institutional goals, developmental priorities, implementation timelines, and measurable performance outcomes. The plan provides a structured framework for the university's academic expansion, research growth, infrastructure development, and global engagement.

The IDP focuses on strengthening the university's distinctiveness in healthcare education, clinical training, interdisciplinary research, and community health initiatives. It emphasizes innovation in medical and allied health sciences, development of advanced healthcare programs, and the establishment of specialized research centers addressing emerging healthcare challenges.

The development plan also highlights the university's commitment to societal impact, community health outreach, and sustainable healthcare practices. Institutional initiatives will align with national healthcare priorities and contribute to achieving the United Nations Sustainable Development Goals (SDGs), particularly in areas such as health and well-being, quality education, and sustainable communities.

Through strategic planning, resource optimization, and continuous monitoring, the Integrated Development Plan ensures that the university evolves as a globally recognized center of excellence in healthcare education, research, and innovation.

3.27. FINANCE AND RESOURCE MOBILIZATION

DETAILS OF THE ASSETS

Particulars	AMC	AINER	ACP	APM	TOTAL
A) Immovable Properties					
Building	₹ 3,25,00,00,000	₹ 48,00,00,000	₹ 62,00,00,000	₹ 55,00,00,000	₹ 4,90,00,00,000
Total – A	₹ 3,25,00,00,000	₹ 48,00,00,000	₹ 62,00,00,000	₹ 55,00,00,000	₹ 4,90,00,00,000
B) Movable Properties					
Computers & Accessories	₹ 1,85,00,000	₹ 42,00,000	₹ 58,00,000	₹ 55,00,000	₹ 3,40,00,000
Electrical Installation	₹ 6,50,00,000	₹ 1,25,00,000	₹ 1,75,00,000	₹ 1,50,00,000	₹ 11,00,00,000
Furniture Account	₹ 14,50,00,000	₹ 3,25,00,000	₹ 4,10,00,000	₹ 3,75,00,000	₹ 25,60,00,000
Kitchen Equipment	₹ 2,25,00,000	₹ 75,00,000	₹ 60,00,000	₹ 55,00,000	₹ 4,15,00,000
Lab. Equipment	₹ 48,75,00,000	₹ 8,50,00,000	₹ 12,75,00,000	₹ 10,25,00,000	₹ 80,25,00,000
Library Books Account	₹ 4,25,00,000	₹ 95,00,000	₹ 1,35,00,000	₹ 1,10,00,000	₹ 7,65,00,000
Office Equipment	₹ 1,80,00,000	₹ 42,00,000	₹ 55,00,000	₹ 48,00,000	₹ 3,25,00,000
Sports Goods Account	₹ 95,00,000	₹ 28,00,000	₹ 35,00,000	₹ 32,00,000	₹ 1,90,00,000
Vehicles	₹ 8,50,00,000	₹ 1,75,00,000	₹ 2,10,00,000	₹ 1,90,00,000	₹ 14,25,00,000
Total – B	₹ 89,35,00,000	₹ 17,57,00,000	₹ 23,13,00,000	₹ 20,40,00,000	₹ 1,50,45,00,000
Total - A+B	₹ 4,14,35,00,000	₹ 65,57,00,000	₹ 85,13,00,000	₹ 75,40,00,000	₹ 6,40,45,00,000



INCOME AND EXPENDITURE (LAST THREE YEAR DATA)
ARUNAI MEDICAL COLLEGE & HOSPITAL

YEAR	2022-23 (Rs.)	2023-24 (Rs.)	2024-25 (Rs.)
INCOME			
Tuition Fees	18,75,00,000	24,60,00,000	31,25,00,000
Hostel, Lunch & Transport Fees	4,85,00,000	6,10,00,000	7,45,00,000
Total Income	23,60,00,000	30,70,00,000	38,70,00,000
EXPENDITURE			
Advertisement Expenses	12,50,000	18,75,000	22,40,000
Affiliation and Approval Fees	2,45,00,000	3,10,00,000	3,75,00,000
Book & Periodicals	38,50,000	46,00,000	58,00,000
Text Books for Students	18,00,000	24,00,000	30,00,000
College Maintenance	1,25,00,000	1,65,00,000	2,10,00,000
Electricity Charges	58,00,000	72,00,000	88,00,000
Function & Seminar Expenses	14,50,000	20,00,000	28,50,000
Laboratory Consumables & Service A/C	2,75,00,000	3,25,00,000	4,10,00,000
Mess Expenses	72,00,000	95,00,000	1,18,00,000
Miscellaneous Expenses	24,00,000	35,00,000	42,00,000
Printing & Stationery Expenses	16,50,000	22,00,000	29,00,000
Professional Charges	32,00,000	40,00,000	52,00,000
Rent, Rate & Taxes	18,00,000	24,00,000	31,00,000
Repair & Maintenance	42,00,000	55,00,000	70,00,000
Salaries and Allowances	9,85,00,000	12,40,00,000	15,60,00,000
EPF Paid	36,00,000	48,00,000	62,00,000
Subscription	8,50,000	12,00,000	16,00,000
Telephone, Post & Internet Exp	6,20,000	8,40,000	11,50,000
Travelling & Conveyance	10,00,000	14,00,000	18,00,000
Vehicle Maintenance Expenses	38,00,000	48,00,000	62,00,000
Bank Interest & Charges	22,00,000	28,00,000	34,00,000
Total Expenditure	19,58,70,000	24,49,15,000	30,27,40,000

INCOME AND EXPENDITURE (LAST THREE YEAR DATA)
ARUNAI INSTITUTE OF NURSING EDUCATION & RESEARCH

YEAR	2022-23 (Rs.)	2023-24 (Rs.)	2024-25 (Rs.)
INCOME			
Tuition Fees	1,07,36,000	2,52,07,542	2,40,22,000
Hostel, Lunch & Transport Fees	18,65,000	21,10,500	19,96,000
Total Income	1,26,01,000	2,73,18,042	2,60,18,000
EXPENDITURE			
Advertisement Expenses	-	-	-
Affiliation and Approval Fees	72,09,000	40,90,489	20,06,079
Book & Periodicals	-	-	-
Text Books for Students	-	-	-
College Maintenance	-	-	-
Electricity Charges	78,578	1,51,347	3,18,183
Function & Seminar Expenses	-	-	-
Laboratory Consumables & Service A/C	-	-	-
Mess Expenses	86,875	-	4,27,600
Miscellaneous Expenses	2,23,000	-	17,527
Printing & Stationery Expenses	1,93,985	-	12,380
Professional Charges	-	-	-
Rent, Rate & Taxes	-	-	-
Repair & Maintenance	2,918	660	1,86,223
Salaries and Allowances	-	7,74,928	8,57,918
EPF Paid	-	-	-
Subscription	-	4,33,000	-
Telephone, Post & Internet Exp	1,885	32,730	21,733
Travelling & Conveyance	-	-	-
Vehicle Maintenance Expenses	-	15,08,333	89,544
Bank Interest & Charges	21,15,468	-	20,153
Total Expenditure	98,11,709	69,91,487	38,57,340

INCOME AND EXPENDITURE (LAST THREE YEAR DATA)
ARUNAI COLLEGE OF PHARMACY

YEAR	2022-23 (Rs.)	2023-24 (Rs.)	2024-25 (Rs.)
INCOME			
Tuition Fees	1,22,84,000	1,00,80,567	72,46,255
Hostel, Lunch & Transport Fees	-	-	-
Total Income	1,22,84,000	1,00,80,567	72,46,255
EXPENDITURE			
Advertisement Expenses	-	41,000	-
Affiliation and Approval Fees	21,78,771	78,75,824	1,61,92,073
Book & Periodicals	-	-	-
Text Books for Students	2,33,900	3,05,960	59,000
College Maintenance	2,34,013	64,766	2,46,343
Electricity Charges	-	-	21,000
Function & Seminar Expenses	-	-	-
Laboratory Consumables & Service A/C	5,27,579	9,200	8,192
Mess Expenses	-	-	-
Miscellaneous Expenses	94,576	1,96,707	45,899
Printing & Stationery Expenses	4,01,417	35,120	14,470
Professional Charges	-	-	-
Rent, Rate & Taxes	-	-	7,70,470
Repair & Maintenance	-	-	26,550
Salaries and Allowances	76,08,472	1,32,45,337	1,46,37,430
EPF Paid	-	-	-
Subscription	-	-	-
Telephone, Post & Internet Exp	2,647	1,719	62,501
Travelling & Conveyance	42,992	200	49,625
Vehicle Maintenance Expenses	5,46,056	3,23,861	6,85,350
Bank Interest & Charges	38,489	24,63,790	16,87,549
Total Expenditure	1,18,08,912	2,45,63,484	3,44,06,452

INCOME AND EXPENDITURE (LAST THREE YEAR DATA)**ARUNAI PARA MEDICAL COLLEGE**

YEAR	2022-23 (Rs.)	2023-24 (Rs.)	2024-25 (Rs.)
INCOME			
Tuition Fees	-	-	15,00,000
Hostel, Lunch & Transport Fees	-	-	5,60,000
Total Income	-	-	20,60,000
EXPENDITURE			
Advertisement Expenses	-	-	-
Affiliation and Approval Fees	-	-	2,75,302
Miscellaneous Expenses	-	-	1,00,000
Printing & Stationery Expenses	-	-	-
Professional Charges	-	-	-
Rent, Rate & Taxes	-	-	-
Repair & Maintenance	-	-	-
Salaries and Allowances	-	-	4,61,417
Total Expenditure	-	-	8,36,719

CUMULATIVE FINANCIAL SUMMARY – INSTITUTION WISE**AMC UNIVERSITY**

<i>Institution</i>	<i>Total Income for 3 Years (Rs.)</i>	<i>Total Expenditure for 3 Years (Rs.)</i>	<i>Surplus / Deficit (Rs.)</i>
<i>Arunai Medical College & Hospital</i>	₹ 92,99,00,000	₹ 74,35,25,000	₹18,63,75,000
<i>Arunai Institute of Nursing Education & Research</i>	₹ 6,59,37,042	₹ 2,06,60,536	₹4,52,76,506
<i>Arunai College of Pharmacy</i>	₹ 2,96,10,822	₹ 7,07,78,848	₹4,11,68,026
<i>Arunai Para Medical College</i>	₹ 20,60,000	₹ 8,36,719	₹12,23,281

3.28. FUTURE PLANS (STRATEGIC PLAN) AND INSTITUTE DEVELOPMENT PLAN (IDP):

A separate detailed document is attached herewith outlining the institution's long-term strategic roadmap.

- ▶ The Strategic Plan defines institutional goals, priorities, and action plans for the next **10 years**, focusing on academic excellence, clinical training, research innovation, and global engagement.
- ▶ The Institute Development Plan (IDP) forms an integral component of the Detailed Project Report (DPR), outlining infrastructure expansion, faculty development, research initiatives, healthcare partnerships, and financial sustainability.

The future development strategy of the university is centred on:

- Strengthening healthcare education and clinical training excellence
- Expanding interdisciplinary programs in allied health sciences and emerging healthcare domains
- Establishing centers of excellence in clinical research, health informatics, biomedical sciences, and healthcare technologies
- Enhancing hospital infrastructure and simulation-based training facilities
- Promoting global collaborations, research innovation, and academic mobility
- Aligning institutional development with national healthcare priorities and Sustainable Development Goals (SDGs)

The IDP ensures a structured and measurable approach toward achieving the university's vision of becoming a leading institution in healthcare education, research, and societal impact.

3.29. FUTURE ASPIRATIONS

The proposed university aspires to evolve into a national and international hub of excellence in healthcare education, clinical practice, and research innovation. By leveraging its Distinct Category status, the institution aims to deliver transformative contributions to healthcare systems, academic excellence, and societal well-being.

Aspirations for Becoming a National / International Hub for Healthcare Excellence

The institution's academic programs in medical sciences, nursing, and allied health disciplines provide a strong foundation for establishing itself as a leader in healthcare education. The university aims to foster innovation, inclusivity, and global engagement through the following strategic dimensions:

1. Academic Leadership and Curriculum Innovation

▶ **Interdisciplinary Healthcare Programs:**

Programs such as Clinical Informatics, Genetic Counseling, Medical Dosimetry, Healthcare Simulation, Patient Experience, and Clinical Documentation Improvement will integrate medicine, technology, and data science.

▶ **Competency-Based and Outcome-Based Education:**

Curricula will focus on clinical competencies, patient-centered care, and real-world healthcare applications aligned with global standards.

▶ **Global Standards and Accreditation:**

The institution will align academic programs with international benchmarks and healthcare regulatory standards to ensure global recognition.

2. Research and Development (R&D) Leadership

► Centers of Excellence (CoEs):

Establishment of CoEs in clinical research, biomedical materials, health informatics, public health, and healthcare technologies.

► Healthcare Innovation Ecosystem:

Development of research incubation centers to support innovation in digital health, medical technologies, and healthcare delivery systems.

► International Conferences and Knowledge Exchange:

Hosting global conferences in healthcare, clinical sciences, and public health to promote research collaboration and knowledge dissemination.

3. Clinical Excellence and Healthcare Service Integration

► Advanced Clinical Training:

Strengthening hospital-based training with exposure to diverse clinical specialties and advanced healthcare technologies.

► Simulation-Based Healthcare Education:

Development of high-fidelity simulation centers for training in emergency care, anesthesia, critical care, and surgical procedures.

► Patient-Centered Healthcare Systems:

Integration of patient experience, quality care, and ethical practices into clinical education and healthcare delivery.

4. Internationalization and Global Partnerships

► Strategic Global Collaborations:

Partnerships with leading international universities, hospitals, and research organizations for academic exchange and collaborative research.

► Student and Faculty Mobility:

Scholarships, exchange programs, and international internships to enhance global exposure.

► Global Academic Presence:

Improving institutional visibility through participation in global rankings and international academic platforms.

5. National Recognition and Healthcare Policy Alignment

► Alignment with National Health Missions:

Programs aligned with initiatives such as Ayushman Bharat, Digital Health Mission, and Skill India.

► Policy and Research Contributions:

Engagement in healthcare policy development through research, white papers, and expert consultations.

► Capacity Building in Healthcare Workforce:

Training skilled healthcare professionals to address national healthcare demands.

6. Community Health, Social Responsibility, and Sustainability

► Community Healthcare Outreach:

Expansion of rural health programs, preventive healthcare initiatives, and public health awareness campaigns.

► Public Health and Epidemiological Research:

Addressing community health challenges through research and field-based interventions.

► Sustainable Healthcare Practices:

Promoting environmentally responsible healthcare systems and green hospital initiatives.

7. Digital Health, Artificial Intelligence, and Innovation

- ▶ Integration of Artificial Intelligence, Health Informatics, Telemedicine, and Data Analytics in healthcare education and research.
- ▶ Development of digital healthcare solutions for improved patient care and healthcare management.
- ▶ Positioning the institution as a leader in technology-enabled healthcare innovation.

Through a strategic focus on academic excellence, clinical training, research innovation, global engagement, and societal impact, the proposed university aims to establish itself as a center of excellence in healthcare education and research. By aligning its future aspirations with national priorities and global healthcare trends, the institution will contribute significantly to advancing healthcare systems and improving the quality of life.

3.30 VISION FOR LEVERAGING THE 'DISTINCT CATEGORY' STATUS

The recognition of the institution under the “Distinct Category” by UGC provides a transformative opportunity to redefine healthcare education, research, and clinical excellence. The university aims to leverage this status to emerge as a leader in medical, nursing, and allied health sciences education, contributing significantly to national healthcare systems and global health advancements.

1. Academic Excellence in Healthcare Education

- ▶ The institution will design innovative, competency-based curricula integrating clinical training, digital health technologies, and interdisciplinary learning.
- ▶ Focus on emerging domains such as health informatics, genetic counseling, clinical documentation, patient experience, and healthcare simulation will prepare future-ready healthcare professionals

2. Research and Innovation in Medical Sciences

- ▶ The University will establish Centers of Excellence in clinical research, biomedical sciences, public health, and healthcare technologies.
- ▶ Research will focus on patient-centered care, disease prevention, digital health solutions, and healthcare system strengthening, promoting innovation and translational research.

3. Clinical Excellence and Societal Impact

- ▶ strengthening hospital-based education to ensure high-quality clinical exposure and skill-based training.
- ▶ Expansion of community healthcare programs, rural health services, and preventive healthcare initiatives to improve public health outcomes.

4. Global Partnerships and Academic Collaboration

- ▶ Strategic collaborations with international universities, hospitals, and research institutions for joint programs, research, and exchange initiatives.
- ▶ Enhancing global visibility through international accreditation, academic mobility, and participation in global healthcare networks.

5. Digital Transformation in Healthcare Education

- ▶ Adoption of advanced technologies such as Artificial Intelligence, telemedicine, simulation-based learning, and health informatics systems.
- ▶ Development of a smart healthcare campus with integrated digital learning platforms and data-driven academic administration.

6. Building a Transformative Healthcare Ecosystem

- ▶ Introduction of micro-credentials, skill-based certifications, and flexible learning pathways for lifelong learners.
- ▶ Strengthening faculty excellence through continuous professional development and global exposure.

7. Recognition, Quality, and Global Benchmarking

- ▶ Encouraging high-impact research publications, patents, and innovation in healthcare technologies.
- ▶ Achieving recognition through national and international accreditation frameworks and healthcare quality benchmarks.

The “Distinct Category” status will enable the institution to drive innovation in healthcare education, strengthen research capabilities, and enhance societal impact. By integrating academic excellence, technology, and community engagement, the university will position itself as a globally recognized center of excellence in healthcare and allied health sciences.

3.31 RISK MANAGEMENT AND CONTINGENCY PLANNING

The university will establish a comprehensive Risk Management and Contingency Planning Framework to ensure operational stability, academic continuity, and quality assurance in all institutional activities.

1. Academic Risk Management

- ▶ Continuous curriculum review to align with healthcare industry standards and regulatory requirements.
- ▶ Backup academic plans including online learning, hybrid delivery, and flexible assessment systems to ensure uninterrupted education.

2. Clinical and Healthcare Training Risks

- ▶ Strengthening partnerships with hospitals to ensure consistent clinical exposure and training opportunities.
- ▶ Development of simulation-based training facilities to mitigate risks arising from limited patient availability.

3. Research and Innovation Risks

- ▶ Diversification of research funding sources including government grants, industry collaborations, and international funding agencies.
- ▶ Establishment of research governance policies to ensure ethical compliance, data security, and quality research output.

4. Infrastructure and Technology Risks

- ▶ Implementation of robust IT systems with data backup, cyber security measures, and disaster recovery plans.
- ▶ Regular maintenance and upgrading of laboratories, simulation centres, and healthcare facilities.

5. Financial Risk Management

- ▶ Adoption of transparent financial planning, budgeting, and resource allocation systems.
- ▶ Development of alternative revenue streams through research projects, consultancy, training programs, and healthcare services.

6. Regulatory and Compliance Risks

- ▶ Ensuring compliance with UGC, NMC (for medical programs), INC (for nursing), and allied health regulatory bodies.
- ▶ Regular internal audits and quality assurance mechanisms to maintain regulatory standards.

7. Human Resource Risks

- ▶ Recruitment and retention of qualified faculty and healthcare professionals through competitive policies and professional development opportunities.
- ▶ Succession planning and faculty training programs to ensure continuity in academic delivery.

8. Public Health and Emergency Risks

- ▶ Preparedness for health emergencies (e.g., pandemics) through telemedicine, remote learning systems, and emergency response protocols.
- ▶ Integration of public health response strategies into institutional planning.

9. Monitoring and Continuous Improvement

- ▶ Establishment of a Risk Management Committee to regularly assess risks and implement corrective measures.
- ▶ Use of data-driven monitoring systems to identify risks early and ensure continuous institutional improvement.



AMC TO BE UNIVERSITY

Tiruvannamalai Tamil Nadu (India)

(DEEMED TO BE UNIVERSITY UNDER DISTINCT CATEGORY)



EXECUTIVE SUMMARY

Arunai Medical College and Hospital (AMC), established in 2021, in association with another three higher education institute of the same management, Arunai College of Pharmacy, Arunai Institution of Nursing Education and Research and Arunai Para Medical College, aims to transition into AMC University, a Distinct Deemed University under the UGC's 2023 regulations. This strategic plan outlines the university's mission to cultivate technically proficient and ethically grounded professionals through a holistic, impactful curriculum. Positioned on the Chittoor-Cuddalore highway in Tamil Nadu, AMC provides a conducive learning environment, focusing on student-centered development and moral education.

A.M.C University aims to emerge as a premier institution dedicated to excellence in [medical, nursing, and allied health sciences education, research, and healthcare service delivery](#). Building on a strong academic and clinical foundation, the university seeks to transform into a globally recognized center for [healthcare innovation, interdisciplinary learning, and community impact](#).

The strategic plan focuses on developing highly skilled, ethical, and compassionate healthcare professionals through [competency-based education, advanced clinical training, and research-driven learning](#). Positioned to address evolving healthcare challenges, the university emphasizes [patient-centered care, digital health integration, and public health advancement](#), ensuring meaningful contributions to society at both national and global levels.

Introduction

A.M.C University, Tiruvannamalai, is envisioned as a premier institution dedicated to excellence in **medical, nursing, and allied health sciences education, research, and healthcare service delivery**. Established under the vision of providing high-quality education with strong ethical foundations, the institution is now poised to transform into a **Distinct Category Deemed to be University** under the UGC Regulations 2023. The university aims to build a dynamic academic ecosystem that integrates clinical expertise, scientific knowledge, and technological innovation to prepare future-ready healthcare professionals.

Strategically located in Tiruvannamalai, Tamil Nadu, the institution offers a conducive learning environment supported by advanced infrastructure, hospital-based clinical training, and a student-centric approach. The university is committed to nurturing **competent, compassionate, and socially responsible healthcare professionals** who can contribute effectively to patient care, public health, and global healthcare systems. With a strong emphasis on holistic development, the institution fosters intellectual growth, ethical values, and lifelong learning.

Aligned with its vision of transforming healthcare education, A.M.C University aspires to emerge as a **center of excellence in interdisciplinary learning and research**. The transition to a Deemed University will enable the institution to introduce innovative programs, strengthen research capabilities, and expand global collaborations. This transformation is guided by the UGC framework, aiming to create a distinctive identity through academic excellence, clinical innovation, and societal impact.

This Detailed Project Report (DPR) presents a comprehensive strategic roadmap for the university's development over the next fifteen years. It outlines academic expansion, infrastructure development, research initiatives, and governance mechanisms designed to support the institution's long-term vision. The plan emphasizes the integration of healthcare education with emerging technologies and community health needs.

The key components of the development plan include:

a) Academic Plan:

Development of interdisciplinary healthcare programs that combine medical sciences, technology, and patient-centered care, preparing students for emerging roles in healthcare.

b) Faculty Recruitment Plan:

Building a team of highly qualified faculty and healthcare professionals with strong academic, clinical, and research expertise, supported by continuous professional development.

c) Student Admission Plan:

Designing a robust admission strategy to attract talented students from diverse backgrounds, fostering inclusivity and academic excellence.

d) Research Plan:

Establishing a vibrant research ecosystem focused on clinical research, biomedical innovation, public health, and healthcare technologies through collaborations with national and international institutions.

e) Campus Information and Communication Technology Plan:

Developing a digitally enabled campus with advanced Learning Management Systems (LMS), hospital information systems, telemedicine platforms, and AI-based learning tools.

f) Infrastructure Development Plan:

Expanding infrastructure to include modern classrooms, advanced laboratories, simulation centers, research facilities, and hospital-based training environments.

g) Finance Plan:

Ensuring financial sustainability through diversified funding sources including research grants, healthcare services, industry partnerships, and institutional resources.

h) Administrative Plan:

Strengthening governance and administrative systems to ensure transparency, efficiency, and alignment with institutional goals.

i) Governance Plan:

Establishing a robust governance framework emphasizing accountability, ethical leadership, stakeholder engagement, and quality assurance.

With clearly defined milestones and implementation strategies, this DPR outlines a transformative journey to position A.M.C University as a **leading healthcare education and research institution**. By integrating academic excellence, clinical expertise, and innovation, the university aims to contribute significantly to national development and global healthcare advancement.

VISION

“To be a pioneering university of distinction in healthcare education recognized nationally and internationally for its innovative and interdisciplinary programs that integrate clinical excellence, technology, ethics, and holistic development. The university is committed to nurturing globally competent, compassionate, and socially responsible healthcare professionals who are dedicated to improving patient care, advancing medical knowledge, and contributing to the well-being of society. Through transformative learning and research-driven innovation, we aim to empower individuals to lead with integrity and make a meaningful impact on global healthcare systems.”

MISSION

“To advance healthcare education, research, and societal impact through multidisciplinary and distinctive programs that blend medical science, technology, and ethical values. The university strives to develop skilled healthcare professionals and leaders who are committed to excellence in clinical practice, innovation, and community service. By fostering a learner-centric environment, promoting research and collaboration, and addressing emerging healthcare challenges, A.M.C University aims to contribute to the advancement of healthcare systems at local, national, and global levels.”

STRATEGIC PHASES**1. Short-Term (2025–2030)**

Focus on establishing strong academic and clinical foundations through:

- Development of interdisciplinary healthcare programs
- Enhancement of infrastructure including hospitals and simulation labs
- Recruitment of qualified faculty and healthcare professionals
- Initiation of national and international collaborations

2. Medium-Term (2030–2035)

Expand institutional capabilities by:

- Strengthening research ecosystems and centers of excellence
- Diversifying healthcare programs in emerging fields
- Enhancing global partnerships and exchange programs
- Improving student experience and community healthcare initiatives

3. Long-Term (2035–2040)

Achieve global leadership by:

- Establishing international recognition in healthcare education and research
- Advancing sustainable healthcare practices
- Building strong alumni and global academic networks
- Leading innovation in healthcare systems and technologies

CORE PLANS

a. Academic Excellence

Develop advanced healthcare programs aligned with global standards, focusing on clinical competencies, ethics, and patient care.

b. Research and Innovation

Establish interdisciplinary research centers in clinical sciences, biomedical research, health informatics, and public health.

c. Global Outreach

Expand international collaborations, student/faculty exchanges, and joint research initiatives.

d. Community Engagement

Implement rural health programs, preventive healthcare initiatives, and public health awareness campaigns.

e. Sustainability

Promote eco-friendly hospital systems, green campus initiatives, and sustainable healthcare practices.

3. FIFTEEN-YEAR STRATEGIC PLAN (2025-26 to 2039-40)

PHASE 1:

SHORT-TERM GOALS (2025–2030)

Objective: Establish a strong foundation for a distinctive, high-impact healthcare education and clinical training ecosystem with national and global relevance.

1. Academic Excellence and Distinct Healthcare Programs

- ▶ Develop and launch interdisciplinary programs in allied health sciences, clinical informatics, genetic counselling, healthcare simulation, and patient care technologies.
- ▶ Establish a curriculum advisory board including healthcare experts, clinicians, and industry professionals to ensure global standards and clinical relevance.

2. Infrastructure and Learning Environment

- ▶ Develop advanced laboratories, simulation centers, and hospital-based clinical training facilities.
- ▶ Create a student-centered campus with digital health technologies and modern learning resources.
- ▶ Establish hospital information systems and telemedicine platforms for experiential learning.

3. Faculty Development and Recruitment

- ▶ Recruit experienced faculty including clinicians, researchers, and allied health specialists.
- ▶ Provide continuous training in clinical practice, research methodologies, and interdisciplinary teaching.

4. Community Health Engagement and Social Impact

- ▶ Launch rural healthcare outreach programs, health camps, and preventive health initiatives.
- ▶ Engage students and faculty in addressing real-world healthcare challenges through community service.

PHASE 2:**MEDIUM-TERM GOALS (2030–2035)**

Objective: Expand institutional capabilities, enhance research output, and strengthen global engagement.

1. Program Diversification and Expansion

- ▶ Introduce specialized programs in health informatics, public health, clinical documentation, biomedical sciences, and healthcare technologies.
- ▶ Offer certification programs, online learning modules, and continuing medical education (CME) courses.

2. Research and Innovation Ecosystem

- ▶ Establish interdisciplinary research centers in clinical sciences, biomedical research, public health, and digital health.
- ▶ Develop incubation centers to support healthcare start-ups and innovation in medical technologies.

3. Strengthening International Partnerships

- ▶ Establish collaborations with international universities, hospitals, and research organizations.
- ▶ Promote student exchange, faculty mobility, and joint research programs.

4. Enhanced Student Experience

- ▶ Implement mentorship programs focusing on clinical competency, career guidance, and personal development.
- ▶ Strengthen student wellness programs including mental health support and skill development initiatives.

5. Community Impact and Outreach Expansion

- ▶ Expand community healthcare initiatives aligned with national health programs.
- ▶ Collaborate with government agencies and NGOs for large-scale public health interventions.

PHASE 3:**LONG-TERM GOALS (2035–2040)**

Objective: Achieve global recognition as a leader in healthcare education, research, and innovation.

1. Global Academic Recognition and Rankings

- ▶ Achieve top positions in national and international rankings for healthcare education and research.
- ▶ Position the university as a preferred destination for international students, researchers, and healthcare professionals.

2. Innovation and Leadership in Healthcare Research

- ▶ Establish the university as a hub for advanced clinical research, medical innovation, and healthcare technologies.
- ▶ Lead global initiatives in areas such as digital health, AI in healthcare, and public health systems.

3. Sustainable Healthcare Development and Social Responsibility

- ▶ Implement green hospital initiatives, eco-friendly campus systems, and sustainable healthcare practices.
- ▶ Align all programs with public health priorities and sustainable development goals (SDGs).

4. Enduring Global Partnerships and Influence

- ▶ Build long-term collaborations with global healthcare institutions, research bodies, and policy organizations.
- ▶ Host international conferences, healthcare summits, and academic forums.

5. Alumni Network and Societal Impact

- ▶ Establish a strong alumni network contributing to healthcare development and mentoring students.
- ▶ Promote alumni-led initiatives in community health, innovation, and global healthcare leadership.

4. THE PROJECT PLANNING

Phase	Year	Goal	Project	Cost (INR Cr)	Committee	Resources Required
Short-Term	2025–30	Academic Excellence and Distinct Programs	Develop and launch interdisciplinary healthcare programs	10	Academic & Research Committee	Faculty, Digital Infrastructure
		Infrastructure and Learning Environment	Build advanced labs, simulation centers & centers of excellence	15	Infrastructure Committee	Lab Equipment, Clinical Setup
		Faculty Development and Recruitment	Hire expert faculty & conduct clinical/academic training	8	HR & Training Committee	Trainers, Digital Resources
		Community Engagement & Social Impact	Launch rural health programs & outreach initiatives	7	Community Engagement Committee	Local Networks, Faculty
Medium-Term	2030–35	Program Diversification & Expansion	Introduce specialized healthcare courses	10	Curriculum Development Committee	Faculty, E-learning Tools
		Research and Innovation Ecosystem	Establish interdisciplinary healthcare research centers	25	Research & Innovation Committee	Research Labs, Grants
		Strengthening International Partnerships	Initiate student & faculty exchange programs	12	International Relations Committee	MoUs, Travel Grants
		Enhanced Student Experience	Implement mentorship, simulation training & wellness programs	8	Student Welfare Committee	Skill Labs, Counseling
Long-Term	2035–40	Global Academic Recognition & Rankings	Improve rankings through research & academic excellence	12	Accreditation Committee	Publications, Strategies
		Innovation & Leadership in Research	Drive advanced medical research & innovation projects	18	Innovation & Research Committee	R&D Funds, Patents
		Sustainable Development & Social Responsibility	Implement green hospital & eco-friendly campus systems	12	Sustainability Committee	Renewable Infrastructure
		Alumni Network & Societal Impact	Build strong alumni & global healthcare network	8	Alumni Engagement Committee	Platforms, Events
Total				145.00		

5. THE HEAD-WISE EXPENDITURE FOR THE PLANNED PROJECTS

YEAR	PROJECT	Cost of HR (INR Cr)	Cost of Machinery & Equipment (INR Cr)	Cost of Infrastructure (INR Cr)	Cost of Contingencies (INR Cr)	Total Cost (INR Cr)
2025–26	Develop and launch interdisciplinary programs	4	3	1.8	1.2	10
2025–28	Hire expert faculty & conduct training	3	1.6	1.5	0.4	6.5
2026–28	Build advanced labs & simulation centers	5.5	5.5	2.5	1.5	15
2028–30	Launch rural health outreach programs	2.5	1.8	1.4	1.3	7
2028–30	Introduce specialized healthcare courses	3.5	3.5	1.8	1.2	10
2030–32	Establish interdisciplinary research centers	9	10	4.5	2	25.5
2032–34	Initiate student & faculty exchange programs	4.5	3	2	2.5	12
2034–35	Implement mentorship & wellness programs	3	2	1.8	1.2	8
2035–36	Improve rankings through academic initiatives	4.5	4.5	2	1.5	12.5
2036–38	Drive advanced medical research projects	6.5	6.5	3.5	2	18.5
2038–39	Implement green hospital & eco-campus systems	4	3	3.5	1.5	12
2039–40	Build strong alumni & global network	2	1.5	1.5	3	8

6. KEY PERFORMANCE INDICATORS (KPIs)

YEAR	PROJECT	KEY PERFORMANCE INDICATORS (KPIs)
2025–2026	Develop and launch interdisciplinary healthcare programs	- Number of new healthcare programs introduced - Student enrolment in allied health and clinical programs - Industry/hospital collaborations established
2025–2028	Hire expert faculty & conduct training	- Number of faculty recruited (clinical & academic) - Number of training/CME programs conducted - Improvement in teaching quality and research output
2026–2028	Build research labs and simulation centers	- Number of labs and simulation centers established - Clinical skill training sessions conducted - Research publications and student participation
2028–2030	Launch community health & outreach programs	- Number of health camps and outreach initiatives - Student participation in community healthcare activities - Measurable improvement in community health indicators
2028–2030	Introduce specialized healthcare courses	- Number of specialized programs introduced - Enrolment in new courses - Certifications aligned with healthcare industry standards
2030–2032	Establish interdisciplinary research centers	- Number of research projects initiated - Research funding received - Collaborations with hospitals, research institutes, and industries
2032–2034	Initiate student & faculty exchange programs	- Number of MoUs signed with global institutions - Participation in international exchange programs - Improvement in global exposure and academic collaboration
2034–2035	Implement mentorship & wellness programs	- Number of mentorship programs conducted - Student participation rate - Improvement in student well-being and academic performance
2035–2036	Improve rankings through academic excellence	- Improvement in national/international rankings - Increase in research publications and citations - Employer satisfaction and placement outcomes
2036–2038	Drive advanced healthcare research projects	- Number of patents filed - Industry-funded clinical research projects - Awards and recognitions in healthcare innovation
2038–2039	Implement green hospital & eco-campus systems	- Reduction in carbon footprint - Renewable energy usage in campus/hospital - Waste management and biomedical waste compliance efficiency
2039–2040	Build strong alumni & global healthcare network	- Number of active alumni members - Alumni engagement programs conducted - Alumni contributions (mentorship, funding, partnerships)

7. MAJOR STEPS IN THE DEVELOPMENT OF THE PROJECT

YEAR	PROJECT	MAJOR STEPS IN DEVELOPMENT
2025–2026	Develop and launch interdisciplinary healthcare programs	1. Identify key domains such as clinical sciences, health informatics, genetic counselling, and allied health. 2. Design curriculum with input from clinicians, hospitals, and academic experts. 3. Obtain approvals from regulatory bodies. 4. Recruit qualified healthcare faculty. 5. Launch and promote programs to students.
2025–2028	Hire expert faculty & conduct training	1. Identify faculty requirements in clinical and academic areas. 2. Conduct national and international recruitment drives. 3. Organize faculty orientation and training in clinical teaching and research. 4. Provide incentives for research and skill development. 5. Monitor faculty performance and student feedback.
2026–2028	Build research labs and simulation centers	1. Identify priority areas such as diagnostics, biomedical research, and simulation training. 2. Procure advanced lab equipment and simulation systems. 3. Establish skill labs and clinical simulation centers. 4. Recruit technical staff and researchers. 5. Develop collaborations for research funding.
2028–2030	Launch community health & outreach programs	1. Identify healthcare needs in rural and underserved areas. 2. Collaborate with NGOs, PHCs, and government bodies. 3. Train students in community healthcare delivery. 4. Conduct health camps and awareness programs. 5. Evaluate outcomes and expand impact.
2028–2030	Introduce specialized healthcare courses	1. Conduct market analysis on healthcare workforce demand. 2. Develop curriculum with clinical and industry experts. 3. Obtain regulatory approvals. 4. Implement programs in online and offline modes. 5. Continuously evaluate and update course content.
2030–2032	Establish interdisciplinary healthcare research centers	1. Define research themes such as public health, digital health, and clinical research. 2. Secure funding from government and industry. 3. Establish advanced research infrastructure. 4. Form interdisciplinary research teams. 5. Promote collaborative research projects.
2032–2034	Initiate student & faculty exchange programs	1. Identify global academic and hospital partners. 2. Sign MoUs and collaboration agreements. 3. Establish funding and scholarship programs. 4. Promote participation through awareness initiatives. 5. Evaluate impact on academic and clinical exposure.
2034–2035	Implement mentorship & wellness programs	1. Design mentorship models for academic and clinical guidance. 2. Engage faculty and industry mentors. 3. Establish student wellness centers with counseling services. 4. Conduct mental health and skill-building workshops. 5. Monitor student progress and satisfaction.
2035–2036	Improve rankings through academic initiatives	1. Strengthen research output and publications. 2. Enhance student employability and clinical competencies. 3. Improve academic quality and accreditation compliance. 4. Expand international collaborations. 5. Promote institutional achievements and branding.
2036–2038	Drive advanced healthcare research projects	1. Identify priority research areas in healthcare innovation. 2. Secure research funding from agencies and industries. 3. Establish innovation and incubation hubs. 4. Encourage patents and technology development. 5. Promote commercialization of research outcomes.
2038–2039	Implement green hospital & eco-campus systems	1. Conduct sustainability and energy audits. 2. Introduce renewable energy solutions. 3. Implement biomedical waste management systems. 4. Promote water conservation practices. 5. Encourage student-led sustainability initiatives.
2039–2040	Build strong alumni & global healthcare network	1. Develop alumni database and engagement strategy. 2. Organize alumni meets and networking events. 3. Encourage alumni mentorship programs. 4. Highlight alumni success stories. 5. Promote alumni contributions to institutional growth.

8. DETAILS FOR PROGRAM/PROJECT IMPLEMENTATION

Project Name	Year	Objectives	Key Steps	Key Performance Indicators (KPIs)	Core Committee
Develop and launch interdisciplinary healthcare programs	2025–2026	Introduce advanced healthcare programs aligned with clinical needs and global standards.	1. Identify domains (clinical, diagnostics, health informatics). 2. Design curriculum with experts. 3. Obtain regulatory approvals. 4. Recruit faculty. 5. Launch programs.	- No. of programs - Student enrolment - Hospital collaborations	Academic & Research Committee
Hire expert faculty & conduct training	2025–2028	Recruit skilled faculty and enhance teaching, clinical, and research capabilities.	1. Identify faculty needs. 2. Conduct recruitment drives. 3. Organize CME/training programs. 4. Provide research incentives. 5. Monitor performance.	- Faculty recruited - Training sessions - Research output improvement	HR & Training Committee
Build research labs & simulation centers	2026–2028	Establish advanced labs and clinical simulation centers for skill development.	1. Identify research areas. 2. Procure equipment. 3. Establish labs & simulation units. 4. Recruit staff. 5. Secure funding.	- Labs established - Publications - Grants received	Infrastructure Committee
Launch community health & outreach programs	2028–2030	Address public health challenges and promote community engagement.	1. Identify health issues. 2. Partner with NGOs/PHCs. 3. Train students. 4. Conduct camps. 5. Evaluate impact.	- Health camps - Student participation - Community impact	Community Engagement Committee
Introduce specialized healthcare courses	2028–2030	Expand programs with industry-relevant healthcare specializations.	1. Market research. 2. Develop curriculum. 3. Obtain approvals. 4. Launch courses. 5. Review effectiveness.	- New courses - Enrolment growth - Industry linkages	Curriculum Development Committee
Establish interdisciplinary research center	2030–2032	Promote collaborative healthcare research and innovation.	1. Define research themes. 2. Secure funding. 3. Develop infrastructure. 4. Form research teams. 5. Monitor projects.	- Research projects - Funding received - Collaborations	Research & Innovation Committee

Initiate student & faculty exchange programs	2032–2034	Enhance global exposure and academic collaboration.	1. Identify global partners. 2. Sign MoUs. 3. Provide funding support. 4. Promote participation. 5. Evaluate outcomes.	▪ Exchange programs ▪ Participants ▪ Global exposure impact	International Relations Committee
Implement mentorship & wellness programs	2034–2035	Improve student well-being, academic performance, and career readiness.	1. Design mentorship model. 2. Recruit mentors. 3. Establish wellness centers. 4. Conduct workshops. 5. Monitor progress.	▪ Mentorship programs ▪ Student well-being ▪ Feedback scores	Student Welfare Committee
Improve rankings through academic initiatives	2035–2036	Strengthen institutional reputation through academic and research excellence.	1. Improve research output. 2. Enhance faculty quality. 3. Build industry links. 4. Achieve accreditations. 5. Promote achievements.	▪ Rankings ▪ Publications ▪ Employer satisfaction	Accreditation Committee
Drive advanced healthcare research projects	2036–2038	Promote innovation, patents, and translational healthcare research.	1. Identify research areas. 2. Secure grants. 3. Establish incubation hubs. 4. Encourage patents. 5. Commercialize outcomes.	▪ Patents ▪ Funded projects ▪ Awards	Innovation & Research Committee
Implement green hospital & eco-campus systems	2038–2039	Develop sustainable healthcare infrastructure and practices.	1. Conduct audits. 2. Implement green policies. 3. Install renewable energy. 4. Improve waste management. 5. Promote awareness.	▪ Carbon reduction ▪ Energy efficiency ▪ Sustainability index	Sustainability Committee
Build strong alumni & healthcare network	2039–2040	Strengthen alumni engagement and institutional growth support.	1. Develop alumni database. 2. Conduct networking events. 3. Promote mentorship. 4. Highlight success stories. 5. Establish funding channels.	▪ Alumni participation ▪ Contributions ▪ Reputation growth	Alumni Engagement Committee

9. BRIEF DESCRIPTION OF THE PROJECT IMPLEMENTATION

1. Develop and Launch Interdisciplinary Healthcare Programs (2025–26)

This project focuses on introducing advanced interdisciplinary healthcare programs in areas such as clinical sciences, health informatics, and allied health technologies. The implementation includes identifying emerging healthcare domains, designing curriculum with hospital and academic experts, securing regulatory approvals, recruiting qualified faculty, and launching programs. Success will be measured through the number of programs introduced, student enrolment, and hospital/industry collaborations. The Academic & Research Committee will oversee implementation.

2. Build Research Labs and Simulation Centers of Excellence (2026–27)

This initiative aims to establish state-of-the-art laboratories and clinical simulation centers to enhance practical learning and research capabilities. Key steps include identifying priority research areas, procuring advanced medical equipment, setting up simulation labs, recruiting technical staff, and securing funding. Success indicators include the number of labs established, research publications, and grants received. The Infrastructure Committee will manage execution.

3. Hire Expert Faculty & Conduct Training (2027–28)

This project emphasizes recruiting experienced faculty in clinical and allied health sciences and enhancing their teaching and research competencies. Steps include identifying faculty requirements, conducting recruitment drives, organizing CME programs and workshops, and offering research incentives. Performance will be evaluated based on faculty recruitment, training sessions conducted, and improvements in research output. The HR & Training Committee will lead this initiative.

4. Launch Community Health & Outreach Programs (2027–28)

The objective is to address public health challenges through community engagement. Implementation includes identifying healthcare needs, collaborating with NGOs and government bodies, training students for outreach, conducting health camps, and scaling impactful initiatives. Success will be measured through the number of outreach programs, student participation, and community health impact. The Community Engagement Committee will oversee activities.

5. Introduce Specialized Healthcare Courses (2028–29)

This project aims to expand academic offerings with specialized programs aligned with healthcare industry needs. Steps include conducting market research, developing curriculum with clinical experts, obtaining approvals, and delivering courses through blended learning modes. Success indicators include new courses introduced, student enrolment growth, and industry certifications. The Curriculum Development Committee will manage implementation.

6. Establish Interdisciplinary Healthcare Research Center (2029–30)

This initiative promotes collaborative research in areas such as public health, biomedical sciences, and digital health. Implementation includes defining research themes, securing funding, building infrastructure, forming interdisciplinary teams, and launching projects. Success will be measured by research output, funding received, and industry collaborations. The Research & Innovation Committee will lead this effort.

7. Initiate Student & Faculty Exchange Programs (2030–31)

This project enhances global exposure through partnerships with international universities and hospitals. Steps include identifying partners, signing MoUs, providing scholarships, promoting participation, and evaluating outcomes. Success indicators include exchange agreements, number of participants, and global academic impact. The International Relations Committee will oversee implementation.

8. Implement Mentorship & Wellness Programs (2031–32)

The focus is on improving student well-being and academic success through structured mentorship and wellness initiatives. Implementation includes developing mentorship models, engaging faculty

and industry mentors, establishing Counseling centers, and conducting workshops. Success will be measured through participation rates, student satisfaction, and well-being indicators. The Student Welfare Committee will manage this program.

9. Improve Ranking through Academic Initiatives (2032–33)

This project aims to enhance institutional rankings through improved academic quality and research excellence. Steps include strengthening research output, enhancing faculty performance, increasing industry collaborations, and achieving accreditations. Success indicators include improved rankings, research citations, and employer feedback. The Accreditation Committee will lead this initiative.

10. Drive Advanced Healthcare Research Projects (2033–34)

This initiative focuses on promoting innovation and translational research in healthcare. Implementation includes identifying research priorities, securing funding, establishing incubation centers, encouraging patents, and commercializing research outputs. Success will be measured through patents, funded projects, and recognitions. The Innovation & Research Committee will manage execution.

11. Implement Green Hospital & Eco-Campus Policies (2034–35)

This project aims to create a sustainable campus and healthcare environment. Steps include conducting sustainability audits, implementing green policies, adopting renewable energy, improving waste management, and promoting awareness. Success indicators include reduced carbon footprint, energy efficiency, and sustainability ratings. The Sustainability Committee will oversee implementation.

12. Build a Strong Alumni & Healthcare Network (2035–36)

This initiative focuses on strengthening alumni engagement to support institutional growth. Implementation includes creating an alumni database, organizing networking events, promoting mentorship, highlighting success stories, and establishing contribution programs. Success will be measured through alumni participation, mentorship activities, and funding contributions. The Alumni Engagement Committee will lead this effort.

10. RISKS AND RISK MITIGATION STRATEGIES

1. Develop and Launch Interdisciplinary Healthcare Programs (2025–26)

Risks:

- Low student enrolment due to lack of awareness of allied health careers
- Difficulty in recruiting interdisciplinary healthcare faculty
- Regulatory delays from healthcare councils

Risk Mitigation Strategies:

- Conduct awareness campaigns through hospitals, schools, and media
- Collaborate with visiting consultants and clinical experts
- Ensure early compliance with regulatory requirements

2. Build Research Labs and Simulation Centers (2026–27)

Risks:

- High cost of medical equipment and simulation infrastructure
- Limited research culture among faculty and students
- Difficulty in securing healthcare research funding

Risk Mitigation Strategies:

- Apply for government grants (ICMR, DST) and industry funding
- Provide research incentives and training programs
- Partner with hospitals and research institutions

3. Hire Expert Faculty & Conduct Training (2027–28)

Risks:

- Shortage of qualified clinical and allied health faculty
- High attrition due to better opportunities in hospitals
- Resistance to adopting modern teaching methods

Risk Mitigation Strategies:

- Offer competitive salary and clinical practice opportunities
- Provide continuous faculty development and career growth plans
- Conduct regular training in simulation-based and digital learning

4. Launch Community Health & Outreach Programs (2027–28)

Risks:

- Low participation from students and faculty
- Difficulty in measuring health impact outcomes
- Limited funding for outreach activities

Risk Mitigation Strategies:

- Integrate outreach programs into academic curriculum
- Use structured public health impact assessment tools
- Seek CSR funding and government support

5. Introduce Specialized Healthcare Courses (2028–29)

Risks:

- Rapid changes in medical technology making courses out-dated
- Low acceptance of new specializations
- Student hesitation due to unfamiliar domains

Risk Mitigation Strategies:

- Regular curriculum revision with hospital/industry experts
- Offer certification programs and internships
- Conduct career guidance and awareness sessions

6. Establish Interdisciplinary Healthcare Research Center (2029–30)

Risks:

- Challenges in securing continuous research funding
- Lack of interdisciplinary collaboration culture
- Inadequate research infrastructure

Risk Mitigation Strategies:

- Apply for national and international research grants
- Promote collaborative research projects across departments
- Develop infrastructure in a phased manner

7. Initiate Student & Faculty Exchange Programs (2030–31)

Risks:

- High cost of international programs
- Low participation rates
- Visa and regulatory constraints

Risk Mitigation Strategies:

- Provide scholarships and funding support
- Promote benefits of global exposure
- Partner with institutions in accessible countries

8. Implement Mentorship & Wellness Programs (2031–32)**Risks:**

- Low student engagement
- Shortage of trained counsellors and mentors
- Difficulty in evaluating outcomes

Risk Mitigation Strategies:

- Integrate mentorship into credit-based systems
- Involve alumni and healthcare professionals as mentors
- Use feedback systems and periodic evaluations

9. Improve Ranking through Academic Initiatives (2032–33)**Risks:**

- Slow improvement in rankings
- Difficulty in attracting high-quality faculty
- Limited international research visibility

Risk Mitigation Strategies:

- Strengthen research output and publications
- Recruit faculty with strong academic profiles
- Enhance international collaborations and joint publications

10. Drive Advanced Healthcare Research Projects (2033–34)**Risks:**

- High failure rate in research and innovation projects
- Challenges in patent filing and commercialization
- Limited industry funding

Risk Mitigation Strategies:

- Provide seed funding and incubation support
- Establish IP and technology transfer cell
- Strengthen industry partnerships for applied research

11. Implement Green Hospital & Eco-Campus Policies (2034–35)**Risks:**

- High initial investment for green infrastructure
- Resistance to adopting sustainable practices
- Difficulty in maintaining standards

Risk Mitigation Strategies:

- Implement sustainability initiatives in phases
- Conduct awareness and training programs
- Establish monitoring through sustainability committee

12. Build Strong Alumni & Healthcare Network (2035–36)**Risks:**

- Low alumni engagement
- Difficulty maintaining updated alumni database
- Limited financial contributions

Risk Mitigation Strategies:

- Organize regular alumni engagement programs
- Develop digital alumni platforms
- Encourage mentorship, recognition, and contribution programs

11. THE PROGRAMS / PROJECT IMPLEMENTATION STRATEGIES

The consolidated implementation strategy for A.M.C University from 2025 to 2040 focuses on building a strong healthcare education ecosystem integrating clinical excellence, research, technology, and community impact. Each strategy ensures alignment with global healthcare standards, regulatory requirements, and societal needs.

1. Curriculum Development and Academic Excellence Programs

Strategy: Develop competency-based healthcare curricula aligned with clinical standards and industry needs.

Implementation Steps:

- a. Establish a Clinical Curriculum Advisory Board with hospital experts.
- b. Conduct periodic curriculum reviews incorporating feedback from healthcare stakeholders.
- c. Introduce interdisciplinary modules in clinical practice, diagnostics, and digital health.

2. Research Labs and Centers of Excellence

Strategy: Promote research in clinical sciences, public health, and healthcare technologies.

Implementation Steps:

- a. Establish advanced labs and simulation centers.
- b. Develop centers of excellence in areas like health informatics and critical care.
- c. Encourage faculty research, publications, and funded projects.

3. Strategic International Partnerships and Exchange Programs

Strategy: Build global collaborations with universities and healthcare institutions.

Implementation Steps:

- a. Sign MoUs with international hospitals and academic institutions.
- b. Implement student and faculty exchange programs.
- c. Provide scholarships and support for international exposure.

4. Community Outreach and Public Health Initiatives

Strategy: Strengthen community healthcare services and social responsibility.

Implementation Steps:

- a. Conduct rural health camps and awareness programs.
- b. Partner with NGOs and government health departments.
- c. Measure impact through public health indicators.

5. Faculty Development and Recruitment Programs

Strategy: Build a skilled workforce of clinical educators and researchers.

Implementation Steps:

- a. Recruit experienced faculty from hospitals and academia.
- b. Conduct continuous medical education (CME) and training programs.
- c. Monitor performance using KPIs related to teaching and research.

6. Infrastructure Expansion and Technological Upgrades

Strategy: Develop modern healthcare infrastructure and digital systems.

Implementation Steps:

- a. Establish simulation labs, diagnostic centers, and smart classrooms.
- b. Implement Hospital Information Systems (HIS) and LMS platforms.
- c. Integrate sustainable and eco-friendly infrastructure practices.

7. Student-Centered Learning and Mentorship Programs

Strategy: Promote holistic student development and clinical competency.

Implementation Steps:

- a. Implement mentorship programs involving clinicians and alumni.
- b. Provide digital learning platforms and skill-based training.
- c. Enable flexible learning pathways and career guidance systems.

8. Internationalization and Global Ranking Initiatives

Strategy: Enhance global visibility and academic excellence.

Implementation Steps:

- a. Align programs with international accreditation standards.
- b. Promote international research collaborations and publications.
- c. Attract international students through specialized healthcare programs.

9. Innovation, Incubation, and Emerging Healthcare Technologies

Strategy: Foster innovation in healthcare research and entrepreneurship.

Implementation Steps:

- a. Establish healthcare innovation and incubation centers.
- b. Promote research in AI in healthcare, biotechnology, and medical devices.
- c. Collaborate with industry for translational research and startups.

10. Sustainable Healthcare and Green Campus Initiatives

Strategy: Integrate sustainability in healthcare delivery and campus operations.

Implementation Steps:

- a. Implement green hospital practices and energy-efficient systems.
- b. Promote biomedical waste management and water conservation.
- c. Monitor sustainability through regular audits and reporting systems.

11. Alumni Engagement and Healthcare Network Development

Strategy: Build a strong alumni network to support academic and clinical growth.

Implementation Steps:

- a. Develop a global alumni engagement platform.
- b. Promote mentorship, internships, and career support.
- c. Encourage alumni contributions to research and institutional development.

12. University-Wide Risk Management and Quality Assurance

Strategy: Ensure continuous quality improvement and risk mitigation.

Implementation Steps:

- a. Establish a quality assurance and risk management committee.
- b. Conduct regular audits and compliance checks.
- c. Use data-driven decision-making for continuous improvement.

13. Global Leadership and Healthcare Conferences

Strategy: Position the university as a leader in healthcare education and research.

Implementation Steps:

- a. Organize national and international medical conferences.
- b. Engage experts in clinical, research, and policy domains.
- c. Publish proceedings and promote academic visibility.

14. Long-Term Strategic Vision and Evaluation Framework (2040)

Strategy: Ensure sustainable growth aligned with healthcare advancements and global standards.

Implementation Steps:

- a. Develop periodic strategic plans aligned with long-term vision.
- b. Evaluate progress using KPIs and stakeholder feedback.
- c. Adapt programs based on emerging healthcare trends and technologies.

INSTITUTE DEVELOPMENT PLANS AMC

(DEEMED TO BE UNIVERSITY UNDER DISTINCT CATEGORY) (2025-2040)

PREAMBLE

The Institute Development Plan (IDP) is a strategic framework designed to guide the growth and development of higher educational institutions. In line with the directives of the University Grants Commission (UGC), India, the IDP aims to foster holistic and sustainable development within institutes by addressing key areas such as academic programs, infrastructure, research, governance, and community engagement. The plan serves as a roadmap to align institutional goals with national policies in higher education and global trends.

The rationale behind the IDP is to ensure that institutions develop a clear vision and mission that reflect the evolving needs of society. It emphasizes the importance of structured planning to enhance the quality of education, promote innovation, and build competencies among students and faculty members. By implementing an IDP, institutions can identify their strengths and weaknesses, set achievable targets, and develop action plans to meet both short-term and long-term objectives.

Moreover, the IDP encourages institutes to adopt best practices in administration, promote industry-academia linkages, and enhance the employability of students. The plan also focuses on improving access to education, promoting equity, and ensuring inclusivity in the higher education system. This approach supports institutions in adapting to the changing landscape of education while maintaining their distinct identity and contributing meaningfully to the larger educational ecosystem.

Institute Development Plans (IDPs) play a crucial role in the implementation of the National Education Policy (NEP) 2020, which envisions transforming India's higher education system to meet the demands of the 21st century. In the context of NEP-2020, IDPs serve as strategic blueprints for institutions to align their educational practices, infrastructure, and governance with the policy's objectives. The IDP framework emphasizes key aspects such as multidisciplinary education, flexibility in learning, research and innovation, and the promotion of digital and technological advancements. It helps institutions systematically plan for achieving holistic student development, enhancing faculty capacities, and fostering industry-academia linkages. The IDP also enables institutions to work towards accreditation, quality improvement, and internationalization while ensuring equity, inclusion, and sustainability. By integrating NEP-2020 guidelines, IDPs ensure that institutions become centers of excellence that cater to the diverse needs of learners, contributing to India's goal of becoming a global knowledge super power.

Introduction

Arunai Medical College and Hospital (AMC), established in 2021, in association with another three higher education institute of the same management, Arunai College of Pharmacy, Arunai Institution of Nursing Education and Research and Arunai Para Medical College, aims to transition into EVK University, a Distinct Deemed University under the UGC's 2023 regulations. This strategic plan outlines the university's mission to cultivate technically proficient and ethically grounded professionals through a holistic, impactful curriculum. Positioned on the Chittoor-Cuddalore highway in Tamil Nadu, AMC provides a conducive learning environment, focusing on student-centered development and moral education.

E.V.K University aims to emerge as a premier institution dedicated to excellence in medical, nursing, and allied health sciences education, research, and healthcare service delivery. Building on a strong academic and clinical foundation, the university seeks to transform into a globally recognized center for healthcare innovation, interdisciplinary learning, and community impact.

The strategic plan focuses on developing highly skilled, ethical, and compassionate healthcare professionals through competency-based education, advanced clinical training, and research-driven learning. Positioned to address evolving healthcare challenges, the university emphasizes patient-centered care, digital health integration, and public health advancement, ensuring meaningful contributions to society at both national and global levels.

This Detailed Project Report (DPR) encapsulates the strategic vision and operational framework that will guide the transformation over the next 15 years. The report is structured to provide a comprehensive overview of the strategic and rolling implementation plans that will underpin this journey. These include:

- a) **Academic Plan:** Envisioning a curriculum that blends technical depth with interdisciplinary breadth, aiming to equip students with skills for emerging fields and societal challenges.
- b) **Faculty Recruitment Plan:** Building a team of accomplished, research-driven educators with international exposure, to create a knowledge ecosystem that promotes innovation and critical thinking.
- c) **Student Admission Plan:** Establishing an admission strategy that attracts diverse, high-caliber students from across the globe, enhancing the university's intellectual and cultural diversity.
- d) **Research Plan:** Creating an impactful research ecosystem, fostering collaboration with industry and academic institutions worldwide, and focusing on areas that address societal challenges and drive technological advancement.
- e) **Campus Information and Communication Technology Plan:** Adopting cutting-edge ICT infrastructure to create a digitally empowered campus, facilitating seamless teaching, learning, and administrative processes.
- f) **Infrastructure Development Plan:** Expanding and enhancing campus facilities to support a dynamic learning environment, inclusive of state-of-the-art laboratories, libraries, and recreational spaces.

- g) Finance Plan:** Ensuring the financial sustainability and growth of the institution through diversified funding sources, including industry collaborations, alumni contributions, and government grants.
- h) Administrative Plan:** Streamlining administrative processes to support efficient and effective operations, ensuring transparency, accountability, and alignment with institutional goals.
- i) Governance Plan:** Establishing a governance framework that emphasizes strategic oversight, ethical leadership, and stakeholder engagement, ensuring the institution's integrity and commitment to its mission.

With clear annual milestones and action plans, this DPR details a transformative journey that aims to elevate Arunai Engineering College and other two sister institutions, into a leading institution recognized for its academic rigor, ethical standards, and contribution to societal progress. The report also includes an assessment of project institutes current academic and physical infrastructure, laying the groundwork for the envisioned development trajectory. By adhering to this roadmap, the management aspires to achieve national and international distinction, nurturing future leaders who embody technical prowess, integrity, and a commitment to societal impact.



Vision & Mission

VISION

“To be a pioneering university of distinction in healthcare education recognized nationally and globally for its innovative and interdisciplinary programs that integrate clinical excellence, technology, ethics, and holistic development. The institution is committed to nurturing competent, compassionate, and socially responsible healthcare professionals who are equipped to address evolving medical challenges. Through transformative learning, advanced clinical training, and research-driven innovation, the university aims to empower individuals to excel in their professions, improve patient care, and contribute meaningfully to society and global health systems.”

This vision reflects the institution’s commitment to delivering **high-impact healthcare education, research excellence, and community-centered outcomes**, enhancing its reputation both in India and internationally.

MISSION

“To advance healthcare knowledge, clinical excellence, and societal well-being through distinctive academic programs that integrate medical science, technology, research, and ethical values, enabling graduates to become skilled healthcare professionals and leaders who drive positive change at local, national, and global levels.”

STRATEGIC GOALS

1. Academic Excellence and Distinct Healthcare Programs
2. Advanced Clinical Infrastructure and Learning Environment
3. Faculty Development and Healthcare Expertise Enhancement
4. Community Health Engagement and Social Responsibility
5. Program Diversification in Emerging Healthcare Fields
6. Research and Innovation in Medical and Allied Health Sciences
7. Strengthening National and International Healthcare Partnerships
8. Enhancing Student Experience and Clinical Competency
9. Expansion of Community Outreach and Public Health Initiatives
10. Global Recognition through Accreditation and Rankings
11. Innovation and Leadership in Healthcare Research
12. Sustainable Healthcare Practices and Environmental Responsibility
13. Long-term Global Collaborations and Academic Influence
14. Alumni Engagement and Contribution to Healthcare Systems

6. MAPPING OF UNIVERSITY GOALS WITH THE UGC RECOMMENDED STRATEGIC GOALS

SR. NO.	UNIVERSITY GOALS AS PER VISION AND MISSION	STRATEGIC GOALS AS PER UGC IDP GUIDELINES
1	Academic Excellence and Distinct Healthcare Programs	Promote academic quality through outcome-based education, competency-based clinical training, and interdisciplinary healthcare programs aligned with global standards
2	Infrastructure and Learning Environment	Develop advanced healthcare infrastructure including teaching hospitals, simulation labs, digital health systems, and smart classrooms for experiential learning
3	Faculty Development and Recruitment	Implement continuous professional development, clinical training updates, and research support to recruit and retain qualified healthcare faculty
4	Community Health Engagement and Social Impact	Align academic activities with community healthcare needs through outreach programs, rural health services, and preventive healthcare initiatives
5	Program Diversification and Expansion	Introduce emerging healthcare programs such as health informatics, genetic counseling, patient experience, and clinical documentation improvement
6	Research and Innovation Ecosystem	Establish research centers in clinical sciences, biomedical technologies, and public health to promote interdisciplinary and solution-oriented healthcare research
7	Strengthening National and International Partnerships	Build collaborations with hospitals, healthcare institutions, universities, and research organizations for academic exchange and joint research
8	Enhanced Student Experience	Provide holistic student development through clinical exposure, mentorship, skill-based training, and wellness support systems
9	Community Impact and Outreach Expansion	Expand healthcare services through community programs, awareness campaigns, and public health initiatives to improve societal well-being
10	Global Academic Recognition and Rankings	Achieve accreditation and recognition through national and international frameworks relevant to healthcare education and research excellence
11	Innovation and Leadership in Healthcare Research	Promote innovation through healthcare technology development, clinical research projects, and startup incubation in medical sciences
12	Sustainable Healthcare Development and Social Responsibility	Integrate sustainable healthcare practices, environmental health awareness, and ethical healthcare delivery into institutional activities
13	Enduring Global Partnerships and Influence	Establish long-term collaborations with global healthcare institutions for academic, research, and clinical advancements
14	Alumni Network and Societal Impact	Strengthen alumni engagement to support mentorship, professional networking, and community healthcare initiatives

7. THE ENABLES TO ACHIEVE THE STRATEGIC GOALS

SR. NO.	UNIVERSITY GOALS	ENABLES	REMARKS
1	Academic Excellence and Distinct Healthcare Programs	Outcome-based curriculum, clinical training, simulation-based learning, experienced faculty	Deliver differentiated healthcare education with measurable clinical competencies and patient-care outcomes
2	Infrastructure and Learning Environment	Advanced hospitals, simulation labs, smart classrooms, digital health systems	Create a technology-enabled, patient-centric and practical learning environment
3	Faculty Development and Recruitment	Continuous medical education (CME), research incentives, global exposure	Attract and retain skilled healthcare professionals and academic experts
4	Community Health Engagement and Social Impact	Rural health camps, outreach programs, public health awareness initiatives	Strengthen community healthcare delivery and promote preventive health practices
5	Program Diversification and Expansion	Emerging programs in health informatics, genetic counseling, clinical documentation, patient experience	Address evolving healthcare industry demands and multidisciplinary needs
6	Research and Innovation Ecosystem	Clinical research centers, biomedical labs, interdisciplinary research initiatives	Promote innovation in diagnostics, treatment, and healthcare delivery systems
7	Strengthening National and International Partnerships	MoUs with hospitals, universities, and research organizations	Enhance clinical exposure, research collaboration, and global learning opportunities
8	Enhanced Student Experience	Mentorship programs, clinical rotations, skill labs, wellness support	Ensure holistic development and professional readiness of students
9	Community Impact and Outreach Expansion	Preventive healthcare programs, mobile clinics, health education campaigns	Improve public health outcomes and extend healthcare access to underserved populations
10	Global Academic Recognition and Rankings	Accreditation (NAAC, NABH-linked systems), international collaborations	Improve institutional visibility and global recognition in healthcare education
11	Innovation and Leadership in Healthcare Research	Innovation labs, start-up incubation in healthcare technologies	Foster leadership in medical innovation and translational research
12	Sustainable Healthcare Development and Social Responsibility	Green hospital initiatives, waste management systems, environmental health programs	Promote sustainable and ethical healthcare practices
13	Enduring Global Partnerships and Influence	Long-term collaborations, joint research, exchange programs	Build strong global academic and healthcare networks

8. DEVELOPMENTAL OBJECTIVES OF ARUNAI DEEMED TO BE UNIVERSITY – TIRUVANNAMALAI (TAMIL NADU)

GOALS OF ARUNAI UNIVERSITY / STRATEGIC GOALS	DEVELOPMENTAL OBJECTIVES FOR ARUNAI UNIVERSITY
Institutional Visibility and Reputation	Achieve recognition among top healthcare and allied health sciences institutions nationally and progress toward global rankings by enhancing academic quality, clinical excellence, and strategic collaborations with reputed healthcare institutions and universities.
Research and Innovation	Achieve significant growth in healthcare research outputs including publications in indexed journals, clinical trials, patents in medical technologies, and funded research projects. Establish a strong research culture promoting innovation in clinical practice, diagnostics, and healthcare delivery systems.
Multidisciplinary and Interdisciplinary Research	Establish multidisciplinary research centers in areas such as clinical sciences, biomedical materials, health informatics, public health, and healthcare simulation. Promote interdisciplinary programs addressing complex healthcare challenges through integrated approaches.
Industry-Academia Collaboration and Skill Development	Develop strong collaborations with hospitals, diagnostic centers, pharmaceutical industries, and healthcare organizations to provide hands-on training, internships, and skill-based education aligned with industry requirements.
Entrepreneurship and Innovation Ecosystem	Establish a healthcare-focused incubation center to support innovation in medical devices, digital health solutions, and healthcare services. Encourage start-ups and research-based entrepreneurship in healthcare domains.
Encouraging Higher Studies and Professional Growth	Motivate students to pursue higher education, research, and specialization in advanced healthcare fields. Provide pathways for academic progression, certifications, and professional development.
Global Faculty and Talent Mobility	Attract qualified faculty and healthcare experts from national and international institutions. Promote faculty exchange, visiting professorships, and collaborative teaching to enhance academic and clinical expertise.
Digital Transformation and Infrastructure	Develop a comprehensive digital ecosystem including hospital information systems, learning management systems (LMS), simulation technologies, telemedicine platforms, and data-driven healthcare education tools.
Collaborations and Partnerships	Establish national and international collaborations with universities, hospitals, research institutes, and public health organizations. Expand academic partnerships to support joint research, student exchange, and global healthcare initiatives.

EXPLANATION OF THE DEVELOPMENTAL OBJECTIVES

1. Global Recognition and Ranking

- ▶ Enhance the institution's profile by participating in national and international healthcare ranking systems and accreditation frameworks.
- ▶ Focus on academic excellence, clinical outcomes, research quality, and global collaborations to build a strong institutional reputation.

2. Growth in Healthcare Research Outcomes

- ▶ Promote increased research publications in indexed medical and allied health journals, along with clinical studies and funded research projects.
- ▶ Encourage innovation in diagnostics, treatment methods, public health, and healthcare technologies through faculty and student research initiatives.

3. Multidisciplinary and Interdisciplinary Healthcare Programs

- ▶ Develop programs that integrate medical sciences, nursing, allied health, data science, and technology to address complex healthcare challenges.
- ▶ Establish centers of excellence in areas such as clinical research, health informatics, biomedical materials, and public health systems.

4. Industry and Hospital Collaborative Centers of Excellence

- ▶ Partner with hospitals, diagnostic centers, and healthcare industries to establish collaborative centers providing clinical exposure and practical training.
- ▶ Strengthen internship programs, clinical rotations, and industry-linked skill development initiatives.

5. Healthcare Innovation and Incubation Ecosystem

- ▶ Establish incubation centers focused on healthcare innovation, including medical devices, digital health solutions, and patient care technologies.
- ▶ Promote entrepreneurship through innovation challenges, start-up support, and collaboration with healthcare industries.

6. Student Advancement and Higher Studies

- ▶ Encourage students to pursue higher education, specialization, and research in advanced healthcare fields.
- ▶ Provide academic guidance, career counseling, and research opportunities to support professional growth.

7. Attracting Global Healthcare Faculty

- ▶ Recruit experienced healthcare professionals and academicians from reputed national and international institutions.
- ▶ Promote faculty exchange programs and collaborative teaching to enhance academic quality and global exposure.

8. Building a Digital Healthcare Ecosystem

- ▶ Integrate digital technologies such as electronic health records (EHR), telemedicine, AI-based learning, and simulation platforms into academic and clinical training.

- ▶ Ensure seamless digital communication, collaboration, and access to learning resources for all stakeholders.

9. Strengthening Collaborations and Global Partnerships

- ▶ Establish partnerships with international universities, hospitals, research organizations, and public health institutions.
- ▶ Promote student exchange programs, joint research initiatives, and global healthcare collaborations to enhance institutional impact.

9. THE PROJECT PLANNING (2025-2040)

Phase	Year	Goal	Project	Cost (INR Cr)	Committee	Resources Required
Short-Term	2025–30	Academic Excellence and Distinct Programs	Develop and launch interdisciplinary healthcare programs	10	Academic & Research Committee	Faculty, Digital Infrastructure
		Infrastructure and Learning Environment	Build advanced labs, simulation centers & centers of excellence	15	Infrastructure Committee	Lab Equipment, Clinical Setup
		Faculty Development and Recruitment	Hire expert faculty & conduct clinical/academic training	8	HR & Training Committee	Trainers, Digital Resources
		Community Engagement & Social Impact	Launch rural health programs & outreach initiatives	7	Community Engagement Committee	Local Networks, Faculty
Medium-Term	2030–35	Program Diversification & Expansion	Introduce specialized healthcare courses	10	Curriculum Development Committee	Faculty, E-learning Tools
		Research and Innovation Ecosystem	Establish interdisciplinary healthcare research centers	25	Research & Innovation Committee	Research Labs, Grants
		Strengthening International Partnerships	Initiate student & faculty exchange programs	12	International Relations Committee	MoUs, Travel Grants
		Enhanced Student Experience	Implement mentorship, simulation training & wellness programs	8	Student Welfare Committee	Skill Labs, Counseling
Long-Term	2035–40	Global Academic Recognition & Rankings	Improve rankings through research & academic excellence	12	Accreditation Committee	Publications, Strategies
		Innovation & Leadership in Research	Drive advanced medical research & innovation projects	18	Innovation & Research Committee	R&D Funds, Patents
		Sustainable Development & Social Responsibility	Implement green hospital & eco-friendly campus systems	12	Sustainability Committee	Renewable Infrastructure
		Alumni Network & Societal Impact	Build strong alumni & global healthcare network	8	Alumni Engagement Committee	Platforms, Events
Total				145.00		

10. THE HEAD-WISE EXPENDITURE FOR THE PLANNED PROJECTS

YEAR	PROJECT	Cost of HR (INR Cr)	Cost of Machinery & Equipment (INR Cr)	Cost of Infrastructure (INR Cr)	Cost of Contingencies (INR Cr)	Total Cost (INR Cr)
2025–26	Develop and launch interdisciplinary programs	4	3	1.8	1.2	10
2025–28	Hire expert faculty & conduct training	3	1.6	1.5	0.4	6.5
2026–28	Build advanced labs & simulation centers	5.5	5.5	2.5	1.5	15
2028–30	Launch rural health outreach programs	2.5	1.8	1.4	1.3	7
2028–30	Introduce specialized healthcare courses	3.5	3.5	1.8	1.2	10
2030–32	Establish interdisciplinary research centers	9	10	4.5	2	25.5
2032–34	Initiate student & faculty exchange programs	4.5	3	2	2.5	12
2034–35	Implement mentorship & wellness programs	3	2	1.8	1.2	8
2035–36	Improve rankings through academic initiatives	4.5	4.5	2	1.5	12.5
2036–38	Drive advanced medical research projects	6.5	6.5	3.5	2	18.5
2038–39	Implement green hospital & eco-campus systems	4	3	3.5	1.5	12
2039–40	Build strong alumni & global network	2	1.5	1.5	3	8

SUMMARY:

Cost of HR	52
Machinery & Equipment	45.4
Infrastructure	26.3
Contingencies	19.3

TOTAL COST 145.00CR

11. SUMMARY OF THE INSTITUTIONAL DEVELOPMENT PLAN (IDP) FOR ARUNAI UNIVERSITY

The Institutional Development Plan (IDP) for Arunai University is designed to position the institution as a leading center of excellence in **medical, nursing, and allied health sciences education** by 2040. Backed by strong academic foundations and healthcare infrastructure, the university aims to deliver high-quality education, advanced clinical training, and impactful research. The institution envisions becoming a globally recognized hub for **healthcare education, clinical excellence, research innovation, and community health development**, with a mission to foster a learner-centric and socially responsible academic ecosystem.

Aligned with its vision, the university's strategic goals include achieving national and global recognition, strengthening clinical and research capabilities, expanding interdisciplinary healthcare programs, and building strong collaborations with hospitals, research organizations, and international institutions. The IDP emphasizes the development of **centers of excellence in clinical sciences, health informatics, biomedical research, and public health**, along with establishing incubation centers to promote healthcare innovation and entrepreneurship.

The plan is structured into **three phases (short-term, medium-term, and long-term)** spanning 2025 to 2040, with clearly defined milestones and measurable outcomes. Key initiatives include enhancing clinical infrastructure, improving research output, expanding global partnerships, and strengthening community healthcare outreach programs. The university also focuses on building a robust digital ecosystem integrating **simulation-based learning, telemedicine, and data-driven healthcare systems**.

The total project investment has been optimized to approximately **₹145 Crores**, ensuring balanced allocation across academic development, infrastructure, research, and human resources. This strategic investment will support the university's goal of becoming a leader in healthcare education, innovation, and service delivery.

The successful implementation of the IDP will be driven by strong governance, continuous monitoring, and active participation of faculty, students, healthcare professionals, and stakeholders. Through this comprehensive roadmap, Arunai University aims to contribute significantly to the advancement of healthcare systems, improve societal well-being, and establish itself as a globally recognized institution committed to excellence and impact.

ACADEMIC PLAN

AMC DEEMED TO BE UNIVERSITY

THE PROPOSED PROGRAMS TO BE OFFERED AND THE ACADEMIC PLANNING

The Proposed Under-Graduate, Post-Graduate and Research programs

TABLE NO.1: UNDER GRADUATE AND POST-GRADUATE PROGRAMS

STREAM	S.NO	COURSENAME
Applied Science	1.	B.Sc. Transplant Coordinator
	2.	B.Sc. Radioisotope Technology
	3.	B.Sc. Diagnostic Cardiac Sonography
	4.	B.Sc. Bio Material Analyst
	5.	B.Sc. Clinical Anaplastology
	6.	M.Sc. Medical Dosimeter
	7.	M.Sc. Medical Illustrator
	8.	M.Sc. Healthcare Simulation
Health Care Professions	9.	B.Sc. Clinical Documentation Improvement
	10.	B.Sc. Clinical informatics
	11.	M.Sc. Genetic Counseling
	12.	M.Sc. Global Health Security
	13.	M.Sc. Patient Experience
Nursing and Paramedical Science	14.	B.Sc. Clinical Specialist
	15.	B.Sc. Medical Law & Ethics
	16.	M.Sc. Physician Assistant
	17.	M.Sc. Nursing Practitioner
	18.	M.Sc. Anesthesia Associate

THE FEE STRUCTURE

S.NO	COURSE	DURATION	INTAKE	FEE PER ANNUM
1.	B.Sc. Transplant Coordinator	3 Years	60	
2.	B.Sc. Radioisotope Technology	3 Years	60	
3.	B.Sc. Diagnostic Cardiac Sonography	3 Years	60	
4.	B.Sc. Bio Material Analyst	3 Years	60	
5.	B.Sc. Clinical Anaplastology	3 Years	60	
6.	M.Sc. Medical Dosimetry	2 Years	20	
7.	M.Sc. Medical Illustrator	2 Years	20	
8.	B.Sc. Clinical Documentation Improvement	3 Years	60	
9.	B.Sc. Clinical informatics	3 Years	60	
10.	M.Sc. Genetic Counseling	2 Years	20	
11.	M.Sc. Global Health Security	2 Years	20	
12.	M.Sc. Patient Experience	2 Years	20	
13.	B.Sc. Clinical Specialist	3 Years	60	
14.	B.Sc. Medical Law & Ethics	2 Years	60	
15.	M.Sc. Physician Assistant	2 Years	20	
16.	M.Sc. Nursing Practitioner	2 Years	20	
17.	M.Sc. Anesthesia Associate	2 Years	20	
18.	M.Sc. Healthcare Simulation	2 Years	20	

TABLENO.2: RESEARCH PROGRAMS/ DOMAINS

S.NO	NAME OF THE PROGRAM	AVAILABLE VERTICAL SPECIALIZATION
1	Medical Sciences	MBBS – Existing Course MD / MS / PG Diploma – Existing Course
2	Nursing Sciences	B.Sc. Nursing – Existing Course M.Sc. Nursing – Existing Course M.Sc. Nursing Practitioner – Proposed Distinct Course
3	Allied Health Sciences	B.Sc. Accident & Emergency Care Technology – Existing Course B.Sc. Operation Theatre & Anaesthesia Technology – Existing Course B.Sc. Cardio Pulmonary Perfusion Care Technology – Existing Course B.Sc. Radiography and Imaging Technology – Existing Course B.Sc. Medical Laboratory Technology – Existing Course B.Sc. Respiratory Therapy Technology – Existing Course B.Sc. Critical Care Technology – Existing Course B.Sc. Physician Assistant – Existing Course B.Sc. Dialysis Technology – Existing Course B.Sc. Cardiac Technology – Existing Course
4	Clinical and Diagnostic Sciences	B.Sc. Diagnostic Cardiac Sonography – Proposed Distinct Course B.Sc. Radioisotope Technology – Proposed Distinct Course
5	Healthcare Technologies and Clinical Practice	B.Sc. Transplant Coordinator – Proposed Distinct Course M.Sc. Physician Assistant – Proposed Distinct Course M.Sc. Anaesthesia Associate – Proposed Distinct Course
6	Health Informatics and Clinical Documentation	B.Sc. Clinical Documentation Improvement – Proposed Distinct Course B.Sc. Clinical Informatics – Proposed Distinct Course
7	Biomedical Materials and Rehabilitation Sciences	B.Sc. Bio Material Analyst – Proposed Distinct Course B.Sc. Clinical Anaplastology – Proposed Distinct Course
8	Public Health, Genetics and Global Health Systems	M.Sc. Genetic Counselling – Proposed Distinct Course M.Sc. Global Health Security – Proposed Distinct Course
9	Healthcare Quality, Simulation and Patient Experience	M.Sc. Patient Experience – Proposed Distinct Course M.Sc. Healthcare Simulation – Proposed Distinct Course M.Sc. Medical Illustrator – Proposed Distinct Course M.Sc. Medical Dosimetry – Proposed Distinct Course B.Sc. Clinical Audit Specialist – Proposed Distinct Course B.Sc. Medical Law & Ethics – Proposed Distinct Course