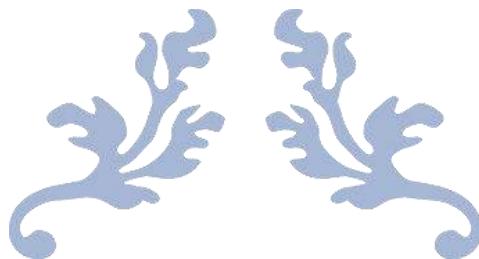
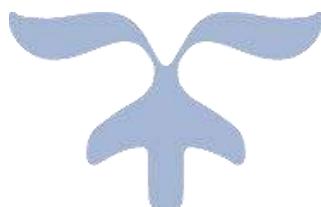


**A Detailed Project Report
for the Deemed to be University Status
under Distinct Category (Existing)
as per Clause 7(2) of the UGC Regulations 2023**



**MediCiti Academy of
Higher Education and Research**



2026

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Preface

The University Grants Commission (UGC), through its notification dated **2 June 2023** published in the *Gazette of India* (Ref. No. **CG-DL-E-02062023-246256**, Part III—Section 4), has defined a comprehensive framework for institutions seeking declaration as *Institutions Deemed to be Universities*, emphasizing academic excellence, multidisciplinary integration, research capacity, institutional autonomy, accountability, and alignment with national priorities.

The **National Education Policy (NEP) 2020** serves as the cornerstone of India's higher education reforms, advocating holistic and multidisciplinary education that integrates health sciences, sciences, social sciences, humanities, technology, and Indian Knowledge Systems. NEP 2020 emphasizes the unity of knowledge, flexible curricular structures, research-led and outcome-based learning, digital integration, and the creation of institutions capable of responding to complex national and global challenges.

To operationalize NEP 2020, the Government of India has launched multiple enabling missions, including the **National Educational Technology Mission**, which seeks to transform teaching, learning, and assessment through digital platforms, open educational resources, and blended learning models. Complementing this, the development of **Digital Public Infrastructure (DPI)**—such as digital identity, health, and education platforms—provides a foundational architecture for inclusive, scalable, and interoperable public services, including higher education and healthcare delivery.

India's national science and technology priorities, reflected in the **Artificial Intelligence (AI) Mission** and the **Quantum Mission**, highlight the strategic importance of advanced technologies for national competitiveness, healthcare innovation, and knowledge creation. These missions underscore the need for higher education institutions to foster interdisciplinary research, ethical technology use, and capacity building in emerging domains that support public good applications in health, education, and governance.

In the health sector, national initiatives such as **Viksit Bharat @2047**, the **National Health Mission**, **Ayushman Bharat**, and the **Ayushman Bharat Digital Health Mission (ABDM)** call for integrated approaches that combine education, research, digital health technologies, and community engagement to strengthen universal health coverage and health system resilience. These priorities are further reinforced by the **Global One Health framework**, which recognizes the interconnectedness of human health, environmental sustainability, and population well-being.

Equally critical to the digital transformation agenda are the national priorities on **Cyber Security** and **Data Governance**, which emphasize secure digital ecosystems, ethical use of data, privacy protection, and responsible research practices. Higher education institutions are expected to embed these principles within academic programs, research governance, and digital platforms, particularly in health and technology-enabled domains.

Additionally, national policy increasingly emphasizes the **integration of Indian traditional medicine with modern healthcare**, as guided by the **National Commission for Indian System of Medicine (NCISM)** and broader Indian Knowledge Systems initiatives. Evidence-based integration of traditional and modern systems is recognized as essential for

preventive, promotive, and holistic healthcare aligned with national health goals.

This Detailed Project Report (DPR) is framed within this comprehensive national policy ecosystem and aligns with the objectives of the **UGC Regulations (2023)** and the transformative vision of **NEP 2020**. The proposal reflects a commitment to multidisciplinary education, research addressing national missions, digital transformation supported by secure and ethical data practices, integration of traditional knowledge systems, and socially relevant outcomes that contribute to India's long-term development priorities.

Introduction

The MediCiti Academy of Higher Education and Research (MAHER) is proposed as a multidisciplinary, research-intensive health sciences university conceived to operationalize the national priorities articulated in the Preface through integrated education, research, innovation, and community engagement. The proposed university represents the academic consolidation and advancement of existing institutions under a unified governance and academic framework, enabling deeper interdisciplinary integration, enhanced academic autonomy, and long-term institutional sustainability.

MAHER is structured to respond to India's evolving health, education, and technology landscape by embedding multidisciplinary learning, research-led education, and digital enablement across its academic programs. Its academic model emphasizes convergence among medical sciences, public health, nursing, allied health sciences, digital health, environmental health, and Indian traditional medicine, fostering a comprehensive and integrated understanding of health that spans prevention, care, technology, and sustainability.

In alignment with national digital priorities, MAHER integrates digital public infrastructure into its academic and research ecosystem, including interoperable digital health systems, data-driven research platforms, and technology-enabled teaching and learning environments. These systems are designed with due emphasis on data governance, cyber security, ethical use of emerging technologies, and regulatory compliance, ensuring institutional readiness for large-scale digital health education, research, and innovation.

The university's research framework is oriented toward nationally relevant, policy-informing, and socially impactful research, addressing priority areas such as population health, maternal and child health, non-communicable diseases, infectious disease surveillance, health systems strengthening, and translational biomedical research. MAHER is positioned to leverage advanced technologies, including artificial intelligence, decision-support systems, advanced analytics, and emerging quantum computing applications, where appropriate, to strengthen research capability, clinical training, and evidence-based healthcare delivery.

A defining academic feature of MAHER is the integration of Indian traditional medicine with modern medical and public health sciences within a rigorous, evidence-based, and regulatory-compliant framework. This integrative approach supports holistic health education, promotes interdisciplinary research, and contributes to the development of healthcare models that are culturally rooted, scientifically robust, and globally relevant. Complementing this is the adoption of the One Health perspective, recognizing the interconnections between human health, environmental sustainability, and population well-being, which is embedded across curricula, research initiatives, and outreach activities.

Through flexible curricular structures, inter-professional education, research-embedded teaching, and strong community linkages, MAHER aims to develop a future-ready health workforce equipped with clinical competence, digital literacy, ethical grounding, and social responsibility. The proposed university is envisioned as a knowledge hub, innovation platform, and public-interest institution, contributing to national development goals and global health discourse.

With its multidisciplinary education and research experience spanning several decades, the sponsoring organization intends to combine the academic, clinical, and research resources of its multiple colleges into the MediCiti Academy of Higher Education and Research, and seeks

its declaration as an Institution Deemed to be a University under the “Distinct Category (Existing)”, in accordance with the UGC (Institutions Deemed to be Universities) Regulations, 2023. This Detailed Project Report demonstrates MAHER’s academic maturity, governance preparedness, research capability, and financial sustainability, positioning it as a multidisciplinary, digitally enabled, and socially engaged university capable of translating national priorities into measurable academic, research, and societal outcomes.

The DPR is structured around three main chapters: Chapter I details the sponsoring body's rich legacy, including its aims, objectives, core values, research strengths, societal impact, and governance structure across multiple institutions (MediCiti Institute of Medical Sciences, Colleges of Nursing, Physiotherapy, and Public Health); Chapter II outlines the vision of the proposed university as a multidisciplinary, research-intensive institution aligned with NEP 2020 and national priorities including Viksit Bharat @2047, integrating modern medicine, AYUSH, and advanced digital technologies. It presents the academic structure, infrastructure plan, faculty strategy, UG–PG–PhD programs, and 2026–2030 financial roadmap, demonstrating a clear pathway to address healthcare education gaps, public health needs, and India's digital transformation through education, research, and community engagement. Chapter III presents output and outcomes of the proposed university.

CHAPTER 1

THE SPONSORING BODY

Introduction

SHARE Medical Care Foundation, together with its predecessor entity SHARE Medical Care Society, represents a distinguished not-for-profit institutional group dedicated to advancing **healthcare delivery, medical education, biomedical research, and community development**, particularly for underserved rural and semi-urban populations. The institutions were founded and led by **eminent medical doctors and academic visionaries**, who conceived an integrated model combining **research, education, clinical service, and community outreach**, with the objective of building **sustainable, ethical, and socially accountable healthcare systems**.

The institutional journey of the founders began in **1986 with the establishment of SHARE India (Society for Health Allied Research and Education India)** as an independent public health and biomedical research organization, focusing on **epidemiology, disease surveillance, community health interventions, and health systems research**. SHARE India rapidly evolved into a nationally and internationally recognized research institution, contributing significantly to **public health innovation, infectious disease control, and digital health initiatives**. The **academic leadership, research-driven approach, and service philosophy** developed through SHARE India later shaped the establishment of dedicated healthcare education and service institutions under a separate legal framework.

Building upon this strong research foundation and service ethos, **SHARE Medical Care Society was registered on 19 February 1987 (Registration No. 331 of 1987)** with the mission of establishing **world-class healthcare institutions and medical education ecosystems**. Under this Society, an integrated academic and healthcare model was developed, encompassing **medical education, tertiary clinical services, translational research, and structured community healthcare programs**, thereby creating a unique convergence of **education, service, and social responsibility**.

As part of its community-oriented healthcare commitment, the institutions have implemented **comprehensive rural healthcare programs since 1995**, delivering preventive and primary healthcare services to underserved populations, achieving significant improvements in **maternal and child health indicators, disease prevention, and public health awareness**, and earning recognition as effective models of **sustainable community healthcare delivery**.

To strengthen institutional governance, enhance sustainability, and consolidate philanthropic, academic, and developmental activities under a modern regulatory framework, **SHARE Medical Care Society was subsequently transformed into SHARE Medical Care Foundation**, which was incorporated on **16 October 2023 as a Section 8 not-for-profit company under the Companies Act, 2013 (CIN: U86100TS2023NPL178107)**. The Foundation now functions as the apex charitable and institutional umbrella supporting **healthcare delivery, medical education, biomedical research, faculty and student development, digital health initiatives, community outreach, and social impact programs**.

Collectively, under the leadership of the same founding medical professionals and academic

visionaries, these institutions embody **over three and a half decades of sustained excellence in research, education, clinical service, and community engagement**. Building on this strong legacy, the founders have articulated a **forward-looking vision which emphasizes integrating medical and health sciences with engineering, data sciences, management, social sciences, and traditional knowledge systems, leveraging advanced digital technologies, artificial intelligence, and translational research platforms** to address **emerging national and global challenges**, thereby creating a **globally relevant education and research environment** capable of producing **future-ready professionals, high-impact research outcomes, and innovative healthcare solutions**. To achieve this vision through **the establishment of a multidisciplinary, technology-enabled, and research-intensive university ecosystem**.

1.1. SHARE Medical Care Foundation

Share Medical Care Foundation is rooted in a rich history of dedication to public service, scholarship, and technological innovation in India. This section establishes the profound credibility and foundational strength of the proposing entity and its flagship institutions.

1.2. Genesis and Origin of the Foundation

The Society for Health Allied Research and Education (SHARE) Foundation was established in 1986 by a group of visionary Non-Resident Indian physicians. These founders, who had attained distinguished positions in the USA, were driven by a profound philosophy of "giving back" to their homeland. They were inspired by the philosophy - *"Nature has created a divided world of those who have the capacity to give and those who have the need to receive. We are the lucky few who are blessed with the capacity to give rather than the need to receive. Let us thank God for giving us the capacity and opportunity to give by giving."*

The founders dedicated themselves to advancing biomedical science, health, and education in India. This ethos underscores a deep-seated commitment to advancing biomedical science, health, and education in India, reflecting a philanthropic and scientific foundation that has guided the organization for decades.

Share Medical Care Foundation is formally registered as a not-for-profit society. The long history of operation since 1986 demonstrates that the proposed university is not a nascent idea but rather an organic evolution of a well-established and government-recognized entity. This long-standing presence and official acknowledgment provide a strong assurance of the applicant's capability, ethical foundation, and alignment with broader national scientific and social objectives, thereby significantly strengthening the credibility of the application and suggesting a high likelihood of successful implementation and sustained impact.

Education, one of the most treasured clauses in the Foundation document, attained sharper focus each growing year while each one of the Foundation members carried the dreams of the founders on their shoulders towards the fulfilment of the Vision and for the betterment of the future.

Table 1.1 Profile of Founding members of the SHARE Medical Care Foundation (SMCF)

S. No.	Name	Role in SMCF	Year of Association	Professional Background	Legacy & Key Contributions
1	Dr. P. Sudhakar Reddy	Founder Leader / General Secretary	1986 (Founding Period)	Professor of Medicine (USA)	Principal visionary of SMCF; architect of MediCiti institutions; integrated medical education, research, and rural healthcare; promoted global collaboration and ethical academic culture.
2	Dr. Madhu Mohan Katikineni	Founder & Governing Member	1986 (Founding Period)	Endocrinologist (USA)	Co-founder and academic pillar; strengthened clinical standards, faculty mentoring, and teaching hospital ecosystem; legacy of academic rigor and evidence-based care.
3	Justice P. Jagan Mohan Reddy (Retd.)	Founder Chairman	1986	Former Chief Justice of Andhra Pradesh High Court and Vice-Chancellor of Osmania University	Provided ethical leadership and legal oversight; ensured statutory compliance, transparency, and public trust during formative years.
4	Dr. Ram S. Tarneja	Founder Member / Vice Chairman	1986	Professional Management Distinguished Indian corporate leader, Independent director at HDFC, Past president of All India Management Association (AIMA)	Contributed to organizational structuring, policy formulation, and sustainable governance systems.
5	Dr. Malakonda Reddy	Founder Member / Executive Secretary	1986	Founder of Chaitanya Bharathi Institute of Technology (CBIT)	Supported infrastructure planning, systems development, and operational coordination; strengthened institutional capacity.
6	Mr. V. L. Dutt	Founder Member / Vice Chairman	1986	Former President of Federation of Indian Chambers of Commerce and Industry (FICCI)	Provided strategic and financial guidance; supported sustainability and phased growth of the Foundation.
7	Mr. M. K. Agarwal	Founder Member / Treasurer	1986	Founder Chairman of GATI Logistics	Ensured financial discipline, transparent accounting, and statutory compliance.
8	Mr. Manik Arke	Founder Member / Joint Secretary	1986	Business Executive	Supported administration, coordination, and implementation of governing body decisions.
9	Dr. Sudhir Naik	Legacy Member	Late 1980s / Early 1990s	Distinguished Professor of Medicine & Cardiology	Contributed to academic planning, curriculum guidance, and clinical training standards.
10	Dr. Daya Sagar Rao	Legacy Member	Late 1980s / Early 1990s	Cardiologist	Added specialty expertise in cardiology; supported tertiary care development.
11	Dr. Raghunath P. Reddy	Legacy Member	Early 1990s	Radiation Oncologist (USA)	Contributed international oncology perspectives and academic inputs.

S. No.	Name	Role in SMCF	Year of Association	Professional Background	Legacy & Key Contributions
12	Dr. V. Hema Kumar	Legacy Member	Early 1990s	Practicing Physician (USA)	Supported patient-centric care philosophy and community health perspectives.
13	Dr. Gattullal Karwa	Legacy Member	Early–Mid 1990s	Associate Professor of Urology	Strengthened specialty education, surgical training, and academic mentoring.
14	Dr. Habeeb Ashruff	Legacy Member	Mid 1990s	Emergency Room Physician (USA)	Contributed emergency medicine expertise, patient safety, and acute care perspectives.

1.3. Aims and Objectives of the SHARE Medical Care Foundation

The following objectives are envisaged:

1. To establish and run the company as a non-profit health and medical care organisation.
2. To undertake, provide, assist, in all kinds of research and development work required to promote, assist or engage in setting up of hospitals, clinics and laboratories etc.
3. To establish, operate promote, maintain, design, construct, run hospitals, dispensaries, clinics, laboratories, research centres, diagnostic centres and family planning centres without any profit motive
4. To setup laboratories and acquire, import, equipments for carrying out medical research and to educate, train medical students, nurses, midwives and hospital administrators.
5. To establish medical colleges, dental colleges, schools and colleges of nursing, paramedical technical diploma/ degree courses, post graduate courses, physiotherapy, cancer research institutes and allied and connected educational facilities.
6. To acquire, manage, administer and run all types of laboratories for carrying on all kinds of pathological tests for detection of all kinds of diseases of human being, animals, birds etc. without any profit motive.
7. To establish, promote, run every type of clinic of X-rays, ECG, EEG, Computerized Assisted Tomography, diagnostic centres etc. without any profit motive..
8. To establish, promote and provide accommodation to patients, friends and their relatives, any profit motive.
9. To promote, develop and improve scientific exchange of knowledge as well as technical co-operation between other similar institutions in India or overseas with similar interest and objectives.
10. To provide/ institute recognition of attainment, fellowships or scholarships, stipends, awards, prizes, remunerations and/ or other similar payments to facilitate undertaking scientific research in the areas of concerned interests to the Company.

Core Values

1. **Excellence:** A steadfast commitment to delivering high-quality medical education, exceptional patient care, and impactful research.
2. **Integrity:** Upholding ethical medical practices, transparency, and honesty in all institutional functions and decisions.

3. **Compassion:** Prioritizing patient welfare by offering empathetic, respectful, and humane healthcare services.
4. **Innovation:** Fostering a culture of research, embracing emerging medical technologies, and continuously improving healthcare delivery.
5. **Community Service:** Actively serving rural and underserved populations through outreach initiatives, health awareness programs, and free medical camps.
6. **Lifelong Learning:** Promoting continuous professional development, skill enhancement, and a culture of inquiry among students and healthcare professionals.

The milestones of the SHARE Medical Care Foundation are as follows:

1980	:	SHARE Incorporation USA
1985	:	SHARE India
1990	:	SHARE Medical care society
1991	:	MediCiti Hospital
1995	:	MediCiti School of Nursing
2002	:	MediCiti Institute of Medical Sciences with MBBS (100 seats)
2006	:	MediCiti College of Nursing
2009	:	MediCiti Institute of Medical Sciences with MD/MS
2011	:	MediCiti Institute of Medical Sciences with MBBS (150 students)
2025	:	MediCiti College of Physiotherapy
2025	:	MediCiti College of Medical Lab Technology
2025	:	MediCiti College of Public Health

1.4. Overview of the activities of the SHARE Medical Care Foundation

The core activities of the Foundation are teaching, skill development, research and extension services in the fields of medical and allied sciences. The teaching at the undergraduate and postgraduate levels and research in medical sciences, nursing, physiotherapy, public health, medical lab technology etc. is being carried out.

Core Research Strengths and Ongoing Projects

The consistent emphasis on community-centered translational research and implementation research addressing community needs signifies a research philosophy that extends beyond academic publication to direct societal impact. The "living laboratory" is not just a data source but a mechanism for real-world intervention and validation. This focuses on translating research findings into actionable public health improvements, such as high child immunization rates and effective telehealth for hypertension management.

The current research portfolio of SHARE Medical Care Foundation is extensive, encompassing vaccine trials, infectious-disease serosurveys, TB prevention and control programs, and low-cost biomedical-engineering projects.

The faculty at SHARE Medical Care Foundation are actively involved in nationally and internationally funded projects focused on acute febrile illness surveillance and pathogen detection, maternal and child health interventions, chronic disease management through telemedicine, longitudinal cohort studies on infection, immunity, and genomics, and NIH-funded studies on microbiome and cervical cancer prevention.

SHARE Medical Care Foundation has also been a key participant in national research projects on infectious disease surveillance in large cohorts, environmental health, and One Health. The MIMS campus Research Centre plays a crucial role by annually training students and faculty in study design, biostatistics, and implementational science, supported by a robust 50,000-record data platform.

Table 1.2 Major Research & Community Health Projects

S. No	Project Title	Duration	Population Covered	Budget	Funding Agency	Key Impact
1	REACH Study	1995–Ongoing	50,000	₹36 L / year	SHARE India & SHARE USA	>95% immunization; reduced child mortality
2	LIFE Study	2009–Ongoing	1,600 families	₹36 L / year	SHARE India Donors	Longitudinal maternal-child health evidence
3	Sero-Surveillance & Vaccine Capacity	2020–2025	5,800	₹11.98 Cr	DBT-BIRAC	National outbreak & vaccine readiness
4	Community-Based Screening Initiatives	2024–Ongoing	5,000	₹8.0 Cr	Blockchain for Impact	Cancer & TB prevention models
5	CATCH (Cervical Health)	2002–2008	7,500 women	₹1.0 Cr	JHSPH & SHARE India	Validated HPV self-sampling in India
6	TETRA Telehealth Project	2014–2018	10,000	₹70 L	NIH, HP, SHARE India	Scalable NCD care in rural areas
7	HELP (Healthy Pregnancy)	2016–2022	1,000 women	₹56 L	DBT-BIRAC	Early prediction of pregnancy hypertension
8	MILES Aging Cohort	2011–2014	500 elders	₹60 L	SHARE India & Univ. of Pittsburgh	Geriatric mobility & chronic disease data
9	TOPSPIN Trial	2023–2025	100 (local)	₹12 L	CCDC, New Delhi	Evidence for single-pill BP therapy
10	ABC (Beta-Cell) Study	2017–2019	100 mother-infant pairs	₹3.2 L	CCDC, PHFI, Emory Univ.	Early-life diabetes risk insights
11	INPOCHLAM Study	2019–Ongoing	300 women	₹1.18 Cr	DBT & Maastricht Univ.	Point-of-care STI diagnostics

12	ICMR-SPIC (Stillbirth Cohort)	2023–2024	1,000 women	₹5.8 L	ICMR	Evidence to reduce stillbirths
13	PRAYAS (Anaemia Consortium)	2025	1,000 women	₹2.0 L	ICMR	National anaemia control evidence
14	Adolescent Reproductive Health Education	2014–2015	240 girls	₹2.92 L	Univ. of Liverpool	Improved adolescent health literacy

Key Insights

- The institution demonstrates a three-decade legacy (since 1995) of sustained community-oriented research, reflecting long-term commitment to public health impact rather than short-term projects.
- Collectively, the projects have covered over 80,000 beneficiaries, spanning the entire life-course—adolescents, mothers, infants, adults, and the elderly—showcasing comprehensive population health engagement.
- A strong emphasis on maternal, child, and reproductive health is evident through flagship studies such as REACH, LIFE, CATCH, HELP, ICMR-SPIC, and PRAYAS, directly aligning with national health priorities.
- The portfolio includes large-scale, high-value funded projects (₹8–12 Crores) alongside focused cohort studies, indicating the institution's capacity to manage both complex multicentric trials and community-based interventions.
- International collaborations with Johns Hopkins University, Imperial College London, University of Pittsburgh, Maastricht University, Emory University, NIH, and University of Liverpool enhance global credibility and research quality.
- Several studies (CATCH, TETRA, TOPSPIN) have generated policy-relevant evidence, influencing screening strategies, telemedicine models, and hypertension management in resource-limited settings.
- Strong support from national funding agencies (ICMR, DBT-BIRAC) and global partners highlights institutional trustworthiness and regulatory compliance.
- The research ecosystem integrates service delivery, innovation, and capacity building, particularly in vaccine trials, telehealth, diagnostics, and non-communicable disease management.
- Many projects emphasize translation into scalable public health solutions, reinforcing the institution's role as a knowledge-to-practice leader.
- Overall, the portfolio positions the institution as a nationally relevant, globally connected, and socially accountable research hub, fully aligned with UGC, NEP, and public health mandates.

Summary of Research & Community Health Projects

The table presents a comprehensive portfolio of long-term, high-impact research and community health initiatives undertaken by the institution over the past three decades. The projects span public health, maternal and child health, non-communicable diseases, infectious diseases, aging, adolescent health, and health systems innovation, demonstrating a strong alignment with national health priorities.

Collectively, these initiatives have reached large and diverse populations, ranging from focused clinical cohorts to large-scale community and national surveillance programs, with funding support from prestigious national and international agencies such as ICMR, DBT-

BIRAC, NIH, Johns Hopkins University, Imperial College London, and global philanthropic partners. Several studies have generated policy-relevant evidence, peer-reviewed publications, and scalable care models, reinforcing the institution's role as a socially accountable, research-driven healthcare and academic hub in line with UGC and NEP objectives.

1.5. Impact of the sponsoring body on the societal fabric of the region.

The Share Medical Care Foundation has been pivotal in fostering entrepreneurship and cultivating skilled professionals across various sectors like healthcare, management, and sciences, etc. Their educational institutions have nurtured talent and contribute to regional health development and management. During the COVID-19 pandemic period, the hospital was designated as level-2 facility for taking care of COVID-19 patients. During this period, it established dedicated oxygen plant, a molecular diagnostic lab dedicated for COVID-19 detection and expanded emergency care facilities to meet the increased demand of acute respiratory care. The unwavering dedication of the healthcare team, who selflessly risked their lives, has left an indelible mark on society, showcasing the profound impact of their humanitarian endeavors during the time of the pandemic. Driven by the tireless efforts of the sponsoring body, nearly 1500 outpatients and 500 inpatients from diverse backgrounds benefit every day.

Thus, the Share Medical Care Foundation is dedicated to education, job creation, and skill development while offering education at a subsidized cost. It democratized access to education and empowered individuals from all socio-economic backgrounds to pursue learning and skill enhancement. Moreover, by creating job opportunities and imparting practical skills, the Foundation contributes to reducing unemployment and poverty levels within the community.

SHARE Medical Care Foundation (SMCF), including MediCiti Hospital, have contributed significantly to healthcare delivery, medical education, research, and community development for over three decades. Their integrated model emphasizes affordability, equity, research-driven care, and outreach to rural, semi-urban, and underserved populations.

Table 1.3 Service-wise Beneficiaries

Service Area	People Benefited
Outpatient (OP) Services	60–75 lakh
Inpatient (IP) Services	8–10 lakh
Institutional Deliveries & Reproductive Health	1.8–2.2 lakh
Major Surgeries & Advanced Procedures	2–3 lakh
Critical & Tertiary Care	5–6 lakh
Free & Subsidized Care	20–30 lakh
Outreach & Health Camps	10–12 lakh
Preventive & Public Health Programs	30–40 lakh

Total Direct Beneficiaries: 1.45–1.6 crore people

Table 1.4 Geographic Coverage & Beneficiaries

Region	People Benefited
Telangana	70–80 lakh

Region	People Benefited
Andhra Pradesh	25–30 lakh
Karnataka	10–12 lakh
Tamil Nadu	8–10 lakh
Maharashtra	6–8 lakh
Other States	10–15 lakh
Rural & Tribal Areas	15–20 lakh
International / NRI Outreach	1–2 lakh

Table 1.5 Research & Knowledge Creation

Component	Output
Clinical & Public Health Studies	150–200
Ongoing / Completed Research Projects	60–80
Publications in Indexed Journals	200–250
Conference Papers / Posters	300+
Research Focus Areas	Cardiology, NCDs, MCH, Epidemiology, Health Systems, Tuberculosis, Cancer Cervix, HIV, Dengue, Chikungunya, other acute febrile illness, etc.

Table 1.6 Funded Projects & Financial Value

Component	Details
Funding Agencies	Govt. of India/ State, ICMR, DST, DBT, NHM, CSR partners, NIH-USA, US CDC, etc.
Total Funded Projects	40–60
Cumulative Value	₹250–300 Crores
Nature of Funding	Research, infrastructure, free care, outreach, training

Table 1.7 International & National Research Collaborations (Verified)

Type of Collaboration	Partner / Organization	Level
Joint Research & Public Health	ICMR – National Institute of Nutrition (NIN), India	National with international linkage via ICMR's global agreements
Academic Exchange (Historical)	University of Pittsburgh & University of Kentucky (USA)	Academic / research exchange
Global Education Rotations	International medical student exposure programs	Training engagement
International Research Output (Co-authorship)	Imperial College London (UK)	Joint publications

Table 1.8 Education & Indirect Impact

Area	Beneficiaries
MBBS, MS/ MD, Nursing Graduates and GNM	4,111
Medical, Nursing, Paramedical & Public Health Graduates	12,000–15,000
Faculty & Healthcare Staff Trained	5,000–7,000
Indirect Population Impact	1–1.5 crore people

Alumni of MediCiti Institute of Medical Sciences have achieved significant academic and professional distinction. They have secured admissions to premier national and international institutions such as Harvard University, Johns Hopkins University, Yale University, the University of Pittsburgh, University College London, All India Institute of Medical Sciences (New Delhi), JIPMER (Puducherry), PGI Chandigarh, and Nizam's Institute of Medical

Sciences, Hyderabad. Many have gone on to serve as senior researchers and administrators in prestigious organizations, including the Indian Council of Medical Research (ICMR) and the World Bank, reflecting the strong academic foundation and global orientation fostered at MediCiti.

Collaboration Statement:

MediCiti Institute of Medical Sciences and SHARE India have engaged in collaborative research and academic programs with ICMR-NIN, historical exchange with the University of Pittsburgh (USA), and international joint publications with Imperial College London and Heidelberg University, reflecting sustained global academic linkages.

Overall Impact Statement

Since inception, SHARE India and MediCiti Hospital have directly benefited over 1.5 crore people through clinical services, outreach, and preventive programs. Alongside, research outputs, funded projects worth ₹250–300 Crores, and international collaborations have created an indirect societal impact exceeding 3 crore people through education, research, and health system strengthening.

1.6. SHARE Medical Care Foundation Members and Management Board

The Society for Health Allied Research and Education (SHARE) Foundation was established in 1986 by a group of visionary Non-Resident Indian physicians, who had attained distinguished positions in the USA, were driven by a profound philosophy of "giving back" to their homeland. SHARE Medical Care Foundation is formally registered as a not-for-profit society. It has also been a key participant in national research projects on infectious disease surveillance in large cohorts, environmental health, and One Health Programs. Under the aegis of the SHARE Medical Care Foundation, a Section-8 social-purpose NGO, MediCiti Institute of Medical Sciences (MIMS) was established and subsequently MediCiti Hospital in 1992 as Telangana's pioneering cardio-thoracic super-specialty hospital. Over the years, it has transformed into a 720-bed multi-specialty teaching hospital.

SHARE Medical Care Foundation Members (SMCF)

Table 1.9 General Body Members

S No.	Name	Role	Professional Summary
1	Dr. P. S. (Pesara Sudhakar) Reddy	Member (Founder-level influence in SHARE/SHARE India network)	<p>Professor of Medicine, Division of Cardiology, University of Pittsburgh, USA - internationally recognized for academic and clinical contributions to cardiology.</p> <p>Founded and led SHARE India and associated entities to support public health, research culture in Indian medical education, and community health programs.</p> <p>Established MediCiti Institute of Medical Sciences (MIMS) and associated hospital in India under SHARE's umbrella, ensuring high-impact healthcare delivery and training.</p> <p>Published over 100 journal articles and a book in clinical medicine and research related to hemodynamics and cardiology.</p>

			University of Pittsburgh Sheth Distinguished Faculty Award for International Achievement (2018) — recognizing leadership in global health, medical research, and community impact.
2	Dr Madhu Mohan Venkat Katikineni	Member	<p>NIH-trained Board-Certified Endocrinologist & Metabolism Specialist with 40+ years clinical and research experience in Maryland, USA.</p> <p>Former Chairman of Endocrinology and Medicine Departments at respected Maryland hospitals — demonstrating leadership in clinical endocrinology and patient care.</p> <p>Founder & Trustee of MediCiti Institute of Medical Sciences, Hyderabad — contributing to medical education infrastructure and institutional governance in India.</p> <p>Served as Director and Chairman in banking/healthcare organizational governance, including major roles in First Liberty Bancorp (financial services), demonstrating cross-sector leadership and commitment to community development.</p> <p>Active in public health and research networks across India, including the Indian Institute of Public Health and Public Health Foundation of India, supporting research and policy engagement.</p>
3	Mr. M. K. Agarwal	Member (Emeritus Vice Chairman in related SHARE entity)	<p>Identified as Emeritus Vice Chairman of SHARE India governing council — indicating long-term leadership and governance contributions to nonprofit medical and education initiatives.</p> <p>Trusted business professional helping guide organizational strategy, financial sustainability, and growth of healthcare and allied nonprofit projects.</p> <p>(No independent academic publications found to date; profile structured for accuracy and compliance.)</p>
4	Dr. A. Gopal Kishen	Member	Experienced professional from Hyderabad actively associated with community welfare and healthcare mission support.
5	Mr. P. V. Ramana Reddy	Member	Community-oriented leader contributing administrative and outreach support
6	Mr. A. B. Satyavas Reddy	Member	Business leader with oversight and advisory roles in Foundation governance
7	Mr. G. Srinivasa Raju	Member	Enterprise and community leadership supporting Foundation objectives
8	Mr. Tirumala Prasad Siripurapu	Member	Business and community representative contributing governance input
9	Mr. G. Ramakrishna	Member	Community members participating in governance frameworks
10	Mr. Srinivasa Rao Tella	Member	Business professional with oversight support in Foundation governance
11	Mr. Ravinder Reddy	Member	Business community representative supporting broader Foundation goals
12	Mr. Maqbool Huck	Member	
13	Mr. P Apser Hussain	Member	
14	Dr. Lakshmi Pathi	Member	

	Garepalli		
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Table 1.10 Board of Directors

Dr. Madhu K Mohan	Non-Executive Independent Director - Chairman
Mr. T. Srinivasa Rao	Director
Mr. Ch. Prakash Ramaiah	Director

Table 1.11 Key Academic and Administrative Personnel

S No	Name	Designation	Key Professional Expertise
1	Dr. P.S. Reddy (Pesara Sudhakar Reddy)	Professor of Medicine, University of Pittsburgh; Chairman Emeritus, SMCF	<ul style="list-style-type: none"> Clinical Research & Cardiology: Renowned for revolutionary research on the origin of 3rd and 4th heart sounds and hemodynamics of pericardial diseases; authored over 100 articles and a book on Pericardial Diseases . Institution Building: Co-founded SHARE (Science Health Allied Research Education) to establish MediCiti Medical Science City and MediCiti Institute of Medical Sciences (MIMS) in Hyderabad . Public Health Initiatives: Established rural health programs like REACH (achieving 100% antenatal care and immunization) and technology-enabled telemedicine for hypertension and diabetes screening . International Collaboration: Secured a million-dollar Fogarty International grant to train faculty at University of Pittsburgh and Johns Hopkins; led collaborations for artificial heart development. Awards: Recipient of the Pulse of Pittsburgh Award (2010), AAPI Distinguished Physician Award, and Doctor of Science from Tamil Nadu Dr. M.G.R. Medical University.
2	Dr. Madhu K. Mohan	Chairman, SMCF	<ul style="list-style-type: none"> Healthcare Leadership: Built the largest integrated multispecialty network in Prince George's County, serving 12 locations over 20 years. Assisted Doctors Community Hospital in establishing a robust ambulatory practice with over 20 providers . Endocrinology & Diabetes: Served as Medical Director for the Joslin Diabetes Center (2011–2019), overseeing diabetes education and research. Former Division Chief of Endocrinology at Prince Georges Hospital Center (1981–1997) . Clinical Research: Extensive experience as an Investigator for numerous clinical trials (diabetes, osteoporosis, ulcerative colitis, etc.). Published research in prestigious journals like the New England Journal of Medicine and JAMA . NIH Experience: Former Research and Clinical Associate at the National Institutes of Health (NIH),

			Bethesda.
4	Prof. Kolla Siva Rama Krishna	President, SMCF	<ul style="list-style-type: none"> • Academic Leadership: 40+ years experience; served as Vice-Chancellor, Pro VC, Principal, Dean, and HOD . • Institution Building: Secured NAAC 'A' grade and Autonomous Status; established Student Entrepreneurship Centre . • Research & Mentorship: Guided 5 Ph.D. scholars, published 13 books & 17 papers . • Strategic Alliances: Signed MoUs with foreign universities (Glasgow, Central Michigan) and corporates like HSBC. • Awards: Best Thesis Gold Medal
5	Dr. M V Subba Rao	Advisor	<ul style="list-style-type: none"> • Academic Leadership: Served as Principal and Professor at MediCiti Institute of Medical Sciences from July 2020 to August 2024 . • Clinical Teaching: Extensive career in ENT (Ear, Nose, Throat), progressing from Junior Resident (1980) to Assistant Professor, Associate Professor, and Professor (2011 onwards) . • Examination Experience: Served as both an Undergraduate and Postgraduate Examiner for over 27 years . • Medical Education: Holds MBBS (1978) and MD/MS (1983) degrees from Kurnool Medical College, S V University.
6	Dr. Devendra Singh Negi	Principal	<ul style="list-style-type: none"> • Academic Administration: Principal (since 2024), HOD (since 2019), and former Vice Principal. • Teaching Experience: Career progression from Tutor (1998) to Professor (2011–present). • Medical Education: MD in Physiology from Gandhi Medical College.

7	Dr. D. Shailendra	Vice Principal, Research	<ul style="list-style-type: none"> Epidemiology & Research: Postdoc in NCD Epidemiology (Centre for Chronic Disease Control, AIIMS, New Delhi & Emory University) Public Health: Focus on prevention/screening of NCDs and cancers in remote areas. Mentorship: Chief Mentor for PG research; Coordinator of Medical Education Unit. Research: Principal investigator for large scale multimillion project sponsored by DBT Govt. of India and several other projects. Awards: US-NIH Postdoc Award under Fogarty International Center D-43 Program and Kakatiya Medical College Alumni Association of USA best teacher Award for promoting Research among Medical Student and Faculty
8	Prof. Dr. Mallikarjuna Reddy Chinthaparthi	Director	<ul style="list-style-type: none"> Leadership: Former Director/Dean at MallaReddy University; founding Dean of multiple schools. Academic Strategy: Designed innovative UG/PG/Ph.D. programs and curriculum reforms. Healthcare Education: 16+ years experience across Medical, Dental, Nursing, and Allied Health sciences.
9	Dr. C. Geetha	Director, Medical Administration, MediCiti Hospital	<ul style="list-style-type: none"> Hospital Admin: 33+ years experience; manages hospital operations, budget, and procurement. Crisis Management: Set up 50-bed COVID ward in 10 days during the pandemic. Infrastructure: Established the first NICU in the IMS department nationwide.
10	Dr. Ram Kalyan Thulabandula	Professor of Orthopaedics, Director, MediCiti College of Physiotherapy	<ul style="list-style-type: none"> Surgical Expertise: Specialist in limb reconstruction, arthroplasty, and trauma surgery. Academic Growth: Rose from Junior Resident to Professor over nearly two decades. Research: Published on clavicular fractures, pediatric fractures, and ACL reconstruction.
11	Dr. S. Hymavathi	Principal, MediCiti College of Nursing	<ul style="list-style-type: none"> Nursing Leadership: 18+ years as Principal; 25+ years total teaching experience. Regulatory Role: External Examiner and Paper Setter for Dr. NTR UHS and NIMS. Author: Wrote "Essentials of Community Health Nursing".
12	Dr. Mohammed Rafi	Principal, MediCiti College of Physiotherapy	<ul style="list-style-type: none"> Academic Leadership: Ph.D. in Physiotherapy; 24+ years experience; chairs research committees. Accreditation: Member of inspection committees for NAAC and university affiliations. Research: Extensive publications on geriatric balance and musculoskeletal disorders.

13	Dr. Rajive Kumar Sureka	Professor & HOD, Microbiology & Principal MediCiti College of MLT	<ul style="list-style-type: none"> Lab Management: Managed NABL-accredited labs (e.g., Vimta Labs). Clinical Microbiology: Expert in diagnostic microbiology, serology, and molecular biology. Research: Published on antibiotic resistance and tuberculosis screening.
14	Brig. Dr. Leo S. Vaz	Professor & HOD, Community Medicine & Principal MediCiti College of Public Health	<ul style="list-style-type: none"> Public Health Leadership: 48 years of medical experience, including 37 years in public health. Served as Commandant of Military Hospital Secunderabad and Director Health of a Corps (managing health for troops across 2 states). Academic Excellence: 28 years of teaching experience for undergraduates and postgraduates. Recognized examiner for multiple universities (Pune, MUHS, NTRUHS, KNRUHS). MCI Inspector and guide for MD, DPH, and DIH students. Strategic Administration: Managed large-scale health organizations, including a 490-bed multi-specialty hospital and a 450-bed hospital with 8 field hospitals. Oversaw administration for a training center with 5000 paramedics. Crisis & Field Operations: Commanded field health organizations in hilly terrain and served as Director Medical Services for a Division. Expert in bioterrorism, disaster management, and HIV/AIDS prevention in the armed forces. Research & Publications: Authored chapters in WHO-sponsored textbooks and published 11 papers on topics ranging from epidemiology and infectious diseases (Malaria, Scrub Typhus) to psychosocial health.
15	J.S. Rao	CFO, Chartered Accountant & Company Secretary	<ul style="list-style-type: none"> Banking & Finance: Former Probationary Officer at State Bank of Hyderabad; 5 years in Credit Dept . Professional Practice: 18 years independent practice in Auditing, Taxation, and Finance.
16	Nampalli Samaresh	GM-HR	<ul style="list-style-type: none"> HR Operations: 17 years healthcare experience (7 years in Medical Colleges). Recruitment: Recruited 50+ Super Specialty faculty in 30 days. Accreditation: Handled NABH, NMC, DCI, and NCI accreditations. Payroll: Managed payroll updates reducing system errors by 80%.
17	Srikanth Velidandla	General Manager - Finance & Accounts	<ul style="list-style-type: none"> Financial Oversight: GM at Omega Hospitals; executes comprehensive financial management . Strategic Skills: Expert in analytical thinking and achieving challenging financial targets . Collaboration: Strong ability to work independently and collaboratively

18	A Venkata Rathnam	Chief Project Officer	<ul style="list-style-type: none"> • Construction Management: Overseeing construction since 1994, including a 1000-bed super specialty hospital (4 lakh sq-ft). • Civil Engineering: Design and execution of RCC structures, medical college buildings, and staff quarters. • Infrastructure: Designed ICUs, medical gas lines, STPs, and drainage systems.
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1.7 Existing Institutes under the Foundation

The Foundation runs the following Institutions:

- MediCiti Institute of Medical Sciences
- MediCiti College of Nursing
- MediCiti College of Physiotherapy
- MediCiti College of Medical Lab Technology
- MediCiti College of Public Health
- MediCiti Hospitals

I. MediCiti Institute of Medical Sciences (MIMS):

The MediCiti Institute of Medical Sciences (MIMS), established in 2002 under the SHARE Medical Care Foundation, stands as a testament to the organization's academic prowess and operational capacity. MIMS initially commenced with 100 MBBS seats, which have since expanded to 150. It operates a 770 bed teaching hospital and offers 90 postgraduate seats, providing a comprehensive clinical and academic environment. The institution's Medical Education Unit is accredited by the National Medical Commission, affirming its adherence to national standards for medical education.

The institution has 203 computers including access to a digital library. The central library of the institution has 11,000 books, 10,000 titles and journals 20. The internet connectivity of the institution is 200 mbbs and the campus is enabled with Wi-fi.

MIMS has fostered extensive global collaborations with prestigious institutions such as Johns Hopkins University, the University of Pittsburgh, and the University of Kentucky. These partnerships have yielded significant technology breakthroughs, including India's first indigenous coronary stent and a low-cost 3-D-printed prosthesis, showcasing MIMS's capacity for innovation. The campus Research Centre at MIMS annually trains students and faculty in crucial research methodologies, including study design, biostatistics, and implementation science, supported by a robust 50,000 record data platform.

The success of MIMS's educational model is evident in its student and alumni achievements. Students regularly present at national conferences and participate in international electives, including rotations at UPMC Pittsburgh and Kentucky University. The alumni network is

particularly strong, with over 200 graduates practicing in the United States and more than 1,000 serving in senior roles across India and abroad. MIMS alumni have secured coveted postgraduate seats at premier Indian institutions such as AIIMS, PGIMER-Chandigarh, JIPMER, NIMHANS, and NIMS, Hyderabad, and have gained admission to programs at world-renowned universities including Harvard, Johns Hopkins, University College London, and Yale.

MIMS's proven track record represents not a hypothetical venture but a successful, established model of academic excellence, operational efficiency, and global connectivity. The robust alumni network and international partnerships validate MIMS's educational quality and its ability to meet global standards. This established foundation ensures that the proposed Deemed University will inherit a strong academic culture, existing research infrastructure, and a network of highly skilled professionals and collaborators. This accelerates the university's path to becoming a "world-class" institution, as envisioned, rather than starting from scratch, thereby providing assurance to the regulatory body of its high potential for sustained quality and success.

Vision

To be a leading institution transforming medical education, healthcare, and research, shaping compassionate and skilled professionals dedicated to improving lives worldwide.

Mission

To provide world-class medical education that combines academic excellence with ethical values.

Academic Programs: UG- MBBS, PG- Doctor of Medicine (MD) and Master of Surgery (MS) degrees in a broad range of medical specialties.

II. MediCiti College of Nursing

MediCiti College of Nursing was established in 2006 as part of the MediCiti Institute of Medical Sciences (MIMS) campus in Ghanpur, Medchal (formerly Ranga Reddy) District. The college is sponsored by the SHARE Medical Care Foundation, a philanthropic trust committed to grassroots healthcare. The college library has 1500 books, the college campus is enabled with Wi-fi facility.

Vision

To make MediCiti College of Nursing as a center for excellence in Nursing Education, geared towards preparation of creative, caring and competent nursing professionals by an expression of Indian concern for health and wellbeing of the Society.

Mission

MediCiti College of Nursing is committed to excellence in nursing education, research and the development of leadership skills and human values. Nursing education emphasizes the importance of maintaining the highest professional standards in the care of patients. The college and faculty strive to provide an outstanding technical education to its students while highlighting the importance of the values of empathy and compassion in the healing process.

Academic Programs Offered: B.Sc. Nursing

III. MediCiti College of Physiotherapy

Over the years, Physiotherapists have evolved as autonomous health care practitioners. In developed countries direct access to Physiotherapy is practiced. However, in the health care system of developing countries like India, the physiotherapy profession is still in the budding stage compared to other health care streams.

In light of these developments, Share Medical Care Foundation has established the Bachelor of Physiotherapy (BPT) College. This initiative is driven by the increasing demand for skilled physiotherapists in healthcare and sports sectors, along with the growing emphasis on preventive care, rehabilitation, and functional recovery, which has led to a significant shortage of qualified professionals.

Vision

To impart high-quality physiotherapy education, deliver evidence-based and patient-centred rehabilitation services, and foster a strong research culture that nurtures compassionate, competent, and innovative professionals committed to enhancing functional health, independence, and quality of life in the community while aligning with the vision of the University.

Mission

To provide globally benchmarked, competency-based physiotherapy education that integrates knowledge, clinical skills, ethics, and empathy. We promote evidence-based practice, research, and innovation, strengthen community-oriented rehabilitation, and leverage digital and AI-enabled technologies. Our goal is to develop socially accountable, lifelong-learning professionals who deliver quality care, advance preventive health, and serve society with excellence.

Academic Programs: BPT (Bachelor of Physiotherapy) - 4.5 Years

IV. MediCiti College of Medical Laboratory Technology

Medical Lab Technology is a vital field that plays a crucial role in healthcare by providing accurate and timely diagnostic information. MLTs are skilled professionals who use their knowledge and skills to analyze samples, interpret results, and contribute to the diagnosis and treatment of diseases, ultimately improving patient outcomes. They can be tracked down in medical clinics, centres, specialist workplaces, research offices, veterinary labs, and general well-being associations. The laboratories have forever been available, working in the background to help patient-care work groups; however, the momentum worldwide Covid-19 pandemic has shown that the volume of work for some labs has risen essentially, which produces the necessity for more medical lab technicians in the approaching future. There is a worldwide deficiency of in this discipline. This implies that Allied Medical experts in India not just have the choice of working in urban communities or provincial regions for the public authority or the confidential area; however, they are additionally being sought by global medical care suppliers

Vision:

To be a leading institution in Medical Laboratory Sciences, dedicated to developing skilled, ethical, and research-driven professionals who advance precision diagnostics, ensure patient safety, and contribute to excellence in healthcare delivery.

Mission:

To provide comprehensive education and training in clinical pathology, microbiology, biochemistry, molecular diagnostics, and transfusion medicine, combining strong foundational knowledge with advanced skills. We emphasize hands-on clinical exposure through MediCiti Hospital's state-of-the-art laboratories and promote research, innovation, and the use of emerging technologies such as automation, molecular diagnostics, AI, and digital tools. Our mission is to develop skilled professionals who uphold the highest standards of accuracy, ethics, and patient confidentiality, contributing effectively to public health, disease surveillance, and national health programs.

V. MediCiti College of Public Health

Public health issues in India like malnutrition, infectious diseases, sanitation, and maternal mortality continue being pressing concerns. This increases the need for qualified public health professionals who can find solutions and drive impact at the ground level. An MPH (Master of Public Health) degree builds these requisite skills to tackle the country's evolving health challenges through research, policymaking, advocacy, and grassroots interventions.

In light of the evolving public health challenges and in alignment with our unwavering commitment to excellence in medical education and healthcare services, Share Medical Care Foundation has established the Master of Public Health (MPH) College, as today's complex health issues require professionally trained public health experts capable of strengthening health systems, leading policy reforms, implementing effective community health programs, and conducting data-driven research to promote population health and equity.

Vision:

To be a leading academic centre in Public Health, dedicated to improving population health, promoting equity, and supporting sustainable development. The program aims to prepare skilled public health professionals who can address health challenges, reduce inequities, and make meaningful contributions to regional, national, and global health.

Mission:

The MPH program seeks to develop ethical, socially responsible public health leaders and practitioners through multidisciplinary education, practical training, and hands-on experience. We promote impactful research, evidence-based policy, and community engagement, while strengthening public health systems through collaboration with stakeholders across the health sector. Our mission is to advance population health, foster leadership, and contribute to sustainable, inclusive, and effective health solutions.

Academic Programs offered: MPH (Master of Public Health)

VI. MediCiti Hospital

A major strength is the clinical training attachment to MediCiti Hospital (the MIMS teaching hospital). Spread over more than 559,000 sq ft with expansive green spaces, the centre houses around 400 residents at a time and has helped reintegrate thousands into society through personalized, recovery-oriented programs. Their rehabilitation model includes evidence-based therapies, supported living and employment initiatives, and specialized wings such as the Anunita women's de-addiction centre and autism-focused services-all designed to foster holistic recovery with dignity and autonomy.

Nestled in Ghanpur Village within Medchal Mandal-just 30 km from Hyderabad - MediCiti Hospital commenced its operations in 1992 as Telangana's pioneering cardio-thoracic super-specialty hospital. Over the years, it has transformed into a 770-bed multi-specialty teaching hospital integrated with the MediCiti Institute of Medical Sciences (MIMS), under the aegis of the SHARE Medical Care Foundation, a Section 8 social-purpose NGO.

Today, the hospital delivers high-quality care to 1200-1300 outpatients daily, maintaining an inpatient occupancy consistently above 80%. Its services span the full spectrum: promotive, preventive, and curative care, with special emphasis on maternal and child health, immunization, cataract blindness prevention, population health, and reproductive wellness.

MediCiti is equipped with an advanced 24/7 central laboratory, cutting-edge imaging facilities, including MRI, spiral and conventional CT scans, mammography, color Doppler, ultrasound, and an 800 mA X-ray with image intensifier.

Hospital Services and Infrastructure

- Attached to a 770+ beds multi-specialty hospital, with plans for gradual expansion to 1,100 beds, including 80 ICUs and 10 operation theatres.
- The hospital offers advanced diagnostic services such as MRI, CT scan, color Dopplers, ventilators, and digital labs.
- Emphasis on affordable, subsidized healthcare for the community, with specialized camps in HIV/AIDS, maternal and child health, and oncology.
- A green, LEED platinum-designated campus spanning over 70 acres combining academic, residential, healthcare, and sports facilities.
- State-of-the-art teaching hospital facilities that allow students practical learning experiences integrated with patient care.

It boasts a comprehensive suite of intensive care units-MICU, SICU, ICCU, OBGY ICU, NICU, PICU, RICU, and Burns ICU—to manage critical patients across specialties. Extending its reach beyond the hospital, MediCiti oversees two vital outreach centers: The Rural Health Training Center (RHTC) in Aliyabad and the Urban Health Training Center (UHTC) in Medchal. These centers collectively serve over 100 surrounding villages, delivering preventive, promotive, and emergency care while also serving as training grounds for interns.

CHAPTER 2

PROPOSED MEDICITI ACADEMY OF HIGHER EDUCATION AND RESEARCH

MEDICITI ACADEMY OF HIGHER EDUCATION AND RESEARCH (MAHER) would be a Multidisciplinary Higher Education Institution, which is deemed to be a university that functions from Ghanpur, Hyderabad (Telangana, India). MediCiti Academy of Higher Education and Research would be an amalgamation of the Physical, Human, Intellectual, and other **resources of the following institutions running under the same sponsoring body i.e., SHARE Medical Care Foundation (SMCF)**.

1. MediCiti Institute of Medical Sciences
2. MediCiti College of Nursing
3. MediCiti College of Physiotherapy
4. MediCiti College of Medical Lab Technology
5. MediCiti College of Public Health

2.1 Establishment of MediCiti Academy of Higher Education and Research

Distinctiveness

The proposed university is envisioned as a multidisciplinary institution dedicated to integrating Traditional Knowledge Systems (TKS) with modern science, technology, and innovation to advance holistic education, research, and sustainable societal development. While contemporary higher education and research ecosystems have achieved significant specialization and technological advancement, they often remain fragmented and silo-driven. Traditional knowledge systems offer valuable perspectives on holistic thinking, sustainability and systems-based understanding, yet their integration into mainstream academia remains limited due to gaps in scientific validation, interdisciplinary frameworks, and institutional support.

This university seeks to bridge these gaps by creating an inclusive academic and research ecosystem where traditional wisdom and modern knowledge systems coexist and mutually reinforce each other. By leveraging advanced technologies such as artificial intelligence, data analytics, digital platforms, and emerging scientific tools, the institution will promote evidence-based learning, interdisciplinary research, and innovation across health, life sciences, technology, social sciences, humanities, and allied disciplines. Aligned with national education priorities and global sustainable development goals, the university aims to nurture future-ready graduates, generate impactful research, foster innovation and entrepreneurship, and contribute meaningfully to societal and national development.

Distinctive aspects of the University

1. Integrated Knowledge Convergence Model:

The university adopts a unique academic and research model that goes beyond parallel teaching of disciplines by actively integrating Traditional Knowledge Systems with modern science, technology, and humanities. This convergence enables interdisciplinary learning,

systems thinking, and holistic problem-solving, positioning the institution as a pioneer in knowledge integration rather than specialization alone.

2. Technology-Enabled Knowledge Validation and Innovation

Advanced technologies such as artificial intelligence, data analytics, digital platforms, and emerging scientific tools are systematically embedded across education and research. These technologies are utilized to preserve, validate, standardize, and innovate upon traditional and modern knowledge systems, ensuring scientific rigor, scalability, and global relevance.

3. Multidisciplinary Education for Future-Ready Graduates

The university offers flexible, multidisciplinary academic programs aligned with NEP-2020, enabling students to acquire cross-domain competencies. Graduates are trained with integrative thinking, digital literacy, ethical values, and global perspectives, equipping them to address complex societal, technological, and developmental challenges.

4. Research with Societal and Policy Impact

Research at the university is purpose-driven, interdisciplinary, and aligned with national priorities and global challenges. By linking traditional wisdom with modern research methodologies, the institution generates evidence-based insights that inform policy, promote sustainability, and support inclusive societal development.

5. Global Engagement Rooted in Indigenous Knowledge

While deeply grounded in indigenous and traditional knowledge systems, the university maintains a strong global outlook through international collaborations, knowledge exchange, and alignment with global standards. This balance of local relevance and global integration positions the university as an international thought leader in holistic and sustainable knowledge systems.

Vision

To become a globally recognized multidisciplinary university that integrates Traditional Knowledge Systems with modern science, technology, and innovation for holistic education, research excellence, and sustainable societal advancement.

Mission

1. To create an inclusive and interdisciplinary academic ecosystem that harmonizes traditional wisdom with contemporary scientific and technological knowledge.
2. To promote evidence-based education, research, and innovation across multiple disciplines.
3. To leverage advanced technologies for the preservation, validation, and global dissemination of traditional and modern knowledge systems.
4. To foster ethical values, critical thinking, creativity, and lifelong learning among students and scholars.
5. To contribute to national priorities and global development through education, research, and community engagement.

OBJECTIVES

Academic Objectives

1. To offer multidisciplinary undergraduate, postgraduate, doctoral, and post-doctoral programs integrating traditional knowledge, modern sciences, technology, and humanities.
2. To design innovative curricula that encourage interdisciplinary learning, experiential education, and research orientation.
3. To develop graduates equipped with integrative thinking, digital competencies, ethical values, and global perspectives.

Research Objectives

4. To promote high-quality, interdisciplinary, and translational research addressing scientific, societal, and developmental challenges.
5. To establish centers of excellence in traditional knowledge studies, integrative sciences, technology innovation, sustainability, and policy research.
6. To apply advanced technologies such as artificial intelligence, data analytics, and digital platforms to enhance research quality and impact.

Innovation & Societal Objectives

7. To encourage innovation, entrepreneurship, intellectual property creation, and technology transfer across disciplines.
8. To engage communities through outreach, capacity building, and application of knowledge for societal benefit.
9. To contribute evidence-based inputs to policy formulation and national development initiatives.

Global & Institutional Objectives

10. To foster national and international collaborations for academic exchange, joint research, and cultural integration.
11. To align institutional activities with NEP-2020, Sustainable Development Goals, and global best practices.
12. To position the university as a thought leader in integrating traditional wisdom with modern knowledge systems.

Table 2.1 Distinct Features of our Proposal

Distinct Feature	Description	Present status in India
Active integration of traditional knowledge systems with modern science technology and humanities	Designing and implementing integrated curricula across multidisciplinary systems to generate evidence-based knowledge	Lacking integrated curriculum and evidence-based knowledge of traditional knowledge system
AI-Powered Adaptive Learning	Personalized, data-driven education for every learner	Not yet implemented at scale
Immersive VR/ AR Simulations	Realistic, risk-free practice for all major specialties	Rarely integrated comprehensively
AI-Driven Decision Support Systems	Real-time, evidence-based guidance for clinicians and trainees	Largely absent in current curricula
Virtual Patient Avatars	Repeated, feedback-rich practice in communication and reasoning	Novel in Indian context
IoT-Enabled Remote Monitoring	Continuous patient data for learning and care	Limited adoption

AI Enabled Medical Research	Medical Research to be accelerated with AI support	Need to be further focused
MedTech Innovation Ecosystem	Interdisciplinary R&D, incubation, and entrepreneurship	Pioneering approach
Smart Hospital Infrastructure	IoT, automation, and data analytics for patient safety and efficiency	Not yet standard
Inter-professional Digital Collaboration	Joint learning and practicing across health disciplines	Rarely formalized
Continuous Digital Professional Development	Adaptive, lifelong learning pathways for all healthcare professionals	Largely missing

2.2 Existing Constituent Colleges

MediCiti Academy of Higher Education and Research, the proposed Deemed to be University, will comprise five colleges offering Health Science, Allied Science, and Technology Programs. The following constituent colleges will continue to function under the proposed Deemed-to-be-University, in addition to the newly initiated academic Programs:

1. MediCiti Institute of Medical Sciences
2. MediCiti College of Nursing
3. MediCiti College of Physiotherapy
4. MediCiti College of Medical Lab Technology
5. MediCiti College of Public Health

Table 2.2 Institution wise year of inception, student on roll and faculty strength

S No	Institution	Year of Inception	Students on role	Faculty Strength	Courses offered	
					UG	PG
1	MediCiti Institute of Medical Sciences	2002	1012	240	Yes	Yes
2	MediCiti College of Nursing	2006	327	40	Yes	No
3	MediCiti College of Physiotherapy	2025	50	13	Yes	No
4	MediCiti College of Medical Lab Technology	2025	50	11	Yes	No
5	MediCiti College of Public Health	2025	50	12	No	Yes

2.2.1 MediCiti Institute of Medical Sciences

The MediCiti Institute of Medical Sciences (MIMS), established in 2002 under the Share Medical Care Foundation, stands as a testament to the organization's academic prowess and operational capacity. MIMS initially commenced with 100 MBBS seats, and later expanded to 150 seats each year. It operates a 770-bed teaching hospital and offers 90 postgraduate seats, providing a comprehensive clinical and academic environment. The institution's Medical Education Unit is accredited by the National Medical Commission, affirming its adherence to national standards for medical education.

MIMS has fostered extensive global collaborations with prestigious institutions such as Johns Hopkins University, the University of Pittsburgh, and the University of Kentucky (see Annexures). These partnerships have yielded significant technology breakthroughs, including

India's first indigenous coronary stent and a low-cost 3-D-printed prosthesis, showcasing MIMS's capacity for innovation. The campus Research Centre at MIMS annually trains students and faculty in crucial research methodologies, including study design, biostatistics, and implementation science, supported by a robust 50,000-record data platform.

The success of MIMS's educational model is evident in its student and alumni achievements. Students regularly present at national conferences and participate in international electives, including rotations at UPMC Pittsburgh and Kentucky University (Attach evidence). The alumni network is particularly strong, with over 200 graduates practicing in the United States and more than 1,000 serving in senior roles across India and abroad. MIMS alumni have secured coveted postgraduate seats at premier Indian institutions such as AIIMS, PGIMER-Chandigarh, JIPMER, NIMHANS, and NIMS, Hyderabad, and have gained admission to programs at world-renowned universities including Harvard, Johns Hopkins, University College London, and Yale.

MIMS's proven track record represents not a hypothetical venture but a successful, established model of academic excellence, operational efficiency, and global connectivity. The robust alumni network and international partnerships validate MIMS's educational quality and its ability to meet global standards. This established foundation ensures that the proposed Deemed to be University will inherit a strong academic culture, existing research infrastructure, and a network of highly skilled professionals and collaborators. This accelerates the university's path to becoming a "world-class" institution, as envisioned, rather than starting from scratch, thereby providing assurance to the regulatory body of its high potential for sustained quality and success.

Vision

To be a leading institution transforming medical education, healthcare, and research, shaping compassionate and skilled professionals dedicated to improving lives worldwide.

Mission

To provide world-class medical education that combines academic excellence with ethical values.

Objectives:

- **Affordable Healthcare:** Deliver advanced medical care at the lowest possible cost, especially for rural and needy populations.
- **Transformative Education:** Offer world-class medical education, blending academic rigor with ethical principles to train compassionate, skilled professionals.
- **Rural Healthcare Model:** Develop and implement effective healthcare delivery systems for rural India.
- **Holistic Development:** Focus on creating doctors who are confident, skilled, and kind, with strong character.
- **Research & Innovation:** Promote research and integrate innovation into learning and practice.

Core Values:

- **Excellence & Innovation:** Striving for world-class education, cutting-edge research, and advanced facilities to prepare leaders for the evolving medical field.
- **Compassionate Care:** Fostering empathy, kindness, and dedication in students to provide patient-centered care, emphasized by their social responsibility initiatives like blood donation drives.
- **Practical Learning:** Integrating strong theoretical knowledge with extensive clinical exposure and hands-on training in their teaching hospital.
- **Ethical Development:** Building character and confidence in students to become responsible and ethical healthcare professionals.
- **Community Focus:** A commitment to serving underprivileged communities and improving healthcare access, stemming from their origins with the SHARE foundation.

Quality Policy:

The Institute is committed to quality medical education, clinical training, research, and patient care through a competency-based approach. Continuous academic review, ethical practice, and patient safety, ensure socially accountable medical graduates.

Programs Offered: MBBS and MS/ MD

2.2.2 MediCiti College of Nursing

Introduction:

SHARE Medical Care Foundation has been deeply committed to strengthening healthcare services, medical education, and community wellbeing through its established healthcare institutions and charitable initiatives. In continuation of this commitment, MediCiti College of Nursing has been established to nurture professionally competent, compassionate, and ethically sound nursing professionals. The college is dedicated to imparting quality nursing education integrated with strong clinical training, research orientation, and community service, thereby contributing significantly to the healthcare delivery system and societal well-being.

The establishment of MediCiti College of Nursing is driven by the increasing national and global demand for highly skilled nursing professionals who play a crucial role in patient care, hospital services, preventive healthcare, public health initiatives, and healthcare management. With the growing burden of diseases, rapid expansion of healthcare institutions, technological advancement in treatment modalities, and rising emphasis on patient-centred care, there exists a substantial shortage of well-trained nursing personnel. There is a clear need for qualified nurses who demonstrate clinical competence, evidence-based practice, ethical commitment, empathy, leadership qualities, and professional accountability to effectively cater to evolving healthcare needs.

Recognising these critical healthcare requirements, Share Medical Care Foundation established MediCiti College of Nursing to support the national objective of strengthening the healthcare workforce and improving overall health outcomes. The Foundation aims to utilize

its robust healthcare infrastructure, experienced faculty, and well-equipped clinical settings to provide superior learning and training opportunities for nursing students. The institution is envisioned to bridge the gap between demand and availability of professionally trained nurses while fostering leadership, research aptitude, compassion, and excellence in nursing practice. Through this initiative, Share Medical Care Foundation reaffirms its dedication to promoting quality healthcare education, enhancing clinical excellence, and contributing meaningfully to the health and welfare of society at regional, national, and global levels.

Vision

MediCiti College of Nursing aspires to be a centre of excellence in nursing education, research, and professional practice, dedicated to preparing compassionate, competent, and ethical nursing professionals who contribute meaningfully to the health and well-being of individuals, families, and communities at local, national, and global levels

Mission

The mission of MediCiti College of Nursing is to develop professionally competent, compassionate and ethical nursing graduates through quality education, clinical excellence, and evidence-based practice. The College is committed to integrating nursing education with research, modern healthcare technologies, and community service to address societal health needs, particularly among underserved populations.

Objectives:

1. To provide high-quality, evidence-based nursing education that ensures clinical competence and ethical practice.
2. To develop compassionate nursing professionals with strong leadership skills and human values.
3. To promote excellence in patient care, research, and community-oriented healthcare services.
4. To foster lifelong learning, innovation, and professional accountability to meet evolving healthcare needs.

Core Values

1. **Excellence** – Commitment to achieving the highest standards in nursing education, practice, and research.
2. **Compassionate Care** – Upholding empathy, dignity, and respect in patient care.
3. **Integrity & Ethics** – Practicing honesty, accountability, and ethical responsibility in all professional activities.
4. **Professional Competence** – Ensuring clinical proficiency and evidence-based practice.
5. **Innovation & Research Orientation** – Encouraging inquiry, innovation, and scholarly growth.
6. **Teamwork & Collaboration** – Promoting interdisciplinary cooperation and mutual respect.
7. **Social Responsibility** – Commitment to community health, outreach, and public welfare.
8. **Lifelong Learning** – Fostering continuous personal and professional development.

Quality Policies:

The College is committed to quality nursing education through outcome-based teaching and structured clinical training. Emphasis is placed on ethical practice, patient safety, and continuous quality improvement.

Academic Programs Offered:

- B.Sc Nursing
- General Nursing and Midwifery (GNM)

2.2.3 MediCiti College of Physiotherapy

Introduction:

Over the years, Physiotherapists have evolved as autonomous health care practitioners. In developed countries direct access to Physiotherapy is practiced. However, in health care system of developing countries like India, Physiotherapy profession is still in the budding stage compared to other health care streams.

Physiotherapy has been a central pillar to recovery from many diseases in Intensive Care Units (ICUs), in clinics, and in private practices for a long time. Since the COVID-19 pandemic hit, its necessity has recently gained recognition through the increased need of lung training for infected patients. Yet, respiratory therapy is not the only reason why physiotherapists are an essential part of the daily work in ICUs where severely ill or comatose patients spend days, sometimes even weeks or months lying in bed, often too weak to move by themselves. For those patients, moments of movement are crucial to laying a foundation for their future despite their illness. When physiotherapists support them to sit up, stand up, and get their circulation going, they feel their body again. Often, these are the moments where they experience a feeling of lucidity, which can be a first step into overcoming the disease.

Sticking to the current example of health effects of the COVID-19 pandemic, let's look at another timely health issue. In many parts of the world, the lockdown and its social and economic consequences caused high burden of depression and other mental health problems. Sometimes these cases become so severe that patients need to get treated in a psychiatric clinic. An essential, yet often overlooked field within the physiotherapy profession, are psychiatry wards, where the work of physiotherapists is very much valued. Here, with body awareness therapies and physical activity, the therapists aim to find an outlet or a coping strategy to complement their patient's psychological treatment. Drawing up a holistic view of a patient is an essential part of physiotherapy training. An integrated understanding of the body – mind – construct imbedded in a persons' social and economic environment is what physiotherapists are trained to consider when commencing the journey of a patient's individual healing process.

Vision

To impart high-quality physiotherapy education, deliver evidence-based and patient-centred rehabilitation services, and foster a strong research culture that nurtures compassionate, competent, and innovative professionals committed to enhancing functional health, independence, and quality of life in the community while aligning with the vision of the University.

Mission

The mission of MediCiti College of Physiotherapy is to develop professionally competent, ethical, and compassionate physiotherapy graduates through quality education, clinical training, and evidence-based practice. The College is committed to integrating education with research, modern rehabilitation technologies, and community service to meet societal healthcare needs, with emphasis on underserved populations.

Objectives:

1. To impart comprehensive physiotherapy education focused on scientific knowledge and clinical excellence.
2. To develop skilled physiotherapists capable of prevention, rehabilitation, and functional restoration.
3. To promote evidence-based, patient-centred physiotherapy practice and research orientation.
4. To prepare graduates for multidisciplinary healthcare, sports rehabilitation, and community service.

Core Values:

1. **Excellence:** Striving for the highest standards in education, clinical practice, and research.
2. **Compassionate Care:** Prioritizing empathy, respect, and patient-centered approaches in all interactions.
3. **Professional Integrity:** Upholding ethics, honesty, accountability, and transparency in teaching, research, and practice.
4. **Innovation:** Encouraging adoption of emerging technologies, evidence-based techniques, and creative solutions in physiotherapy.
5. **Community Commitment:** Engaging with communities to promote health, rehabilitation, and preventive care.
6. **Interdisciplinary Collaboration:** Fostering teamwork with healthcare professionals across disciplines for holistic patient care.
7. **Evidence-Based Practice:** Integrating research, clinical evidence, and best practices into education, treatment, and community programs.

Quality Policies:

The College is committed to providing quality physiotherapy education through competency-based instruction and supervised clinical training aligned with national standards. Continuous improvement ensures professional competence and ethical rehabilitation practice.

2.2.4 MediCiti College of Medical Lab Technology

Introduction:

Medical Laboratory Technology is a vital field that plays a crucial role in healthcare by providing accurate and timely diagnostic information. MLTs are skilled professionals who use their knowledge and skills to analyze samples, interpret results, and contribute to the diagnosis and treatment of diseases, ultimately improving patient outcomes. They can be tracked down in medical clinics, centres, specialist workplaces, research offices, veterinary labs, and general well-being associations. The laboratories have forever been available, working in the background to help patient-care work groups; however, the momentum worldwide Covid-19 pandemic has shown that the volume of work for some labs has risen essentially, which produces the necessity for more **Medical Lab Technicians** in the approaching future. There is a worldwide deficiency of **medical lab technicians** in the ongoing world setting. This implies that Allied Medical experts in India not just have the choice of working in urban communities or provincial regions for the public authority or the confidential area; however, they are additionally being sought by global medical care suppliers

The number of tests conducted on each patient is rising as a result of several variables, including an older population and improved access to healthcare as more individuals obtain health insurance. Additionally, laboratories are starting to automate and computerize their procedures. We need highly skilled **medical lab technicians** who can run and maintain this machinery. The understanding of academic and technical professions that leads to "health care" professionals will determine a student's job prospects.

This development has prompted **Medical Lab Technicians** to become fundamental to society as they have been entrusted with the obligation of directing tests on examples associated with conveying infections like Ebola, Zika, Coronavirus, and other dangerous contamination, which could prompt plagues. The medical lab services industry is going through a significant change during the twenty-first century, and there is a need for qualified **Medical Lab technicians**.

The demand for medical laboratory technologists and technicians is high in both India and globally, driven by factors like an aging population, rising chronic disease rates, and advancements in diagnostic technologies. The job outlook for this field is positive, with projections indicating continued growth. According to BLS, the employment of clinical laboratory technicians and technologists is expected to grow 7% from 2021 to 2031, which is about as fast as the average for all occupations. On average, about 25,600 openings for clinical laboratory technologists and technicians are projected each year over the decade.

Vision:

To be a leading institution in Medical Laboratory Science and Technology, dedicated to developing skilled, ethical, and research-driven professionals who advance precision diagnostics, ensure patient safety, and contribute to excellence in healthcare delivery.

Mission:

To develop competent and ethical medical laboratory professionals through quality education, practical training, and evidence-based diagnostic practices, integrated with modern laboratory technologies and community-oriented healthcare services.

Objectives:

1. To train competent medical laboratory professionals with strong theoretical knowledge and technical skills.
2. To ensure proficiency in modern diagnostic techniques, laboratory safety, and quality assurance.
3. To promote ethical practice, accuracy, and accountability in diagnostic services.
4. To support healthcare delivery through reliable, timely, and quality laboratory services.

Core Values:

1. **Accuracy & Reliability:** Ensuring precise and trustworthy diagnostic results.
2. **Ethical Practice:** Upholding honesty, integrity, and professional ethics in all activities.
3. **Scientific Integrity:** Commitment to evidence-based practices and rigorous scientific methods.
4. **Innovation in Diagnostics:** Encouraging adoption of advanced technologies and innovative approaches in laboratory medicine.
5. **Patient Safety:** Prioritizing the safety and well-being of patients in all laboratory processes.
6. **Accountability:** Taking responsibility for actions, results, and continuous professional development.
7. **Continuous Learning:** Fostering lifelong learning to stay updated with advances in laboratory sciences.

Quality Policies:

The College is committed to excellence in laboratory education through rigorous training, quality assurance, laboratory safety, and ethical diagnostic practices. Continuous evaluation supports professional competence.

Academic Programs Offered:

B.Sc – Medical Lab Technology (MLT)

2.2.5 MediCiti College of Public Health

Introduction:

Master of Public Health (MPH) program is in demand and is recognized as the benchmark academic credential for public health professionals. There is significant demand for public health professionals in India and abroad in the various field like epidemiology, biostatistics, surveillance, environmental health management, and program planning and evaluation. Creation of a dedicated Public Health Cadre has been identified as one of the important prerequisites in this direction. Greater emphasis on health promotion and disease prevention to reduce the costs of care by improving the health of our populations has created a broad array of new opportunities for professionals with advanced training in public health. This course will prepare competent cadre of professionals who have a basic understanding of the various aspects of public health and are able to successfully apply this knowledge towards dealing with public health challenges more particularly in Indian context. Ministry of Health & Family Welfare have designed and released the model curriculum for the Masters in Public Health (MPH) course to be adopted by institutions all over India.

In India, a Master of Public Health (MPH) course is crucial for addressing growing public health challenges, developing a skilled healthcare workforce, and promoting health equity,

offering diverse career paths in government, NGOs, and research, and equipping professionals with the knowledge to tackle complex health issues

Public health issues in India like malnutrition, infectious diseases, sanitation, and maternal mortality continue being pressing concerns. This increases the need for qualified public health professionals who can find solutions and drive impact at the ground level. An MPH (Master of Public Health) degree builds these requisite skills to tackle the country's evolving health challenges through research, policymaking, advocacy, and grassroots interventions.

India has made strides in improving healthcare access, glaring health and developmental challenges persist. Over 35% of Indian children under 5 are malnourished. Widespread infectious diseases like tuberculosis claim over 400,000 lives annually. India accounts for over a fifth of the global maternal mortality burden. Issues like lack of sanitation, antibiotic resistance, and air pollution also impact population health.

Vision:

To be a leading academic centre in Public Health, dedicated to improving health of the population, promoting equity, and supporting sustainable development. The program aims to prepare skilled public health professionals who can address health challenges, reduce inequities, and make meaningful contributions to regional, national, and global health.

Mission:

To develop competent and ethical public health professionals through quality education, research, and evidence-based practice, integrated with modern public health technologies and community-oriented health services.

Objectives:

1. To prepare skilled public health professionals to address complex health challenges at community and population levels.
2. To develop competencies in epidemiology, biostatistics, health policy, and health systems management.
3. To promote evidence-based public health practice, research, and data-driven decision-making.
4. To advance health equity, disease prevention, and sustainable community health outcomes.

Core Values:

1. **Public Service:** Commitment to improving population health and serving communities with dedication.
2. **Equity:** Ensuring fair access to health education, services, and opportunities for all.
3. **Integrity:** Upholding ethical standards, transparency, and accountability in all actions.
4. **Scientific Rigor:** Promoting evidence-based practices, research excellence, and critical inquiry.
5. **Innovation:** Encouraging creative solutions, technology integration, and forward-thinking approaches to public health challenges.
6. **Community Engagement:** Actively involving communities in health initiatives and fostering collaborative partnerships.

7. **Quality:** Maintaining high standards in education, research, healthcare delivery, and institutional governance.

Quality Policies:

The College is committed to quality public health education and research through competency-based curricula, ethical practices, and community engagement aligned with national health priorities. Continuous quality assurance ensures academic relevance and societal impact.

Programs Offered:

Masters in Public Health (MPH)

2.3 The 15 years Strategic Vision Plan

SWOC Analysis to help with a 15-year strategic plan and 5 Year Rolling implementation plan for the institution Deemed to be University was carried out, and details are given below:

2.3.1 SWOC Analysis

Strengths

1 Strong Institutional Legacy and Credibility

- Nearly four decades of operation (established 1986) demonstrating sustained commitment and stability
- Founded by distinguished NRI physicians with a philosophy of "giving back" to India
- Formally registered as not-for-profit society with government recognition
- Clear progression from SHARE incorporation in USA (1980) to comprehensive healthcare and education ecosystem

2 Comprehensive Healthcare and Education Infrastructure

- MediCiti Hospital: 770-bed multi-specialty teaching hospital with 50 ICU beds
- MediCiti Institute of Medical Sciences (MIMS) established 2002 with MBBS (150 seats) and MD/MS programs
- Multiple specialized colleges: Nursing (1995, 2006), Physiotherapy (2025), Medical Lab Technology (2025), Public Health (2025)
- Serves 1,500 outpatients daily and approximately 1,000 inpatients from diverse backgrounds
- Telangana's pioneering cardio-thoracic super-specialty hospital (1992)

3 Robust Research Platform and Track Record

- Over 9,000 research participants and 34,000 bio-specimens archived
- Longitudinal cohorts with flagship pre-conception birth cohort providing critical maternal-child health insights
- Multiple NIH-funded and nationally/internationally funded research projects

- Expertise in infectious disease surveillance, vaccine trials (including Phase III TB vaccine), and chronic disease management
- Research Centre with 50,000-record data platform for training in study design, biostatistics, and implementation science
- "Living laboratory" approach demonstrating real-world intervention validation and societal impact

4 Demonstrable Community Impact and Innovation

- REACH Study: Achieved over 95% child immunization coverage with significantly reduced infant mortality
- LIFE Study: 15-year maternal-child cohort with 6,000+ bio-specimens addressing critical public health needs
- MILES Aging Cohort: Tracking 500 older adults addressing India's rapidly growing elderly population challenges
- TETRA Project: Successful task-shifting telehealth model delivering care to 10,000 rural residents
- Community-based screening initiatives for cervical cancer, tuberculosis, and other conditions
- COVID-19 pandemic response: Rapidly established 770-bed facility demonstrating crisis management capability

5 Strategic Alignment with National Priorities

- Strong alignment with NEP 2020 emphasis on multidisciplinary and holistic education
- Focus on India's Digital Health Mission and One Health framework
- Contributes to Viksit Bharat 2047 vision for universal healthcare access and self-reliance
- Integration of traditional medicine systems addressing holistic health approaches
- Addresses rural-urban healthcare disparities and rising NCDs through innovative interventions

6 Strong Core Values and Mission Clarity

- Well-defined values: Excellence, Integrity, Compassion, Innovation, Community Service, Lifelong Learning
- Commitment to underserved populations through outreach, health awareness, and free medical camps
- Subsidized education democratizing access across socio-economic backgrounds
- Job creation and skill development contributing to unemployment and poverty reduction

Weakness

1 Recent Expansion and Limited Track Record in New Areas

- Three new colleges launched in 2025 (Physiotherapy, Medical Lab Technology, Public Health) with no operational history

- Limited demonstration of capacity to manage multiple new programs simultaneously
- Potential resource strain from rapid expansion across multiple disciplines

2 **Limited Detailed Information on Governance and Operations**

- Management Board composition shows only 3 members listed, raising questions about governance breadth
- Limited information on faculty strength, qualifications, and student-faculty ratios
- No detailed financial information or sustainability metrics provided
- Insufficient data on infrastructure capacity for proposed university expansion

3 **Absence of Mentioned Accreditation and Quality Benchmarks**

- No mention of NAAC accreditation or quality grades for existing institutions
- Lack of international accreditation or recognition details
- No quantifiable performance metrics (pass rates, placement statistics, research output quantification)

4 **Geographic Concentration and Limited Multi-Campus Presence**

- All operations appear concentrated in Hyderabad, Telangana limiting regional diversity
- No indication of satellite campuses or distributed learning infrastructure
- Potential challenges in attracting diverse student populations from across India

5 **Limited Evidence of Research Dissemination and Global Visibility**

- No mention of high-impact publications, citation metrics, or h-index data
- Limited information on patents, intellectual property, or technology transfer
- Unclear international research collaborations beyond funding sources

6 **Unclear Digital Infrastructure and Technology Integration**

- While digital health is mentioned as a focus, specifics on learning management systems are absent
- No details on online/hybrid learning capabilities for the proposed university
- Insufficient information on IT infrastructure and cybersecurity measures

Opportunities

1 **Favorable Policy Environment and National Priority Alignment**

- UGC notification (June 2023) providing clear pathway for Deemed University status under "Distinct Category"
- NEP 2020's emphasis on multidisciplinary education perfectly matches SHARE's existing strengths
- India's Digital Health Mission creating demand for digitally competent health professionals
- Viksit Bharat 2047 vision requiring scaled-up healthcare education and research capacity

2 Growing Healthcare Workforce Demand

- Severe shortage of healthcare professionals in India, particularly in rural areas
- Rising NCDs (diabetes, hypertension) creating demand for specialized public health professionals
- Aging population requiring geriatric care specialists and allied health professionals
- COVID-19 pandemic highlighted critical need for pandemic preparedness and infectious disease expertise

3 Traditional Medicine Integration and One Health Approach

- Growing global interest in integrative medicine creating unique positioning opportunity
- One Health framework gaining international traction post-pandemic
- Environmental health concerns creating need for interdisciplinary health professionals
- Potential to become national leader in holistic health education

4 Research Funding and Collaboration Expansion

- Deemed University status likely to attract more international research grants
- Opportunities for pharmaceutical industry partnerships for clinical trials
- Potential for technology companies to collaborate on digital health innovations
- Government of India's increased research funding for healthcare sector
- Bio-specimen repository positioning SHARE as valuable research partner nationally and internationally

5 Technology-Enabled Healthcare Education and Delivery

- Telemedicine and AI in healthcare creating need for tech-savvy health professionals
- Simulation-based medical education gaining prominence - opportunity for investment
- Virtual reality and augmented reality applications in medical training
- Potential to develop indigenous frugal medical technologies and innovations
- SHARE's existing TETRA project provides foundation for scaled digital health education

3.6 International Partnerships and Student Exchange

- NRI founder network provides natural connections to international institutions
- Growing interest in India as destination for medical education from

- international students
- Potential for faculty exchange programs and dual degree opportunities
- WHO and global health organizations seeking Indian partners for low-resource setting research

7 **Expansion of Community Engagement and Social Impact**

- Opportunity to scale successful community screening models to other states
- Potential to establish rural training centers and community health posts
- Corporate social responsibility partnerships for health outreach
- Leveraging "living laboratory" model for policy advocacy and health system strengthening

Challenges

1. Regulatory and Policy Alignment

- Multiple regulatory bodies with differing mandates and compliance requirements.
- Lack of unified guidelines for integrative education, research, and clinical practice.
- Time-consuming approval processes for integrated curricula and research protocols.
- Need for continuous coordination to ensure statutory and academic compliance.

2. Acceptance of Integrative Medicine Across Medical Systems

- Divergent philosophical foundations between allopathy and AYUSH systems.
- Variations in evidence standards and clinical validation methods.
- Limited interdisciplinary collaboration and shared clinical practice models.
- Resistance to adoption due to lack of standardized integrative guidelines.

3. Generation of Robust Evidence through Research and Clinical Trials

- High financial and infrastructural requirements for multidisciplinary research.
- Complexity in designing integrative clinical trial methodologies.
- Long timelines for approvals, execution, and outcome validation.
- Limited availability of multicentric and translational research platforms.

4. Interdisciplinary Faculty and Capacity Building

- Shortage of faculty trained in both modern medicine and integrative approaches.
- Need for continuous upskilling in research methodology and digital health tools.

- Limited exposure to interdisciplinary teaching and collaborative research.
- Requirement for structured faculty development and joint appointments.

5. Scalability and Translation to Public Health Impact

- Challenges in scaling integrative models across diverse population groups.
- Ensuring affordability and accessibility without compromising quality.
- Need for technology-enabled delivery mechanisms and outcome monitoring.
- Requirement for evidence-based acceptance at community and policy levels.

2.3.2 Strategic Goals (15-Year Strategic Vision Goals)

To emerge as a globally respected institution integrating modern science, digital technology, and Indian traditional knowledge systems to advance holistic healthcare, innovation, and societal well-being.

1. Academic Excellence and Programme Expansion

- Establish MAHER as a nationally and internationally recognized multidisciplinary health sciences university.
- Expand and consolidate undergraduate, postgraduate, doctoral, and super-specialty programmes across Medical Sciences, Nursing, Physiotherapy, Medical Lab Technology, Public Health, Allied Health Sciences, and Management.
- Introduce future-oriented programmes integrating healthcare management, digital health, health informatics, and public health leadership.

2. Leadership in Integrative Medicine and Healthcare Education

- Position MAHER as a centre of excellence in integrative medicine, combining evidence-based allopathy with validated AYUSH practices.
- Develop structured integrative curricula, clinical protocols, and competency frameworks acceptable to national and international standards.
- Promote interdisciplinary learning to produce holistic, patient-centric healthcare professionals.

3. Research, Innovation, and Evidence Generation

- Build a robust integrative research ecosystem focusing on translational research, clinical trials, and product development.
- Generate globally acceptable scientific evidence for integrative therapies through multicentric and outcome-based studies.
- Encourage innovation leading to patents, startups, healthcare technologies, and indigenous medical products.

4. Public Health Impact and Community Engagement

- Strengthen MAHER's role in population health improvement, preventive care, and health promotion.
- Scale community-based healthcare models through teaching hospitals, outreach programs, and public health interventions.
- Align institutional activities with national health priorities and Sustainable Development Goals (SDGs).

5. Faculty Excellence and Human Resource Development

- Develop a highly competent, interdisciplinary faculty workforce through continuous professional development and global exposure.
- Promote faculty leadership in teaching innovation, research excellence, and clinical practice.
- Encourage cross-disciplinary appointments and collaborative academic culture.

6. Digital Transformation and Technology Integration

- Integrate digital health, telemedicine, AI, data analytics, and simulation-based education across academic and clinical domains.
- Establish MAHER as a technology-enabled smart health university supporting education, research, and service delivery.
- Use data-driven decision-making for academic planning and healthcare outcomes.

7. Global Engagement and Institutional Reputation

- Develop strong national and international collaborations for academics, research, and clinical training.
- Attract international students, faculty, and research funding.
- Achieve recognition in national and global rankings, accreditations, and quality frameworks.

8. Governance, Quality Assurance, and Sustainability

- Strengthen transparent, efficient, and outcome-oriented governance systems.
- Ensure continuous quality improvement aligned with UGC, NAAC, NMC, and other regulatory standards.
- Achieve long-term financial, academic, and environmental sustainability.

Table 2.3 Years Phased strategic vision plan matrix

Strategic Goal	Phase I – Foundation (Years 1–5)	Phase II – Integration & Expansion (Years 6–10)	Phase III – Global Leadership (Years 11–15)	Key Performance Indicators (KPIs)
1. Multidisciplinary Academic Ecosystem	Strengthen health sciences programmes; introduce	Launch interdisciplinary programmes combining health	Recognition as a multidisciplinary, integrative health & knowledge university	<ul style="list-style-type: none"> • New multidisciplinary programmes • IKS-integrated

	technology-enabled and IKS foundation courses	sciences, technology, management, and IKS		curricula • Student diversity
2. Integrative Medicine & Traditional Systems Leadership	Framework for integration of allopathy with AYUSH & traditional systems; pilot integrative clinics	Standardized integrative curricula and clinical protocols; interdisciplinary teaching	Global centre of excellence for evidence-based integrative and traditional medicine	• Integrative clinics • AYUSH– Allopathy joint programmes • Clinical outcomes
3. Research, Innovation & Indigenous Knowledge Translation	Establish integrative research centres including IKS and traditional medicine	Multicentric trials, indigenous product development, and IP generation	Global recognition for validated indigenous healthcare innovations	• Funded projects • Patents & indigenous products • Policy adoption
4. Digital Health, Technology & AI Integration	Digital infrastructure, LMS, telemedicine, and health data systems	AI-enabled diagnostics, simulation labs, health informatics, and analytics	Fully digital, AI-driven smart health university	• Digital platforms deployed • AI tools in use • Tech-enabled outcomes
5. Public Health, Community & Traditional Knowledge Outreach	Community health programmes integrating traditional practices	Scalable digital & traditional public health models aligned with national missions	Large-scale population health impact using integrative & digital models	• Population covered • Community programmes • Public health indicators
6. Faculty, Knowledge Keepers & Capacity Building	Faculty development; engagement of traditional knowledge experts and practitioners	Joint appointments, global exposure, and technology upskilling	Global faculty leadership integrating science, technology & tradition	• Trained faculty • IKS experts engaged • Leadership roles
7. Innovation, Entrepreneurship & Knowledge Economy	Incubation support for health tech and indigenous innovations	Startups in digital health, traditional medicine, and biotech	Global hub for health-tech and indigenous knowledge enterprises	• Startups incubated • Industry partnerships • Revenue generation
8. Global Engagement, Policy Influence & Sustainability	National and select international collaborations	Leadership in global integrative health networks and policy dialogue	Policy-shaping institution with sustainable governance	• Global MoUs • Policy contributions • Sustainability metrics

2.4 Five years rolling implementation plans (2026-2030)

The rolling implementation plans for Academic plan, faculty recruitment plan, student admission plan, research plan, campus information and communication technology plan, infrastructure plan, finance plan, administrative plan and governance plan.

2.4.1 Academic plan

The five year's academic plan consists of year-wise starting of UG/ PG/ Ph.D programs, duration, intake, and the curriculum for the programs which are going to be started in 2026-27, followed by the distinctive programs that are also presented.

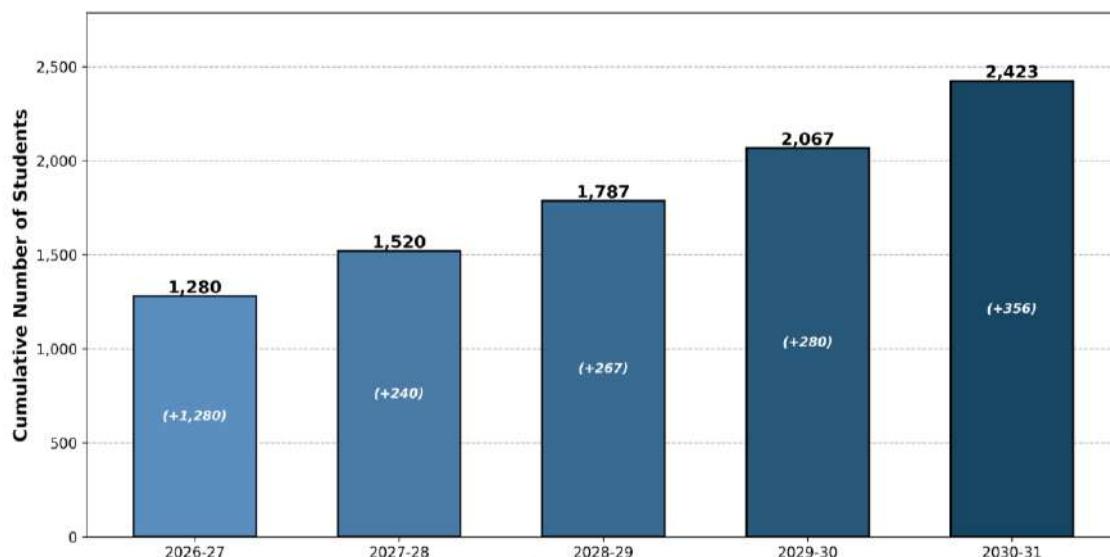
Table 2.4 The academic programs, duration, year of starting, current intake and feature intake

S No	Subject	Duration (Years)	Current Intake	Increased Intake				
				2026	2027	2028	2029	2030
MediCiti Institute of Medical Sciences								
1	MBBS	5	150	100				
2	PG Courses (MD / MS)	3	90	90				
MediCiti College of Nursing								
3	B.Sc. Nursing	4	100	140				
MediCiti College of Physiotherapy								
4	Bachelor of Physiotherapy	5	50	50				
5	Masters of Physiotherapy-Neuro	2						20
6	Masters of Physiotherapy-Cardio	2						20
7	Masters of Physiotherapy-Pulmonology	2						20
8	Masters of Physiotherapy-Musculoskeletal Disorder	2						20
9	Masters of Physiotherapy-Ortho	2						20
10	PhD in Physiotherapy	3						12
MediCiti College of Public Health								
11	Master's in Public Health	2	50	50				
MediCiti College of Medical Lab Technology								
12	B.Sc. Medical Lab Technology	4	50	50				
School of Engineering and Sciences								
13	B.Sc. Applied Artificial Intelligence	4			120			
14	B.Sc. Automation & Robotics Engineering	4				120		
15	B.Tech Computer Science and Engineering (AIML)	4		120				
16	B.Tech Computer Science and Engineering (Data Science)	4		120				
17	B.Sc. Medical Engineering	4		120				
18	B.Sc. Medical BioTechnology (5 years Integrated course)	5		60				
19	B.Sc. Maths, Statistics and Data Science (MSD)	4						60
20	B.Sc Maths, Physics and Chemistry (MPC)	4						60
21	B.Sc Digital Forensics	4						60
22	B.Sc Health Psychology			60				
23	M.Sc Environment & Disaster Management	2						30
24	M.Sc Pharmaceutical Chemistry (Integrated)	2						30
School of Business Administration								
25	BBA Health Analytics	4				60		
26	MBA in Hospital Administration	2				60		
27	MBA in Pharmaceutical Management	2		60				
28	Ph.D. in Business Administration	3				15		
School of Indian Medicine and AYUSH								
29	BAMS (Bachelor of Ayurveda Medicine and Surgery)	5					100	
30	BHMS (Bachelor of Homeopathic Medicine and Surgery)	5		100				
31	BNYS (Bachelor of Naturopathy and Yogic Science)	5		100				
32	Bachelor of Siddha Medicine and Surgery (BSMS)	5						100
33	MD (AYURVEDA) KAYACHIKITSA (Internal Medicine)	3						12
34	MD Naturopathy	3				12		
35	Ph.D. in Ayurveda	3						6
36	Ph.D. in Naturopathy and Yoga Sciences	3						6
School of Humanities & Social Sciences								
37	B.A. (Indian History, Culture, Archaeology & Heritage Studies)	4			60			
38	B.A. Sanskrit	4		60				
39	BA in Psychology, English Literature & Journalism	4		60				
40	BA in Sociology	4						60

		TOTAL			1280	240	267	280	356
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The total 40 programs are offered in the nine Colleges/ Schools by offering Medical, Nursing, Physiotherapy, Public Health, Medical Lab Technology, Engineering and Sciences, Management, Indian Medicine and AYUSH and Humanities and Social Sciences which reflects a multidisciplinary approach to fulfill vision of the University.

Graphical presentation of year wise enrolment from 2026–27 to 2030–31



The university demonstrates a significant multidisciplinary approach by offering 40 academic programs across nine distinct colleges and schools, including Medicine, Nursing, Physiotherapy, Engineering, and Humanities. The academic structure is heavily weighted toward healthcare and technology, with the MediCiti Institute of Medical Sciences and the School of Engineering and Sciences offering the most diverse range of degrees. Program durations vary from 2-year Master's and MBA programs to 5-year integrated courses in Medical Bio-Technology and AYUSH disciplines like BAMS and BHMS. Intake capacities are substantial in foundational programs, such as MBBS (100 students) and various B.Sc. Engineering tracks (120 students each), while specialized research programs like Ph.D. tracks maintain smaller cohorts of 6 to 15 students. The total intake capacity across all disciplines is projected to be distributed across various phases, reaching a total of 2,423 seats when aggregating the current and future intake targets.

Table 2.5 Year wise proposed UG, PG and Ph.D programs and total number of programs

S No.	Year	UG	PG	Ph.D	Total
1	2026-27	14	1		14
2	2027-28	3			3
3	2028-29	3	1	1	5
4	2029-30	4			4
5	2030-31	2	8	3	13
	Total	26	10	4	40

The proposed total number of programs are 40 for the five years rolling plan (2026-

30), out of which six are existing programs, eight UG and one PG are new programs in the year 2026-27, three UG programs are in 2027-28, three UG, one PG and one Ph.D programs are in 2028-29, four UG programs are in 2029-30 and two UG, eight PG and three Ph.D programs are in 2030-31.

1. Institutional Readiness & Strategic Rationale

MediCiti Academy of Higher Education and Research (MAHER) is uniquely positioned to introduce the proposed programs due to its integrated academic–clinical–research ecosystem, which includes medical colleges, allied health sciences, hospitals, research facilities and community outreach services.

Unlike conventional universities, MediCiti Academy functions within a live healthcare environment, enabling practice-based learning, applied research and industry relevance. This institutional strength provides a strong justification for introducing healthcare-centric, technology-enabled, management-oriented, traditional medicine and liberal arts programs under a single multidisciplinary framework.

The proposed programs are not standalone offerings; they are strategically designed to leverage MediCiti existing strengths and expand its role as a comprehensive healthcare and knowledge university.

2. Alignment with UGC Vision & National Priorities

- The introduction of these programs directly supports:
- UGC's vision of multidisciplinary universities
- National Education Policy (NEP) 2020 emphasis on:
- Multidisciplinary education
- Research and innovation
- Integration of Indian Knowledge Systems
- Skill development and employability
- National priorities in:
- Healthcare delivery and workforce expansion
- Digital health, AI and data-driven decision-making
- AYUSH, wellness and preventive healthcare
- Mental health, communication and social sciences

MediCiti Academy's healthcare focus allows these programs to be implemented with depth, relevance and societal impact, fulfilling UGC's quality and relevance benchmarks.

Table 2.6 Proposed Distinctive Programs

S No	Name of Distinct/ Unique Multi-Disciplinary Program	Why is the program Distinct?	Annual Intake	Eligibility	Lead Institution(s)/ Department(s)
1	B.Sc. Medical Engineering	It blends Medical Engineering with AI & Data Science to solve healthcare problems	120	HSC	School of Engineering and

		using intelligent systems.			Sciences
2	M.Sc. Medical Biotechnology (5 year Integrated Program)	It is designed as a continuous, specialized pathway that blends biology, medicine, and biotechnology from the undergraduate level through the master's level.	60	HSC	School of Engineering and Sciences
3	B. Tech Computer Science and Engineering (AIML)	It blends core computer science engineering with specialized training in Artificial Intelligence and Machine Learning , which are among the most in-demand technologies today.	120	HSC	School of Engineering and Sciences
4	B.Tech Computer Science and Engineering (Data Science)	It combines core computer science engineering with deep expertise in data-driven technologies , preparing students to turn data into intelligent solutions.	120	HSC	School of Engineering and Sciences
5	MBA in Pharmaceutical Management	It combines management education with deep knowledge of the pharmaceutical and healthcare industry .	60	Graduation	School of Management
6	B.A.M.S. (Bachelor of Ayurveda Medicine and Surgery)	It is a professional medical degree that focuses on Ayurveda , India's traditional system of medicine, while also integrating modern medical sciences .	100	HSC	School of Indian Medicine and AYUSH
7	B.H.M.S. (Bachelor of Homeopathic Medicine and Surgery)	It is a recognized medical degree focused on homeopathy , a system of medicine based on holistic and individualized treatment.	100	HSC	School of Indian Medicine and AYUSH
8	B.N.Y.S (Bachelor of Naturopathy and Yogic Science)	It is a professional medical degree that focuses on natural healing, lifestyle medicine, and yoga-based therapy , alongside modern medical sciences.	100	HSC	School of Indian Medicine and Ayush
9	B.A. Sanskrit (B.A. Honors)	It is a specialized undergraduate degree that focuses entirely on Sanskrit language which helps to explore Indian traditional knowledge system .	60	HSC	School of Humanities and Social Sciences
10	BA in Psychology, English Literature & Journalism	It combines three separate but complementary disciplines in a single undergraduate program, giving students broad skills in understanding people, communication, and media .	60	HSC	School of Humanities and Social Sciences

The Programs listed above will have multiple exit options as proposed in NEP 2020. The above Programs can also be extended for a period of 3 Years to include an integrated PhD Program. Our strategic vision aligns closely with national priorities outlined by the UGC and the 17 Sustainable Development Goals (SDGs). This alignment ensures that the university's objectives make a significant contribution to the broader development agenda of the nation, fostering the well-being of people, the planet and prosperity over the next 15 years.

2.4.1.1 Distinct Features of the Proposed Programs

1. B.Sc. Medical Engineering

1. Unique Integration of Medicine + AI + Engineering

This program uniquely blends medical sciences, engineering principles, artificial intelligence, and data science, preparing graduates who can work at the intersection of healthcare and

advanced technology, a rare and high-impact skill set.

2. Focused on Real-World Healthcare Problems

Unlike general AI or engineering degrees, this program applies AI and data analytics directly to:

- Medical diagnosis and decision support
- Disease prediction and risk analysis
- Medical imaging and signal processing
- Personalized and preventive healthcare
- Students learn **how technology saves lives**, not just how algorithms work.

3. Data-Driven Healthcare Expertise

Students gain strong skills in:

- Clinical data analysis
- Biomedical datasets
- Health informatics
- Big data management in healthcare systems

This makes graduates capable of working with **electronic health records (EHRs), hospital data, and population health analytics.**

4. Hands-On Learning with Medical Technologies

The program emphasizes **practical exposure**, including:

- Medical imaging tools (X-ray, MRI, CT data analysis)
- Biosignals (ECG, EEG, EMG)
- AI-based medical software and simulations
- This practical focus distinguishes it from theory-heavy programs.

5. Ethical and Responsible AI in Healthcare

A key distinctive feature is the emphasis on:

- Medical ethics
- Patient data privacy
- Responsible and explainable AI
- Regulatory standards in healthcare
- Graduates are trained to build **safe, ethical, and trustworthy medical AI systems.**

6. High Employability and Future Readiness

The program prepares students for emerging roles such as:

- Medical AI Engineer
- Healthcare Data Scientist
- Clinical Data Analyst
- Biomedical AI Researcher
- Health Technology Consultant
- These roles are in **high global demand** due to digital healthcare transformation.

7. Strong Research and Innovation Orientation

Students are encouraged to:

- Work on interdisciplinary research projects
- Develop AI-based medical solutions
- Collaborate with healthcare professionals
- This creates pathways to **higher studies, research, startups, and innovation labs.**

8. Contribution to Societal Impact

Graduates don't just build technology-they contribute to:

- Early disease detection
- Improved diagnostic accuracy
- Affordable healthcare solutions
- Better patient outcomes

2) M.Sc. Medical Biotechnology

The social relevance makes the program purpose-driven and impactful.

1. Interdisciplinary Curriculum

- Integrates **biology, computer science, mathematics, and statistics**
- Bridges experimental biological sciences with computational analysis

2. Strong Computational Focus

- Training in **programming** (e.g., Python, R)
- Use of **algorithms, data structures, and modeling** to solve biological problems
- Hands-on experience with biological databases and software tools

3. Emphasis on Data Analysis

- Analysis of large-scale biological data (genomics, proteomics, transcriptomic)
- Introduction to **machine learning and bioinformatics**
- Statistical methods for biological research

4. Research-Oriented Training

- Project-based learning and thesis work
- Exposure to real-world biological datasets
- Encourages independent and critical thinking

5. Applications in Modern Biology

- Systems biology and computational modeling
- Drug discovery and personalized medicine
- Evolutionary biology and population genetics

6. Industry and Academic Relevance

- Prepares students for careers in **biotechnology, pharmaceuticals, healthcare, and data science**
- Strong foundation for **PhD and advanced research**

7. Skill Development

- Enhances problem-solving and analytical skills
- Develops the ability to collaborate across disciplines
- Builds proficiency in scientific communication.

3. B.Tech Computer Science and Engineering (AIML)

1. Specialized CSE Program with AI & ML Focus

- This program builds a strong **core computer science foundation** while offering advanced specialization in **Artificial Intelligence and Machine Learning**, distinguishing it from conventional CSE degrees.

2. Balanced Theory and Practical Learning

- Students gain in-depth knowledge of Data structures and algorithms Programming and software engineering
- Machine learning and deep learning
- Natural language processing and computer vision with strong emphasis on **hands-on labs, projects, and real-world applications**.

3. Industry-Relevant Curriculum

The curriculum is designed to match **current industry needs**, covering:

- Big data analytics
- Cloud computing for AI
- AI frameworks and tools
- Deployment of intelligent systems
- This ensures graduates are **job-ready from day one**.

4. Problem-Solving with Intelligent Systems

Unlike traditional programs, this course trains students to:

- Design self-learning systems
- Build predictive and recommendation models
- Automate decision-making processes
- Students learn how AI solves **complex, real-world problems** across domains.

5. Strong Emphasis on Ethical and Responsible AI

The program incorporates:

- AI ethics and fairness
- Data privacy and security
- Explainable and trustworthy AI
- Graduates are prepared to develop **responsible and human-centered AI solutions**.

6. Research, Innovation, and Entrepreneurship Orientation

Students are encouraged to:

- Engage in AI research and publications
- Participate in hackathons and innovation challenges
- Develop AI-driven startups and products
- This nurtures **innovation, creativity, and leadership**.

7. Wide Career Opportunities

Graduates are well-prepared for roles such as:

- AI / ML Engineer
- Data Scientist
- Software Engineer
- AI Research Associate
- Intelligent Systems Developer
- These roles are in **high demand across industries**.

8. Future-Ready Skill Set

With rapid advances in AI, this program equips students with **adaptability and lifelong learning skills**, making them ready for **emerging technologies and future job roles**.

4. B. Tech Computer Science and Engineering (Data Science)

1. Specialized CSE Program with Data Science Focus on

CSE-DS is distinct because it **combines the depth of core Computer Science with a focused specialization in Data Science**, making it neither pure CSE nor pure Data Science, but a **hybrid engineering discipline**.

1. Dual Identity

- **Core CSE foundation:** algorithms, data structures, OS, DBMS, networks
- **Data-centric specialization:** statistics, machine learning, big data, analytics

This dual strength is the key distinctiveness.

2. Stronger Than DS, More Focused Than CSE

- Compared to **Data Science**:
 - Stronger **programming, algorithms, and system design**
 - Better suited for engineering-scale solutions
- Compared to **CSE**:
 - Deeper exposure to **ML, AI, and data-driven systems**
 - Curriculum aligned with modern data-intensive industries

3. Industry-Oriented Engineering

CSE-DS graduates are trained to:

- Build **scalable software systems**
- Design and deploy **ML models**
- Handle **large-scale data pipelines**
- Convert data insights into **engineering solutions**

This makes them ideal for **product companies and AI-driven organizations**.

4. Career Flexibility

- Eligible for **almost all CSE roles**
- Competitive advantage in **ML, AI, Data, and Analytics roles**
- Easier transition between **software engineering ↔ data science**

5. Research & Innovation Edge

- Better preparation for **MS/PhD in CS, AI, or DS**
- Supports interdisciplinary research combining **computing + data**
- Balances theory, systems, and applied AI

6. Future Relevance

- Designed for the **data-driven digital economy**
- Aligns with trends in **AI, Big Data, and Intelligent Systems**
- Less restrictive than pure DS, more contemporary than traditional CSE

In one line

CSE-DS is distinctive because it produces computer science engineers who can engineer intelligent, data-driven systems at scale.

5. MBA in Pharmaceutical Management

1. Specialized Management Program for the Pharma & Healthcare Industry

This program uniquely integrates **management principles with pharmaceutical sciences**, preparing graduates to handle the complex business, regulatory, and operational challenges of the pharmaceutical and healthcare sectors.

2. Industry-Focused Curriculum

The curriculum is tailored to the pharmaceutical domain, covering:

- Pharmaceutical marketing and sales management
- Drug development and commercialization
- Supply chain and logistics management
- Regulatory affairs and quality management
- This domain-specific focus distinguishes it from a general MBA.

3. Strong Emphasis on Regulatory and Compliance Knowledge

Students gain in-depth understanding of:

- National and international drug regulations
- GMP, GLP, and quality assurance standards
- Ethical practices in pharma business
- This ensures graduates are **compliance-ready**, a critical requirement in the pharma industry.

4. Integration of Healthcare Economics and Strategy

The program trains students in:

- Healthcare economics and pricing strategies
- Market access and reimbursement
- Strategic planning in pharmaceutical organizations
- Graduates can make **data-driven and strategic business decisions**.

5. Practical Exposure and Industry Interaction

The program emphasizes:

- Case studies from real pharmaceutical companies
- Industry projects and internships
- Guest lectures from pharma professionals
- This practical orientation bridges the gap between **academia and industry**.

6. Career-Oriented Skill Development

Students develop competencies in:

- Leadership and team management
- Business analytics for pharma
- Product lifecycle management
- These skills enhance **managerial effectiveness and employability**.

7. Wide Range of Career Opportunities

Graduates can pursue roles such as:

- Pharmaceutical Product Manager
- Marketing and Brand Manager
- Regulatory Affairs Manager
- Supply Chain Manager
- Healthcare Consultant
- The program opens doors across **pharmaceutical, biotech, and healthcare organizations.**

8. Contribution to Healthcare Outcomes

By improving management efficiency and ethical decision-making, graduates contribute to:

- Better access to medicines
- Cost-effective healthcare delivery
- Sustainable growth of the pharma industry
- This makes the program **impact-driven and socially relevant.**

6. B.A.M.S. (Bachelor of Ayurveda Medicine and Surgery)

1. Integration of Traditional Wisdom with Modern Medical Science

B.A.M.S. uniquely combines **classical Ayurvedic principles** with **modern medical sciences** such as anatomy, physiology, pathology, and diagnostics, enabling graduates to practice holistic healthcare with scientific understanding.

2. Holistic and Preventive Healthcare Approach

The program emphasizes **prevention, lifestyle management, and natural healing**, focusing on maintaining health rather than only treating disease. This holistic approach distinguishes Ayurveda from conventional medicine systems.

3. In-Depth Study of Ayurvedic Classics

Students study authoritative Ayurvedic texts such as **Charaka Samhita, Sushruta Samhita, and Ashtanga Hridaya**, preserving ancient medical knowledge while applying it to contemporary healthcare challenges.

4. Clinical Training and Hands-On Practice

The program includes extensive **clinical exposure** through:

- Ayurvedic hospitals and dispensaries
- Panchakarma therapy units
- Diagnostic and patient-care training
- This ensures graduates gain strong **practical and clinical competence.**

5. Natural, Herbal, and Lifestyle-Based Therapies

B.A.M.S. focuses on:

- Herbal medicines and formulations
- Panchakarma detoxification therapies
- Yoga, dietetics, and lifestyle counseling

- These natural treatment modalities make the program distinctive and patient-friendly.

1. Emphasis on Personalized Medicine

Ayurveda's concept of **Prakriti** (individual constitution) allows for customized treatment plans, making B.A.M.S. graduates skilled in **personalized and patient-centric care**.

7. Growing Global Relevance and Career Opportunities

With increasing global interest in **traditional and alternative medicine**, B.A.M.S. graduates can pursue careers as:

- Ayurvedic medical practitioners
- Clinical consultants
- Panchakarma specialists
- Researchers in Ayurveda
- Healthcare entrepreneurs

8. Ethical Practice and Social Responsibility

The program instills strong values related to:

- Medical ethics
- Compassionate patient care
- Sustainable and eco-friendly healthcare
- This ensures graduates practice **responsible and ethical medicine**.

9. Pathways for Higher Studies and Research

B.A.M.S. provides a foundation for:

- M.D./M.S. (Ayurveda) specializations
- Research in integrative and evidence-based Ayurveda
- Academic and teaching careers

7. B.H.M.S. (Bachelor of Homeopathic Medicine and Surgery)

1. Holistic and Individualized System of Medicine

B.H.M.S. is based on the principle of "**Similia Similibus Curentur**" (like cures like) and emphasizes **individualized treatment**, considering the patient's physical, mental, and emotional state rather than just symptoms.

2. Integration of Homeopathy with Modern Medical Sciences

The program combines **classical homeopathic knowledge** with **modern subjects** such as anatomy, physiology, pathology, microbiology, and forensic medicine, ensuring scientifically grounded medical education.

3. Strong Foundation in Homeopathic Philosophy and Materia Medica

Students gain in-depth understanding of:

- Homeopathic philosophy and organon of medicine
- Materia medica and drug provings
- Case taking and constitutional prescribing

- This deep conceptual training distinguishes B.H.M.S. from other medical programs.

4. Extensive Clinical Training and Patient Care

The program offers hands-on clinical exposure through:

Homeopathic hospitals and outpatient departments

Case analysis and follow-ups

Community health programs

Graduates develop strong **clinical judgment and patient management skills**.

5. Safe, Non-Invasive, and Natural Treatment Approach

Homeopathy emphasizes **minimal doses and gentle remedies**, making the system safe, non-toxic, and suitable for all age groups, including children and the elderly.

6. Emphasis on Preventive and Long-Term Care

B.H.M.S. focuses on:

Strengthening the body's natural healing response

Preventing recurrence of disease

Managing chronic and lifestyle-related conditions

This long-term, preventive approach is a key distinctive feature.

7. Growing Demand and Career Opportunities

Graduates can pursue careers as:

Homeopathic medical practitioners

Clinical consultants

Public health professionals

Researchers and academicians

Healthcare entrepreneurs

The increasing interest in **alternative and complementary medicine** enhances the program's relevance.

8. Ethical Practice and Compassionate Healthcare

The program instills values of:

Medical ethicsPatient-centered care

Social responsibility

Graduates are trained to practice **ethical and responsible healthcare**.

9. Opportunities for Higher Studies and Research

B.H.M.S. provides pathways to:

M.D. (Homeopathy) specializations

Research in integrative medicine

Teaching and academic careers

8. B.N.Y.S. (Bachelor of Naturopathy and Yogic Science)

1. Integration of Naturopathy with Yogic Science

B.N.Y.S. uniquely combines **natural healing systems** with **yogic philosophy and practices**, offering a comprehensive approach to physical, mental, and spiritual well-being.

2. Drugless and Holistic Healthcare System

The program emphasizes **non-invasive, drugless therapies**, focusing on stimulating the body's natural healing capacity through diet, lifestyle modification, yoga, and natural treatments.

3. Strong Foundation in Modern Medical Sciences

Alongside naturopathy and yoga, students study **anatomy, physiology, pathology, and diagnostics**, ensuring a scientifically sound understanding of the human body and disease.

4. Preventive and Lifestyle-Oriented Healthcare

B.N.Y.S. prioritizes **disease prevention, health promotion, and lifestyle management**, making graduates skilled in addressing lifestyle-related and chronic conditions.

5. Wide Range of Natural Therapies

Students are trained in diverse natural treatment modalities, including:

Yoga therapy and meditation

Dietetics and nutrition therapy

Hydrotherapy, mud therapy, and massage

Acupuncture and acupressure

This multidisciplinary exposure makes the program distinctive.

6. Extensive Clinical and Practical Training

The curriculum includes hands-on training through:

Naturopathy hospitals and wellness centers

Yoga therapy clinics

Community health programs

This ensures strong **clinical competence and patient-care skills**.

7. Growing Global Relevance

With increasing focus on **wellness, preventive healthcare, and integrative medicine**, B.N.Y.S. graduates are in demand in healthcare, wellness tourism, corporate wellness, and rehabilitation sectors.

8. Ethical, Sustainable, and Patient-Centered Care

The program instills values of:

Medical ethics

Eco-friendly and sustainable healthcare

Compassionate and individualized treatment

9. Diverse Career and Higher Study Opportunities

Graduates can work as:

Naturopathy physicians

Yoga therapists and wellness consultants

Lifestyle and preventive health experts

Researchers and academicians

The program also provides pathways to **postgraduate studies and research**.

9. B.A. Sanskrit

1. Preservation and Promotion of Classical Knowledge

B.A. Sanskrit plays a vital role in preserving India's **ancient intellectual, cultural, and literary heritage**, giving students direct access to classical texts in their original language.

2. In-Depth Study of Classical Sanskrit Literature

The program offers comprehensive exposure to:

Vedas, Upanishads, and epics

Classical poetry, drama, and prose

Philosophical, scientific, and technical texts

This depth of study distinguishes it from general language degrees.

3. Strong Linguistic and Analytical Training

Sanskrit's structured grammar develops:

Logical thinking

Analytical and interpretative skills

Precision in language comprehension

Students gain advanced proficiency in **Paninian grammar and linguistics**.

4. Interdisciplinary Relevance

Sanskrit knowledge supports studies in:

Philosophy, history, and religion

Ayurveda, yoga, and traditional sciences

Linguistics, comparative literature, and cultural studies

This interdisciplinary nature makes the program academically distinctive.

5. Emphasis on Manuscript Studies and Textual Criticism

Students are introduced to:

Manuscriptology and paleography

Editing and interpretation of ancient texts

Preservation of traditional knowledge systems

This provides unique research-oriented skills.

6. Cultural and Ethical Enrichment

The program nurtures:

Ethical values and philosophical insight

Cultural awareness and heritage appreciation

Intellectual discipline and reflective thinking

7. Research and Higher Education Pathways

B.A. Sanskrit forms a strong foundation for:

M.A., M.Phil., and Ph.D. programs

Academic and research careers

Work in cultural institutions and archives

8. Career Opportunities Beyond Teaching

Graduates can pursue careers as:

Academics and researchers

Translators and content writers

Cultural heritage professionals

Editors and language consultants

9. Relevance in the Digital and Global Context

With growing interest in **classical languages, knowledge digitization, and Indian knowledge systems**, Sanskrit graduates contribute to **digital humanities and global scholarship**.

10. B.A. in Psychology, English Literature & Journalism

1. Unique Interdisciplinary Combination

This program uniquely integrates **Psychology, English Literature, and Journalism**, enabling students to understand **human behavior**, develop **strong communication skills**, and apply them effectively in **media, writing, and public engagement**.

2. Understanding the Human Mind and Society

Psychology provides insight into:

Human behavior and mental processes

Emotional intelligence and interpersonal skills

Social and cultural influences on individuals

This understanding enhances effectiveness in writing, reporting, and communication professions.

3. Strong Language, Writing, and Critical Thinking Skills

English Literature develops:

Advanced reading and interpretative abilities

Creative and analytical writing skills

Critical thinking and argumentation

These skills form a strong foundation for journalism, media, and content creation.

4. Professional Orientation to Journalism and Media

Journalism training includes:

News writing and reporting

Media ethics and communication laws

Print, digital, and broadcast media practices

Students gain practical exposure to **real-world media environments**.

5. Emphasis on Ethical and Responsible Communication

The program highlights:

Ethical journalism

Psychological sensitivity in reporting

Social responsibility in media communication

This prepares students for **responsible public communication**.

6. Application-Based and Skill-Focused Learning

Students engage in:

Case studies and fieldwork

Writing projects and media assignments

Interviews, surveys, and content production

This experiential approach distinguishes the program from traditional arts degrees.

7. Wide Career Opportunities

Graduates are well-prepared for roles such as:

- Journalists and reporters
- Content writers and editors
- Media and communication professionals
- Public relations executives
- Counseling or social service assistants (with further training)

8. Strong Foundation for Higher Studies

The program provides pathways to:

- M.A. in Psychology, English, Journalism, or Mass Communication
- Research and academic careers
- Professional certifications in media and counseling fields

9. Relevance in the Digital and Information Age

In an era of digital media and information overload, this program equips students with the ability to:

- Communicate clearly and responsibly
- Analyze information critically
- Understand audience psychology

This makes the program **highly relevant and future-ready.**

2.4.1.2 Proposed Distinctive programs course Structure

1. B.Sc. Medical Engineering (AI&DS)

Objectives of the Program

1. To impart foundational and advanced knowledge in medical engineering, AI, and data science.
2. To develop skills in medical data analysis, machine learning, deep learning, and healthcare informatics.
3. To train students in the design and application of AI-based medical systems for diagnosis, monitoring, and treatment support.
4. To integrate biomedical concepts with computational and engineering principles.
5. To promote ethical, legal, and regulatory awareness in medical AI applications.
6. To encourage research, innovation, and problem-solving in healthcare technologies.
7. To prepare graduates for careers in healthcare technology, medical AI development, data analytics, research, and higher education.

Course Structure

S No	Course Code	Course	L	T	P	Credits
I Year I Semester						
1		Engineering Mathematics – I	3	0	0	4
2		Introduction to Medical Engineering	3	0	0	3
3		Programming for Problem Solving (Python)	3	0	0	3
4		Human Anatomy & Physiology – I	3	0	0	3
5		Basics of Electrical & Electronics Engineering	3	0	0	3
6		Python Programming Lab –	0	0	2	2

7	Electronics & Measurements Lab	0	0	2	2
	Total	15	0	4	20
I Year II Semester					
1	Engineering Mathematics – II	3	0	0	4
2	Object Oriented Programming (Python / Java)	3	0	0	3
3	Human Anatomy & Physiology – II	3	0	0	3
4	Digital Logic & Computer Organization	3	0	0	3
5	Medical Ethics & Healthcare Regulations	3	0	0	3
6	OOP Programming Lab	0	0	2	2
7	Digital Logic Lab	0	0	2	2
	Total	15	0	4	20
II Year I Semester					
1	Data Structures & Algorithms	3	0	0	4
2	Database Management Systems	3	0	0	3
3	Signals & Systems (Biomedical Focus)	3	0	0	3
4	Probability & Statistics for Data Science	3	0	0	3
5	Medical Imaging Fundamentals	3	0	0	3
6	Data Structures Lab	0	0	2	2
7	DBMS Lab	0	0	2	2
	Total	15	0	4	20
II Year II Semester					
1	Machine Learning – I	3	0	0	4
2	Data Visualization & Exploratory Data Analysis	3	0	0	3
3	Operating Systems	3	0	0	3
4	Biomedical Instrumentation	3	0	0	3
5	Research Methodology & Scientific Writing	3	0	0	3
6	Machine Learning Lab – I	0	0	2	2
7	Biomedical Instrumentation Lab	0	0	2	2
	Total	15	0	4	20
III Year I Semester					
1	Machine Learning – II	3	0	0	4
2	Artificial Intelligence Fundamentals	3	0	0	3
3	Medical Image Processing	3	0	0	3
4	Cloud Computing for Healthcare	3	0	0	3
5	Healthcare Data Standards & Interoperability	3	0	0	3
6	Medical Image Processing Lab	0	0	2	2
7	Cloud Computing Lab	0	0	2	2
	Total	15	0	4	20
III Year II Semester					
1	Deep Learning	3	0	0	4
2	Natural Language Processing (Healthcare Focus)	3	0	0	3
3	Internet of Medical Things (IoMT)	3	0	0	3
4	Big Data Analytics	3	0	0	3
5	Elective – I Bioinformatics / Health Informatics / Robotics in Surgery	3	0	0	3
6	Deep Learning Lab	0	0	2	2
7	IoMT Lab	0	0	2	2
	Total	15	0	4	20
IV Year I Semester					
1	AI in Medical Diagnosis & Decision Support	3	0	0	4
2	Computer Vision in Healthcare	3	0	0	3
3	Cybersecurity & Privacy in Healthcare Systems	3	0	0	3
4	Entrepreneurship & Medical Startups	3	0	0	3
5	Project / Thesis – Phase I	3	0	0	3
6	Advanced AI Applications Lab	0	0	2	2
7	Research & Innovation Lab	0	0	2	2
	Total	15	0	4	20

IV Year II Semester						
1		Deployment of AI Models in Healthcare	3	0	0	4
2		Clinical Validation & Ethical AI	3	0	0	3
3		Elective – II Precision Medicine / GenAI in Healthcare / Digital Therapeutics	3	0	0	3
4		Internship / Industry Practice	3	0	0	3
5		Project / Thesis – Phase II (Complete Work) Implementation Testing & validation Thesis submission Viva-Voce	3	0	0	3
6		Clinical Data Analysis Lab	0	0	2	2
7		Model Deployment Lab	0	0	2	2
Total			15	0	4	20

2) M.Sc. Medical Biotechnology (Five-Year Integrated Program)

Objectives of M.Sc. Biotechnology Program

1. To provide **advanced theoretical and practical knowledge** in modern biotechnology.
2. To develop **technical skills** in molecular biology, genetic engineering, bioinformatics, and bioprocess technology.
3. To train students in **research methodologies, data analysis, and scientific writing**.
4. To promote **ethical practices and biosafety standards** in biotechnology research.
5. To prepare students for careers in **research, industry, academia, healthcare, and regulatory sectors**.
6. To encourage **entrepreneurship and innovation** in biotechnology-based industries.
7. To provide a strong foundation for **doctoral studies and advanced research**.

Course Structure

S No	Course Code	Course	L	T	P	Credits
I Year I Semester						
1		Cell Biology	3	0	0	4
2		Basic Biochemistry	3	0	0	4
3		Mathematics for Life Sciences	3	0	0	4
4		Introduction to Biotechnology	3	0	0	4
5		Biochemistry Laboratory	0	0	2	2
6		Cell Biology Laboratory	0	0	2	2
Total			12	0	4	20
I Year II Semester						
1		Biomolecules	3	0	0	4
2		Genetics – I	3	0	0	4
3		Microbiology – I	3	0	0	4
4		Biostatistics	3	0	0	4
5		Microbiology Laboratory	0	0	2	2
6		Genetics Laboratory	0	0	2	2
Total			12	0	4	20
II Year I Semester						

1		Molecular Biology – I	3	0	0	4
2		Genetics – II	3	0	0	4
3		Microbiology – II	3	0	0	4
4		Enzymology	3	0	0	4
5		Molecular Biology Laboratory	0	0	2	2
6		Enzymology Laboratory	0	0	2	2
		Total	12	0	4	20

II Year II Semester

1		Molecular Biology – II	3	0	0	4
2		Immunology	3	0	0	4
3		Bioenergetics	3	0	0	4
4		Analytical Biochemistry	3	0	0	4
5		Immunology Laboratory	0	0	2	2
6		Analytical Biochemistry Laboratory	0	0	2	2
		Total	12	0	4	20

III Year I Semester

1		Recombinant DNA Technology	3	0	0	4
2		Bioinformatics – I	3	0	0	4
3		Plant Biotechnology	3	0	0	4
4		Animal Biotechnology	3	0	0	4
5		Recombinant DNA Technology Laboratory	0	0	2	2
6		Bioinformatics Laboratory	0	0	2	2
		Total	12	0	4	20

III Year II Semester

1		Genetic Engineering	3	0	0	3
2		Bioinformatics – II	3	0	0	3
3		Fermentation Technology	3	0	0	3
4		Research Methodology	3	0	0	3
5		Fermentation Technology Laboratory	0	0	2	2
6		Genetic Engineering Laboratory	0	0	2	2
		Mini Project	0	0	4	4
		Total	12		8	20

IV Year I Semester

1		Advanced Molecular Biology	3	0	0	4
2		Bioprocess Engineering – I	3	0	0	4
3		Industrial Biotechnology	3	0	0	4
4		Proteomics & Genomics	3	0	0	4
5		Bioprocess Engineering Laboratory	0	0	2	2
6		Proteomics Laboratory	0	0	2	2
		Total	12	0	4	20

IV Year II Semester

1		Systems Biology	3	0	0	4
2		Drug Discovery & Development	3	0	0	4
3		Clinical Research & Regulatory Affairs	3	0	0	4
4		Elective (Medical / Industrial / Bioinformatics)	3	0	0	4
5		Clinical Research Lab	0	0	2	2
		Internship / Capstone Project	0	0	2	2
		Total	12	0	4	20

V Year I Semester

1		Advanced Bioinformatics	3	0	0	4
2		Computational Biology	3	0	0	4
3		Scientific Writing & Ethics	3	0	0	4
4		Research Proposal Development	3	0	0	4
5		Advanced Bioinformatics Lab	0	0	2	2
6		Research Methodology Lab	0	0	2	2
		Total	12	0	4	20

V Year II Semester

1		Research: Dissertation / Thesis Work Experimental Research • Data Analysis • Thesis Submission • Publication & Viva Voce	0	0	22	20
		Total				20

Professional Electives
Biological Data Analysis
Algorithms for Molecular Dynamics Simulation
Genomics and Transcriptomics
Neuro science and Technology
Biochemical Engineering
Bigdata Biology and Biological Databases
Comparative Genomics
Metagenomics
Population Genetics
Advanced Bioinformatics Programming
Functional Genomics
Cancer Genomics
Structural Biology and Molecular Modelling
Computational Immunology
Metabolic Modelling and Systems Biology
High-Throughput Sequencing Analysis
Special Electives
Yoga, Cognition and Well-being
Contemplations from Yoga and Vedanta
Self-Awareness
Universal Human Values II
Open Electives
Computational Ecology
Environmental Bioinformatics
Human Genomics
Microbial Genomics
Protein Structure Prediction
Regulatory Genomics
Synthetic Biology
Microarray Data Analysis
Evolutionary Developmental Biology
Computational Proteomics
Neuro informatics

CA – Continuous Assessment; **FE** - Final Examination; **CAT** – Category; **BS** – Basic Sciences; **HS**- Humanities & Social Sciences; **ES**- Engineering Sciences; **PC** – Professional Core; **PE** - Professional Elective; **OE**-Open Elective; **EEC** – employability Enhancement Course; **MC** – Mandatory Course; **L**-Lecture; **T**-Tutorial; **P**-Practical; **Tot**-Total; **SE**- Special Elective

3. B. Tech Computer Science and Engineering (AIML)

Objectives of B. Tech AIML

1. **To build strong foundations** in mathematics, statistics, and computer science for AI and ML.
2. **To develop expertise** in designing and implementing AI and Machine Learning algorithms.
3. **To apply AI and ML techniques** to solve real-world and industry-based problems.
4. **To enhance programming, data analysis, and computational thinking skills.**

5. **To promote research, innovation, and experimentation** in emerging AI technologies.
6. **To instill ethical awareness and responsible use** of Artificial Intelligence.
7. **To prepare industry-ready professionals** with problem-solving and teamwork skills.
8. **To encourage lifelong learning** to keep pace with advancements in AI and ML.

Course Structure

I YEAR I SEMESTER

S. No.	Course Code	Course	L	T	P	Credits
1.	MA101BS	Matrices and Calculus	3	1	0	4
2.	PH102BS	Applied Physics	3	1	0	4
3.	CS103ES	Programming for Problem Solving	3	0	0	3
4.	ME104ES	Engineering Workshop	0	1	3	2.5
5.	EN105HS	English for Skill Enhancement	2	0	0	2
6.	CS106ES	Elements of Computer Science & Engineering	0	0	2	1
7.	PH107BS	Applied Physics Laboratory	0	0	3	1.5
8.	CS108ES	Programming for Problem Solving Laboratory	0	0	2	1
9.	EN109HS	English Language and Communication Skills Laboratory	0	0	2	1
10.	*MC110	Environmental Science	3	0	0	0
		Induction Program				
			Total	14	3	12
						20

I YEAR II SEMESTER

S. No.	Course Code	Course	L	T	P	Credits
1.	MA201BS	Ordinary Differential Equations and Vector Calculus	3	1	0	4
2.	CH202BS	Engineering Chemistry	3	1	0	4
3.	ME203ES	Computer Aided Engineering Graphics	1	0	4	3
4.	EE204ES	Basic Electrical Engineering	2	0	0	2
5.	EC205ES	Electronic Devices and Circuits	2	0	0	2
6.	CS206ES	Python Programming Laboratory	0	1	2	2
7.	CH207BS	Engineering Chemistry Laboratory	0	0	2	1
8.	EE208ES	Basic Electrical Engineering Laboratory	0	0	2	1
9.	CS209ES	IT Workshop	0	0	2	1
			Total	11	3	12
						20

II YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS301PC	Mathematical and Statistical Foundations	3	1	0	4
2	CS302PC	Data Structures	3	0	0	3
3	CS303PC	Computer Organization and Architecture	3	0	0	3
4	CS304PC	Software Engineering	3	0	0	3
5	CS305PC	Operating Systems	3	0	0	3
6	CS306PC	Introduction to Data Structures Lab	0	0	2	1
7	CS307PC	Operating Systems Lab	0	0	2	1
8	CS308PC	Software Engineering Lab	0	0	2	1
9	CS309PC	Node JS/ React JS/ Django	0	0	2	1
	*MC310	Constitution of India	3	0	0	0
			Total	18	0	10
						20

II YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	CS401PC	Discrete Mathematics	3	0	0	3
2	CS402PC	Automata Theory and Compiler Design	3	0	0	3
3	CS403PC	Database Management Systems	3	0	0	3
4	CS404PC	Introduction to Artificial Intelligence	3	0	0	3
5	CS405PC	Object Oriented Programming through Java	3	0	0	3
6	CS406PC	Database Management Systems Lab	0	0	2	1
7	CS407PC	Java Programming Lab	0	0	2	1
8	CS408PC	Real-time Research Project/Field-Based Research Project	0	0	4	2
9	CS409PC	Prolog/ Lisp/ Pyswip	0	0	2	1
10	*MC410	Gender Sensitization Lab	0	0	2	0
		Total	15	0	12	20

III YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	AM501PC	Design and Analysis of Algorithms	3	1	0	4
2	AM502PC	Machine Learning	3	0	0	3
3	AM503PC	Computer Networks	3	0	0	3
4	SM504MS	Business Economics & Financial Analysis	3	0	0	3
5		Professional Elective-I	3	0	0	3
6	AM505PC	Machine Learning Lab	0	0	2	1
7	AM506PC	Computer Networks Lab	0	0	2	1
8	EN508HS	Advanced English Communication Skills Lab	0	0	2	1
9	AM507PC	UI design- Flutter	0	0	2	1
10	*MC510	Intellectual Property Rights	3	0	0	0
		Total	18	01	08	20

III YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	AM601PC	Knowledge Representation and Reasoning	3	0	0	3
2	AM602PC	Data Analytics	3	0	0	3
3	AM603PC	Natural Language Processing	3	0	0	3
4		Professional Elective – II	3	0	0	3
5		Open Elective-I	3	0	0	3
6	AM604PC	Natural Language Processing Lab	0	0	3	1.5
7	AM605PC	Data Analytics Lab	0	0	3	1.5
8	AM606PC	Industrial Oriented Mini Project/ Internship/Skill Development Course (DevOps)	0	0	4	2
9	*MC609	Environmental Science	3	0	0	0
		Total	18	0	10	20

Environmental Science in III Yr II Sem Should be Registered by Lateral Entry Students Only.

IV YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	AM701PC	Deep Learning	3	0	0	3
2	AM702PC	Nature Inspired Computing	2	0	0	2
3		Professional Elective -III	3	0	0	3
4		Professional Elective -IV	3	0	0	3
5		Open Elective - II	3	0	0	3
6	AM703PC	Professional Practice, Law & Ethics	2	0	0	2
7		Professional Elective - III Lab	0	0	2	1
8		Project Stage - I	0	0	6	3
		Total Credits	16	0	8	20

IV YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1		Professional Elective - V	3	0	0	3
2		Professional Elective – VI	3	0	0	3
3		Open Elective – III	3	0	0	3
4	AM801PC	Project Stage – II including Seminar	0	0	22	11
		Total Credits	9	0	22	20

***MC – Satisfactory/Unsatisfactory**

Professional Elective-I

AM511PE	Graph Theory
AM512PE	Introduction to Data Science
AM513PE	Web Programming
AM514PE	Image Processing
AM515PE	Computer Graphics

Professional Elective - II

AM621PE	Software Testing Methodologies
AM622PE	Information Retrieval Systems
AM623PE	Pattern Recognition
AM624PE	Computer Vision and Robotics
AM625PE	Data Warehousing and Business Intelligence

Professional Elective - IV

AM741PE	Quantum Computing
AM742PE	Expert Systems
AM743PE	Semantic Web
AM744PE	Game Theory
AM745PE	Mobile Computing

Professional Elective - V

AM851PE	Social Network Analysis
AM852PE	Federated Machine Learning
AM853PE	Augmented Reality & Virtual Reality
AM854PE	Web Security
AM855PE	Ad-hoc & Sensor Networks

Professional Elective – VI

AM861PE	Speech and Video Processing
AM862PE	Robotic Process Automation
AM863PE	Randomized Algorithms
AM864PE	Cognitive Computing
AM865PE	Conversational AI

Open Elective I:

1. AM611OE: Fundamentals of AI
2. AM612OE: Machine Learning Basics

Open Elective II:

1. AM721OE: Introduction to Natural Language Processing
2. AM722OE: AI applications

Open Elective III:

1.AM831OE: Chatbots 2. AM832OE: Evolutionary Computing

4.B.Tech Computer Science and Engineering (Data Science)**Objectives of B.Tech CSE-DS**

1. **To build strong foundations** in mathematics, statistics, and computer science for data-driven analysis.
2. **To develop expertise** in data collection, cleaning, processing, and visualization techniques.
3. **To apply data science methods** for extracting meaningful insights from large and complex datasets.
4. **To enhance programming and analytical skills** using tools such as Python, R, SQL, and analytics platforms.
5. **To design and implement data-driven solutions** for real-world and industry problems.
6. **To promote research and innovation** in data analytics, big data, and intelligent systems.
7. **To instill ethical awareness** in data handling, privacy, security, and responsible data usage.
8. **To prepare industry-ready professionals** for careers in data science, analytics, and related fields.

Course Structure**I Year I Semester**

S. No.	Course Code	Course	L	T	P	Credits
1.	MA101BS	Matrices and Calculus	3	1	0	4
2.	CH102BS	Engineering Chemistry	3	1	0	4
3.	CS103ES	Programming for Problem Solving	3	0	0	3
4.	EE104ES	Basic Electrical Engineering	2	0	0	2
5.	ME105ES	Computer Aided Engineering Graphics	1	0	4	3
6.	CS106ES	Elements of Computer Science & Engineering	0	0	2	1
7.	CH107BS	Engineering Chemistry Laboratory	0	0	2	1
8.	CS108ES	Programming for Problem Solving Laboratory	0	0	2	1
9.	EE109ES	Basic Electrical Engineering Laboratory	0	0	2	1
		Induction Program				
			Total	12	2	12
						20

I Year II Semester

S. No.	Course Code	Course	L	T	P	Credits	
1.	MA201BS	Ordinary Differential Equations and Vector Calculus	3	1	0	4	
2.	PH202BS	Applied Physics	3	1	0	4	
3.	ME203ES	Engineering Workshop	0	1	3	2.5	
4.	EN204HS	English for Skill Enhancement	2	0	0	2	
5.	EC205ES	Electronic Devices and Circuits	2	0	0	2	
6.	CS206ES	Python Programming Laboratory	0	1	2	2	
7.	PH207BS	Applied Physics Laboratory	0	0	3	1.5	
8.	EN208HS	English Language and Communication Skills Laboratory	0	0	2	1	
9.	CS209ES	IT Workshop	0	0	2	1	
10.	*MC210	Environmental Science	3	0	0	0	
			Total	13	4	12	20

II YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits	
1	DS301PC	Digital Electronics	3	0	0	3	
2	DS302PC	Data Structures	3	0	0	3	
3	DS303PC	Computer Oriented Statistical Methods	3	1	0	4	
4	DS304PC	Computer Organization and Architecture	3	0	0	3	
5	DS305PC	Object Oriented Programming through Java	3	0	0	3	
6	DS306PC	Data Structures Lab	0	0	3	1.5	
7	DS307PC	Object Oriented Programming through Java Lab	0	0	3	1.5	
8	DS308PC	Data visualization- R Programming/ Power BI	0	0	2	1	
9	*MC309	Gender Sensitization Lab	0	0	2	0	
			Total	15	1	10	20

II YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits	
1	DS401PC	Discrete Mathematics	3	0	0	3	
2	SM402MS	Business Economics & Financial Analysis	3	0	0	3	
3	DS403PC	Operating Systems	3	0	0	3	
4	DS404PC	Database Management Systems	3	0	0	3	
5	DS405PC	Software Engineering	3	0	0	3	
6	DS406PC	Operating Systems Lab	0	0	2	1	
7	DS407PC	Database Management Systems Lab	0	0	2	1	
8	DS408PC	Real-time Research Project/ Societal Related Project	0	0	4	2	
9	DS409PC	Node JS/ React JS/ Django	0	0	2	1	
10	*MC410	Constitution of India	3	0	0	0	
			Total	18	0	10	20

III YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits	
1	DS501PC	Algorithms Design and Analysis	3	0	0	3	
2	DS502PC	Introduction to Data Science	3	1	0	4	
3	DS503PC	Computer Networks	3	0	0	3	
4		Professional Elective - I	3	0	0	3	
5		Professional Elective - II	3	0	0	3	
6	DS504PC	R Programming Lab	0	0	2	1	
7	DS505PC	Computer Networks Lab	0	0	2	1	
8	EN508HS	Advanced English Communication Skills Lab	0	0	2	1	
9	DS506PC	ETL-Kafka/Talend	0	0	2	1	
10	*MC510	Intellectual Property Rights	3	0	0	0	
			Total	18	1	08	20

III YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits	
1	DS601PC	Automata Theory and Compiler Design	3	0	0	3	
2	DS602PC	Machine Learning	3	0	0	3	
3	DS603PC	Big Data Analytics	3	0	0	3	
4		Professional Elective – III	3	0	0	3	
5		Open Elective - I	3	0	0	3	
6	DS604PC	Machine Learning Lab	0	0	2	1	
7	DS605PC	Big Data Analytics Lab	0	0	2	1	
8		Professional Elective - III Lab	0	0	2	1	
9	DS606PC	Industrial Oriented Mini Project/ Summer Internship/ Skill Development Course (UI design- Flutter)	0	0	4	2	
10	*MC609	Environmental Science	3	0	0	0	
			Total	18	0	10	20

Environmental Science in III Yr II Sem Should be Registered by Lateral Entry Students Only.

IV YEAR I SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	DS701PC	Predictive Analytics	3	0	0	3
2	DS702PC	Web and Social Media Analytics	3	0	0	3
3		Professional Elective – IV	3	0	0	3
4		Professional Elective – V	3	0	0	3
5		Open Elective – II	3	0	0	3
6	DS703PC	Predictive Analytics Lab	0	0	2	1
7	DS704PC	Web and Social Media Analytics Lab	0	0	2	1
8	DS705PC	Project Stage – I	0	0	6	3
		Total Credits	15	0	10	20

IV YEAR II SEMESTER

S. No.	Course Code	Course Title	L	T	P	Credits
1	DS801PC	Organizational Behavior	3	0	0	3
2		Professional Elective – VI	3	0	0	3
3		Open Elective – III	3	0	0	3
4	DS802PC	Project Stage – II including Seminar	0	0	22	11
		Total Credits	9	0	22	20

*MC – Satisfactory/Unsatisfactory

Professional Elective - I

DS511PE	Data Warehousing and Business Intelligence
DS512PE	Artificial Intelligence
DS513PE	Web Programming
DS514PE	Image Processing
DS515PE	Computer Graphics

Professional Elective - II

DS521PE	Spatial and Multimedia Databases
DS522PE	Information Retrieval Systems
DS523PE	Software Project Management
DS524PE	DevOps
DS525PE	Computer Vision and Robotics

Professional Elective - III

DS631PE	Software Testing Methodologies
DS632PE	Data Visualization Techniques
DS633PE	Scripting Languages
DS634PE	Mobile Application Development
DS635PE	Cryptography and Network Security

#Courses in PE - III and PE - III Lab must be in 1-1 correspondence.

Professional Elective - IV

DS741PE	Quantum Computing
DS742PE	Database Security
DS743PE	Natural Language Processing
DS744PE	Information Storage Management
DS745PE	Internet of Things

Professional Elective - V

DS751PE	Privacy Preserving Data Publishing
DS752PE	Cloud Computing
DS753PE	Data Science Applications
DS754PE	Mining Massive Datasets
DS755PE	Exploratory Data Analysis

Professional Elective - VI

DS861PE	Data Stream Mining
DS862PE	Web Security
DS863PE	Video Analytics
DS864PE	Blockchain Technology
DS865PE	Parallel and Distributed Computing

Open Elective - I

1. DS611OE: Fundamentals of Data Science
2. DS612OE: R Programming

Open Elective - II

1. DS721OE: Data Mining
2. DS722OE: Data Analytics

Open Elective - III

DS831OE: Introduction to social media mining

2. DS832OE: Data Visualization using Python

5. MBA in Pharmaceutical Management

Objectives of MBA Pharmaceutical Management

1. To develop managerial and leadership skills tailored to the pharmaceutical industry.
2. To provide knowledge of pharmaceutical marketing, sales, and distribution management.
3. To build expertise in pharmaceutical operations, supply chain, and production management.
4. To understand regulatory affairs, drug policies, and quality compliance standards.
5. To enhance decision-making skills using business analytics and strategic management tools.
6. To integrate management principles with pharmaceutical sciences for effective business operations.
7. To promote ethical practices and social responsibility in the healthcare and pharma sector.

Course Structure

Year	Semester	Focus Area	Subjects
Year 1	Sem I	Foundation (Pharmacy + Basics)	Human Anatomy & Physiology, Pharmaceutical Chemistry (Basics), Mathematics & Statistics, Communication Skills, Computer Applications
	Sem II	Foundation	Pharmaceutics (Basics), Biochemistry, Microbiology (Intro), Environmental Studies, Principles of Management
Year 2	Sem III	Pharmacy Core	Pharmacology (Basics), Pharmaceutical Analysis, Organic Chemistry, Economics for Pharmacy, Business Communication
	Sem IV	Pharmacy Core	Pharmacognosy, Pharmaceutical Technology, Quality Assurance (Intro), Marketing Management, Organizational Behavior
Year 3	Sem V	Integration Phase	Pharmaceutical Marketing Management, Financial Management, Human Resource Management, Regulatory Affairs & Drug Laws, Research Methodology
	Sem VI	Integration Phase	Pharmaceutical Supply Chain Management, Operations Management, Pharmacoeconomics, Business Analytics, Elective I
Year 4	Sem VII	Management Specialization	Strategic Management in Pharmaceuticals, Intellectual Property Rights & Patents,

			Clinical Research Management, Quality Management Systems, Elective II
	Sem VIII	Management Specialization	Healthcare Management, Sales & Distribution Management, International Pharmaceutical Business, Internship / Industry Training
Year 5	Sem IX	Advanced & Research	Entrepreneurship in Pharma, Corporate Governance & Ethics, Advanced Pharma Analytics, Elective III, Project Proposal
	Sem X	Practical Exposure	Major Project / Dissertation, Viva Voce, Industry Internship / Training

MBA Pharmaceutical Management Program Course Structure

Type	Semester	Course Code	Course	Theory/ Practical	Credits	Marks
SEMESTER-I						
Mandatory (DSC)	SEM-I	MBA PM-DSC- 511	Management Science	T	4	100
	SEM-I	MBA PM-DSC- 512	Pharmacoeconomics	T	4	100
	SEM-I	MBA PM-DSC- 513	Organisation Behaviour	T	4	100
	SEM-I	MBA PM-DSC- 514	Business Accounting	T	2	50
	SEM-I	MBA PM-DSC- 515	Business Communication	T	2	50
	SEM-I	MBA PM-DSC- 516	AI Basics for Managers	T	2	50
Total					18	
Semester I Electives - Any ONE Courses to be Opted from the respective elective list						
Elective (DSE)	SEM-I	MBA PM-DSE- 517 A	General Pharmacology & Pharmacoepidemiology	T	4	100
	SEM-I	MBA PM-DSE- 517 B	Operations Management	T	4	100
Total					4	
RM	SEM-I	MBA PM-RM-518	Research Methodology	T	4	100
Cumulative Credits/Sem			Total		4	
Semester-I Total Credits					26	650
SEMESTER-II						
Mandatory (DSC)	SEM-II	MBA PM-DSC-521	Drug Regulatory affairs in Pharmaceuticals	T	4	100
	SEM-II	MBA PM-DSC- 522	Indian Economy & Policies	T	2	50
	SEM-II	MBA PM-DSC- 523	Human Resource Management	T	4	100
	SEM-II	MBA PM-DSC-524	Pharmaceutical Marketing Management	T	4	100
	SEM-II	MBA PM-DSC- 525	Financial Management	T	4	100
	SEM-II	MBA PM-DSC-526	Pharmaceutical Industry Ethics	T	2	50
Total					20	
Semester II Electives - Any ONE Courses to be Opted from the respective elective list						
Elective (DSE)	SEM-II	MBA PM-DSE- 527 A	Entrepreneurship & Start-up Ecosystem	T	4	100
	SEM-II	MBA PM-DSE -527 B	Sustainable Development	T	4	100
	SEM-II	MBA PM-DSE- 527 C	SWAYAM/NPTEL/ MOOC Course	T	4	100
Total					4	
OJT/FP/ RP	SEM-II	MBA PM-FP- 528	Field Project		2	50
Total					2	
Semester-II Total Credits					26	650

			SEMESTER -I & SEMESTER -II TOTAL		52	1300
Exit option: PG Diploma in Business Administration in pharmaceutical Management after Three Year UG Degree (with additional 4 credits of OJT)						
			SEMESTER-III			
Mandatory (DSC)	SEM-III	MBA PM-DSC- 631	Strategic Management in Pharmaceuticals	T	4	100
	SEM-III	MBA PM-DSC-632	Business Law	T	2	50
			Total		6	
	Semester III Electives - Any 4 Courses to be Opted from the respective elective list					
Elective (DSE)	SEM-III	MBA PM-DSE- 633	Elective- I	T	4	100
	SEM-III	MBA PM-DSE- 634	Elective-II	T	4	100
	SEM-III	MBA PM-DSE- 635	Elective-III	T	4	100
	SEM-III	MBA PM-DSE- 636	Elective-IV	T	4	100
	SEM-III	MBA PM-DSE- 637	Elective-V	T	4	100
	SEM-III	MBA PM-DSE- 638	Elective-IV	T	4	100
			Total		16	
OJT/FP/ RP	SEM-III	MBA PM-OJT -639	On the Job Training		4	100
			Total		4	
			Semester-III Total Credits		26	650

Abbreviations:

T: Theory Course **OJT:** On Job Training: Summer Internship **P:** Practical course **RP:** Research Project **FP:** Field Project **DSC:** Discipline Specific Core Course **RM:** Research methodology **DSE:** Discipline Specific Elective Course **SIP:** Summer Internship Project.

6. B.A.M.S. (Bachelor of Ayurveda Medicine and Surgery)

Objectives of B.A.M.S. Program

1. To impart comprehensive knowledge of Ayurvedic principles, classical texts, and clinical practices.
2. To develop competent Ayurvedic physicians capable of diagnosing and treating diseases using Ayurvedic methods.
3. To integrate modern medical sciences with Ayurveda for better clinical understanding.
4. To promote preventive healthcare through lifestyle management, dietetics, yoga, and Panchakarma.
5. To encourage research and innovation in Ayurveda and integrative medicine.
6. To train students in ethical, legal, and professional responsibilities of medical practice.
7. To prepare graduates for careers in clinical practice, research, education, public health, and healthcare administration.

Course Structure

S No	Course Code	Course	L	T	P	Credits
I Year I Semester						
1		Padartha Vigyan & Ayurveda Itihasa	3	0	0	4
2		Sanskrit (Ayurvedic Terminology)	3	0	0	3
3		Rachana Sharira – I (Anatomy)	3	0	0	3

4	Kriya Sharira – I (Physiology)	3	0	0	3
5	Introduction to Modern Medical Science	3	0	0	3
6	Anatomy Laboratory	0	0	2	2
7	Physiology Laboratory	0	0	2	2
	Total	15	0	4	20

I Year II Semester

1	Rachana Sharira – II	3	0	0	4
2	Kriya Sharira – II	3	0	0	3
3	Sanskrit & Ayurvedic Literature	3	0	0	3
4	Basic Biochemistry (Ayurveda Perspective)	3	0	0	3
5	Health & Yoga Sciences	3	0	0	3
6	Anatomy Laboratory- II	0	0	2	2
7	Physiology Laboratory-II	0	0	2	2
	Total	15	0	4	20

II Year I Semester

1	Dravyaguna Vigyan – I	3	0	0	4
2	Roga Nidana – I	3	0	0	3
3	Agada Tantra – I	3	0	0	3
4	Charaka Samhita – I	3	0	0	3
5	Pathology (Modern Medicine Basics)	3	0	0	3
6	Dravyaguna Laboratory – I	0	0	2	2
7	Diagnostic Techniques Laboratory	0	0	2	2
	Total	15	0	4	20

II Year II Semester

1	Dravyaguna Vigyan – II	3	0	0	4
2	Roga Nidana – II	3	0	0	3
3	Agada Tantra – II	3	0	0	3
4	Charaka Samhita – II	3	0	0	3
5	Microbiology & Immunology	3	0	0	3
6	Dravyaguna Laboratory – II	0	0	2	2
7	Pathology Laboratory	0	0	2	2
	Total	15	0	4	20

III Year I Semester

1	Kayachikitsa – I (Internal Medicine)	3	0	0	4
2	Panchakarma – I	3	0	0	3
3	Shalya Tantra – I (Surgery)	3	0	0	3
4	Shalakya Tantra – I	3	0	0	3
5	Pharmacology (Modern Medicine)	3	0	0	3
6	Panchakarma Practical – I	0	0	2	2
7	Clinical Observation – I	0	0	2	2
	Total	15	0	4	20

III Year II Semester

1	Kayachikitsa – II	3	0	0	4
2	Panchakarma – II	3	0	0	3
3	Shalya Tantra – II	3	0	0	3
4	Shalakya Tantra – II	3	0	0	3
5	Research Methodology & Biostatistics	3	0	0	3
6	Panchakarma Practical – II	0	0	2	2
7	Minor Surgical Training	0	0	2	2
	Total	15	0	4	20

IV Year I Semester

1	Prasuti Tantra & Stri Roga – I	3	0	0	4
2	Kaumarabhritya – I	3	0	0	3
3	Kayachikitsa – III	3	0	0	3
4	Modern Diagnostics & Imaging	3	0	0	3
5	Hospital Management & Ethics	3	0	0	3
6	Clinical Posting : OPD & IPD Rotations	0	0	2	4
	Total	12	0	4	20

IV Year II Semester						
1	Prasuti Tantra & Stri Roga – II	3	0	0	4	
2	Kaumarabhritya – II	3	0	0	3	
3	Integrative Medicine (Ayurveda + Modern)	3	0	0	3	
4	Clinical Case Studies	3	0	0	3	
5	Research Project / Thesis – Phase I	3	0	0	3	
6	Clinical Diagnostic Laboratory	0	0	2	2	
7	Research Methodology Laboratory	0	0	2	2	
	Total	15	0	4	20	
V Year I Semester						
1	Advanced Kayachikitsa	3	0	0	4	
2	Emergency Medicine (Ayurveda)	3	0	0	3	
3	Public Health & Preventive Ayurveda	3	0	0	4	
4	Elective Specialization	3	0	0	3	
5	Full-time Clinical Internship	0	0	2	6	
	Total	12	0	4	20	
IV Year II Semester						
1	Internship (Rotational – OPD, IPD, Surgery)	3	0	0	10	
2	Thesis / Dissertation – Phase II (Complete Work) ● Data collection ● Analysis ● Final submission ● Viva-Voce	3	0	0	10	
	Total	6	0	4	20	

7. B.H.M.S. (Bachelor of Homeopathic Medicine and Surgery)

Objective of BHMS

1. To provide comprehensive knowledge of Homeopathic philosophy, principles, and practice.
2. To develop diagnostic and clinical skills for treating patients using homeopathic medicines.
3. To integrate modern medical sciences with homeopathic therapeutics for effective patient care.
4. To train students in preventive and promotive healthcare based on homeopathy.
5. To encourage research and evidence-based practice in homeopathy.
6. To instill ethical and professional values in healthcare delivery.

Course Structure

Year / Semester	Paper / Course	Paper Code
1st Year / Sem I	Anatomy	BHMS-101
	Physiology	BHMS-102
	Homeopathic Pharmacy – I	BHMS-103
	Organon of Medicine – I	BHMS-104
	Repertory – I	BHMS-105
	Materia Medica – I	BHMS-106
	Psychology	BHMS-107
1st Year / Sem II	Anatomy (cont.)	BHMS-108
	Physiology (cont.)	BHMS-109
	Homeopathic Pharmacy – II	BHMS-110
	Organon of Medicine – II	BHMS-111
	Repertory – II	BHMS-112

	Materia Medica – II	BHMS-113
	Sociology	BHMS-114
2nd Year / Sem III	Pathology – I	BHMS-201
	Microbiology – I	BHMS-202
	Forensic Medicine	BHMS-203
	Organon of Medicine – III	BHMS-204
	Materia Medica – III	BHMS-205
	Repertory – III	BHMS-206
2nd Year / Sem IV	Pathology – II	BHMS-207
	Microbiology – II	BHMS-208
	Organon of Medicine – IV	BHMS-209
	Materia Medica – IV	BHMS-210
	Repertory – IV	BHMS-211
	Homeopathic Philosophy	BHMS-212
3rd Year / Sem V	Practice of Medicine – I	BHMS-301
	Surgery – I	BHMS-302
	Obstetrics & Gynaecology – I	BHMS-303
	Organon of Medicine – V	BHMS-304
	Materia Medica – V	BHMS-305
	Repertory – V	BHMS-306
3rd Year / Sem VI	Practice of Medicine – II	BHMS-307
	Surgery – II	BHMS-308
	Obstetrics & Gynaecology – II	BHMS-309
	Materia Medica – VI	BHMS-310
	Repertory – VI	BHMS-311
	Community Medicine	BHMS-312
4th Year / Sem VII	Practice of Medicine – III	BHMS-401
	Organon of Medicine – VI	BHMS-402
	Materia Medica – VII	BHMS-403
	Repertory – VII	BHMS-404
	Clinical Case Studies	BHMS-405
	Homeopathic Therapeutics	BHMS-406
4th Year / Sem VIII	Practice of Medicine – IV	BHMS-407
	Organon of Medicine – VII	BHMS-408
	Materia Medica – VIII	BHMS-409
	Repertory – VIII	BHMS-410
	Research Methodology	BHMS-411
	Internship Preparatory Work	BHMS-412
5th Year / Internship	Rotatory Internship (1 Year)	BHMS-501

8. B.N.Y.S (Bachelor of Naturopathy and Yogic Science)

Objectives of BNYs

1. To provide comprehensive knowledge of naturopathy, yoga, and allied sciences.
2. To develop practical skills in naturopathic therapies, yoga practices, and holistic health management.
3. To integrate modern medical sciences with traditional naturopathy and yoga practices.
4. To promote preventive and lifestyle-based healthcare using naturopathy and yoga.
5. To encourage research and evidence-based practice in naturopathy and yoga science.
6. To instill ethical, professional, and holistic healthcare values.
7. To prepare competent practitioners for independent practice, community health, and wellness centers.

Course Structure

No. of Subjects	No. of Paper	SUBJECTS
I YEAR		
I	01.	Anatomy – I
	02.	Anatomy – II
II	03.	Physiology – I
	04	Physiology – II
III	05.	Biochemistry
IV	06.	Philosophy of Naturopathy
V	07.	Principles of <i>Yoga</i>
VI	08.	<i>Sanskrit</i> (Non Exam)
II YEAR		
I	01.	Pathology
II	02.	Microbiology
III	03.	Community Medicine
IV	04.	<i>Yoga</i> Philosophy
V	05.	Basic Pharmacology
III YEAR		
I	01.	Manipulative Therapies
II	02.	Acupuncture & Acupressure
III	03.	<i>Yoga</i> & Its Applications
IV	04.	Nutrition & Medicinal herbs
V	05.	Diagnostic Methods - I (Naturopathy)
	06.	Diagnostic Methods -II (Conventional Medicine)
VI	07.	Psychology & Basic Psychiatry
IV YEAR		
I	01.	Fasting Therapy & Dietetics
II	02.	Obstetrics & Gynecology
III	03.	<i>Yoga</i> Therapy
IV	04.	Hydrotherapy & Mud Therapy
V	05.	Physical Medicine & Rehabilitation
VI	06.	First Aid & Emergency Medicine
VII	07.	Clinical Naturopathy
VIII	08.	Research Methodology & Recent Advances

9. B.A. Sanskrit (B.A. Honors)

Objectives of B.A Sanskrit

1. To provide in-depth knowledge of Sanskrit language, literature, and grammar.
2. To develop critical understanding of classical texts, poetry, prose, and philosophical works.
3. To train students in reading, interpreting, and translating Sanskrit texts.
4. To introduce students to Vedic literature, Epics, Puranas, and modern Sanskrit writings.
5. To cultivate research and analytical skills in Sanskrit literature and linguistics.
6. To promote appreciation of Sanskrit's cultural, historical, and philosophical significance.
7. To prepare students for higher studies, academic research, and professional careers in teaching, translation, or heritage management.

Course Structure

BA-I Semester		
Semester	Paper / Course	Paper Code
BA- I Semester	DSC- 1 Sanskrit Poetry	S0A/SAN/UG/ DSC-1
BA/ BCom I/ II Semester	MIL (Sanskrit)-1A Sanskrit Literature (For XII with Sanskrit)	S0A/SAN/UG/ MIL-1A
	or	or
	MIL (Sanskrit)-1B Upaniṣad and Gītā (For X with Sanskrit)	S0A/SAN/UG/ MIL-1B
	or	or
	MIL (Sanskrit) -1C Nīti Literature (For VIII with Sanskrit)	S0A/SAN/UG/ MIL-1C
BA/BCom/BSc.- I/II Semester	MIL (Sanskrit) Communication* Ability Enhancement Compulsory Course (AECC)	S0A/SAN/UG/MIL COM.
BA-II Semester		
BA- II Semester	DSC- 2 Sanskrit Prose	S0A/SAN/UG/ DSC-2
BA/ BCom- II/ I Semester	MIL (Sanskrit) -1A Sanskrit Literature (For XII with Sanskrit)	S0A/SAN/UG/ MIL-1A
	or	or
	MIL (Sanskrit) -1B Upaniad and Gītā (For X with Sanskrit)	S0A/SAN/UG/ MIL-1B
	or	or
	MIL (Sanskrit) -1C Nīti Literature (For VIII with Sanskrit)	S0A/SAN/UG/ MIL-1C
BA/BCom/ BSc-II/I Semester	MIL (Sanskrit) Communication* Ability Enhancement Compulsory Course (AECC)	S0A/SAN/UG/MIL COM.
BA-III Semester		
BA- III Semester	DSC-3 Sanskrit Drama	S0A/SAN/UG/ DSC-3
BA- III/ IV Semester	AEEC-1 Basic Elements of Jyotisa	S0A/SAN/UG/ AEEC-1
	or	or
	AEEC- 2 Indian Architecture System	S0A/SAN/UG/ AEEC-2
	or	or
	AEEC- 3 Basic Element of Āyurveda	S0A/SAN/UG/ AEEC-3
BA/BCom- III/ IV Semester	MIL (Sanskrit) -2A Grammar and Translation (For XII with Sanskrit)	S0A/SAN/UG/ MIL-2A
	or	or
BA (UNDER GRADUATE) COURSES FOR SANSKRIT PROGRAMME UNDER CHOICE BASED CREDIT SYSTEM (CBCS)		
	MIL (Sanskrit) -2B Grammar and Composition (For X with Sanskrit)	S0A/SAN/UG/ MIL-2B
	or	or
	MIL (Sanskrit) -2C Sanskrit Grammar (For VIII with Sanskrit)	S0A/SAN/UG/ MIL-2C
BA- IV Semester		
BA- IV Semester	DSC-4 Sanskrit Grammar	S0A/SAN/UG/ DSC-4
BA- IV/ III Semester	AEEC-1 Basic Elements of Jyotisa	S0A/SAN/UG/ AEEC-1
	or	or

	AEEC- 2 Indian Architecture System or AEEC- 3 Basic Element of Āyurveda	S0A/SAN/UG/ AEEC-2 or S0A/SAN/UG/ AEEC-3
BA/BCom-IV/III Semester	MIL (Sanskrit) -2A Grammar and Translation (For XII with Sanskrit) or MIL (Sanskrit) -2B Grammar and Composition (For X with Sanskrit) or MIL (Sanskrit) -2C Sanskrit Grammar (For VIII with Sanskrit)	S0A/SAN/UG/ MIL-2A or S0A/SAN/UG/ MIL-2B or S0A/SAN/UG/ MIL-2C
BA- V Semester		
BA- V/VI Semester	AEEC- 4 Computer Awareness for Sanskrit or AEEC- 5 E- Learning Tools and Techniques for Sanskrit or AEEC- 6 Yogasūtra of Patañjali or AEEC- 7 Indian Theatre	S0A/SAN/UG/ AEEC- 4 or S0A/SAN/UG/ AEEC- 5 or S0A/SAN/UG/ AEEC- 6 or S0A/SAN/UG/AEEC- 7
BA- V Semester	DSE- 1 Philosophy, Religion Sanskrit Tradition and Culture in Or DSE- 2 Indian Perspectives Development In Personality	S0A/SAN/UG/ DSE-1 or S0A/SAN/UG/ DSE-2
BA- V Semester	GE- 2 Sanskrit Media or	S0A/SAN/UG/ GE-2 or
BA (Under Graduate) Courses for Sanskrit programme under choice based credit system (CBCS)		
	GE- 3 Sanskrit Meter and Music Or GE- 4 Nationalistic Literature Thought in Sanskrit	S0A/SAN/UG/ GE-3 Or S0A/SAN/UG/GE-4
BA- VI SEMESTER		
BA- VI/V Semester	AEEC- 4 Computer Awareness for Sanskrit or AEEC- 5 E- Learning Tools and Techniques for Sanskrit or AEEC- 6 Yogasūtra of Patañjali or AEEC- 7 Indian Theatre	S0A/SAN/UG/ AEEC-4 or S0A/SAN/UG/ AEEC-5 or S0A/SAN/UG/ AEEC-6 or S0A/SAN/UG/ AEEC-7
BA- VI Semester	DSE- 3 Literary Criticism or DSE- 4 Nationalism in Sanskrit Literature	S0A/SAN/UG/ DSE- 3 or S0A/SAN/UG/ DSE- 4

	or DSE- 5 Mathematical Tradition in Sanskrit	or S0A/SAN/UG/ DSE- 5
BA- VI Semester	GE- 1 Political Thought in Sanskrit	S0A/SAN/UG/ GE-1
	or GE- 5 Ethical and Moral Issues in Sanskrit Literature	or S0A/SAN/UG/ GE-5
	or GE- 6 Basics of Sanskrit Linguistics	or S0A/SAN/UG/ GE-6
BA- VII Semester		
BA- VII Semester	Mini Project – I	
BA- VIII Semester	Major Project and Publication	

*NB

- (1) The University Grants Commission (UGC), New Delhi has not uploaded the National Syllabus for MIL (Sanskrit) Communication for Undergraduate Courses on its website. HNB Garhwal University has framed its own syllabus for MIL (Sanskrit) Communication to start with. University may modify it if UGC uploads the National Syllabus for MIL (Sanskrit) Communication.

10. BA in Psychology, English Literature & Journalism.

Objectives of B.A in Psychology, English Literature & Journalism.

1. To provide foundational knowledge in psychology, human behavior, and mental processes.
2. To develop analytical and critical thinking skills for psychological assessment and research.
3. To train students in experimental methods and statistical analysis in psychology.
4. To introduce applied areas like clinical, counseling, educational, and organizational psychology.
5. To foster awareness of ethical and professional standards in psychological practice.
6. To prepare students for higher studies, research, and careers in psychology, counseling, or social services.

Year-Wise and Semester-Wise distribution of subjects

B.A. Psychology, English & Journalism (CBCS)

First Semester

Course Structure

Sl. No	Part	Subject Code	Title of the Subject	Hours / Per Week	Duration of Exam (hrs.)	Marks			Credits
						Internal	External	Total	
1	I	AW19101	English – I (AECC-1)	3	3	40	60	100	3
2	I	IC19101	Indian Heritage & Culture (AECC-2)	2	3	40	60	100	2
3	II	EL19101	Introduction to Psychology-I (CORE-1)	6	3	40	60	100	4
4	II	EL19102	Introduction to English	6	3	40	60	100	4

			Language and Literary Genres-I (CORE-2)						
5	II	EL22103	Introduction to Communication and Journalism (CORE-3)	6	3	40	60	100	4
6	II	EL18104	Basics in Computer Applications (SEC-1)	4	3	40	60	100	4
PRACTICAL									
7	II	EL18105	Basics in Computer Applications (SEC-1)	2	3	40	60	100	1
Total			29		280	420	700	22	
III Semester									
1	II	G18EL1T G18EL2T G20EL3T	Communication Skills/ Career Skills/ Psychology for Living (GE-1)	2	3	40	60	100	2
2	II	ES18101	Environmental Studies and Gender Sensitization (AECC-5)	3	3	40	60	100	3
3	II	EL20301	Enhancing Psychological Competencies-I (SEC-2)	4	3	40	60	100	3
4	II	EL18302	Statistics in Psychology (CORE-8)	6	3	40	60	100	4
5	II	EL20303	Age of Milton, Dryden and Pope (CORE-9)	6	3	40	60	100	4
6	II	EL18304	Newspaper Management (CORE-10)	4	3	40	60	100	4
PRACTICALS									
7	II	G18EL1P G18EL2P G20EL3P	Communication Skills/ Career Skills/ Psychology for Living (GE-1)	2	3	40	60	100	1
TOTAL			30		320	480	800	22	
7	II	G18EL1P G18EL2P G20EL3P	Communication Skills/ Career Skills/ Psychology for Living (GE-1)	2	3	40	60	100	1
IV Semester									
1	I	EL20401	Enhancing Psychological Competencies- II (SEC-3)	3	3	40	60	100	3
2	II	EL18402	Personality Theories and Assessment (CORE-11)	4	3	40	60	100	4
3	II	EL20403	The Victorian Age (CORE-12)	5	3	40	60	100	4
4	II	EL20404	New Literatures in English (CORE-13)	4	3	40	60	100	4
5	II	EL18405	History of Indian Press (CORE-14)	4	3	40	60	100	4
6	II	EL18406	Reporting and Editing (CORE- 15)	4	3	40	60	100	4
7	II	EL20407	Experimental Psychology – II (CORE-	3	3	40	60	100	1

			(11)						
8	II	EL20408	Reporting and Editing (CORE- 15)	2	3	40	60	100	1
TOTAL				29		320	480	800	25

Sixth Semester (B.A. Psychology, English & Journalism)

Theory

1	II	EL19501 A EL19501 B	Organizational Behaviour (DSE-1)/ Health Psychology (DSE-1)	4	5	40	60	100	4
2	II	BA21001 A BA18001 B	Online Journalism (DSE-1)/ Radio Production (DSE-2)	3	3	40	60	100	3
3	II	EL18503	Specialized Reporting (GE-2)	3	3	40	60	100	3
4	II	EL21504	Abnormal Psychology (CORE - 16)	5	3	40	60	100	4
5	II	EL21505	Romantic Age (CORE - 17)	5	3	40	60	100	4
6	II	EL21506	Indian Writing in English (CORE - 18)	5	3	40	60	100	4

PRACTICALS

7	II	EL18507	Psychology	2	3	40	60	100	1
8	II	BA18002 A	Online Journalism (DSE-1)/ Radio Production	2	3	40	60	100	1

THEORY

1	II	EL18601 A EL19601 B	Popular Literature (DSE 3)/ Gender & Literature (DSE 3)	4	3	40	60	100	4
2	II	EL19602 A EL19602 B	Public Relations & Corporate communication (DSE 4)/ Advertising (DSE-4)	4	3	40	60	100	4
3	II	EL21603	Social Psychology (GE 3)	4	3	40	60	100	4
4	II	eE21604	Developmental Psychology (CORE 19)	5	3	40	60	100	4
5	II	EL21605	Literature of the Modern Age (CORE 20)	5	3	40	60	100	4

PRACTICALS

6	II	EL18606	Project Work	5	3	40	60	100	3
7	II	EL18607	Psychology	2	3	40	60	100	1
TOTAL				29		280	420	700	24

THEORY

1	II	EL18601 A EL19601 B	Popular Literature (DSE 3)/ Gender & Literature (DSE 3)	4	3	40	60	100	4
2	II	EL19602 A EL19602 B	Public Relations & Corporate Communication (DSE 4)/ Advertising (DSE-4)	4	3	40	60	100	4
			Social Psychology (GE)	4	3	40	60	100	

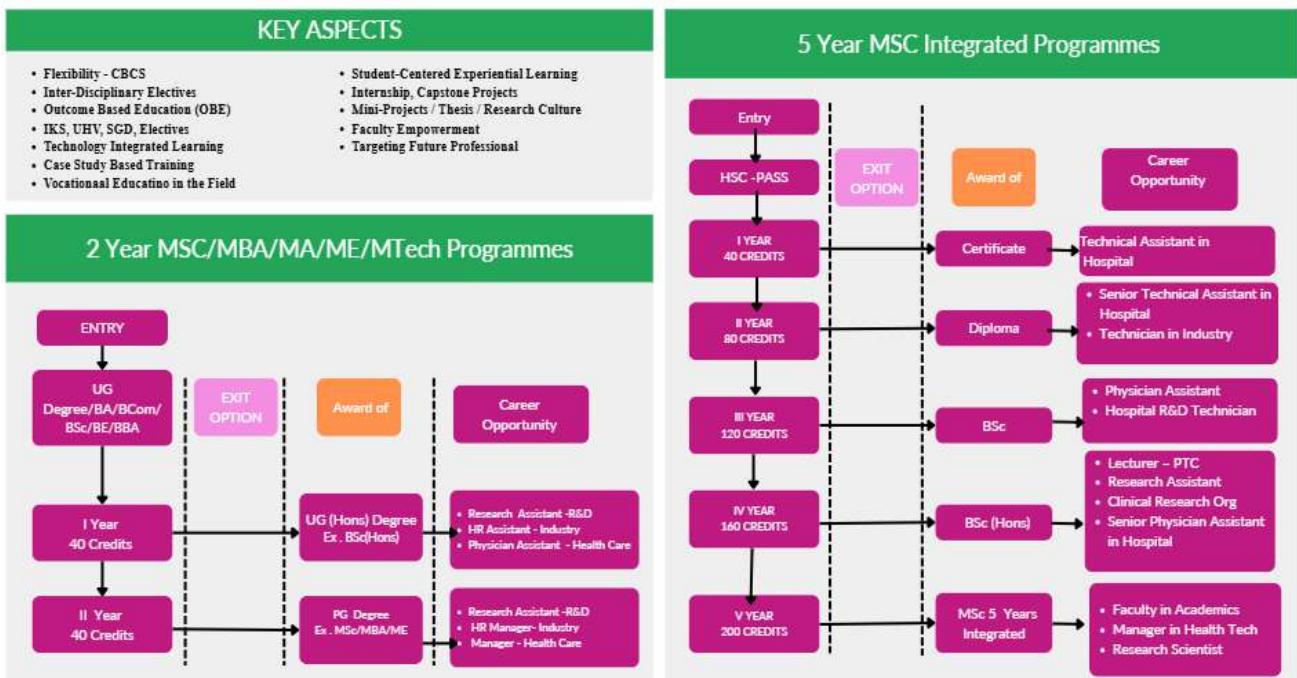
3	II	EL21603	3)						4
4	II	EL21604	Developmental Psychology (CORE 19)	5	3	40	60	100	4
5	II	EL21605	Literature of the Modern Age (CORE 20)	5	3	40	60	100	4
PRACTICAL									
6	II	EL18606	Project Work	5	3	40	60	100	3
7	II	EL18607	Psychology	2	3	40	60	100	1
TOTAL				29		280	420	700	24

2.4.1.3 Programs

Delivery

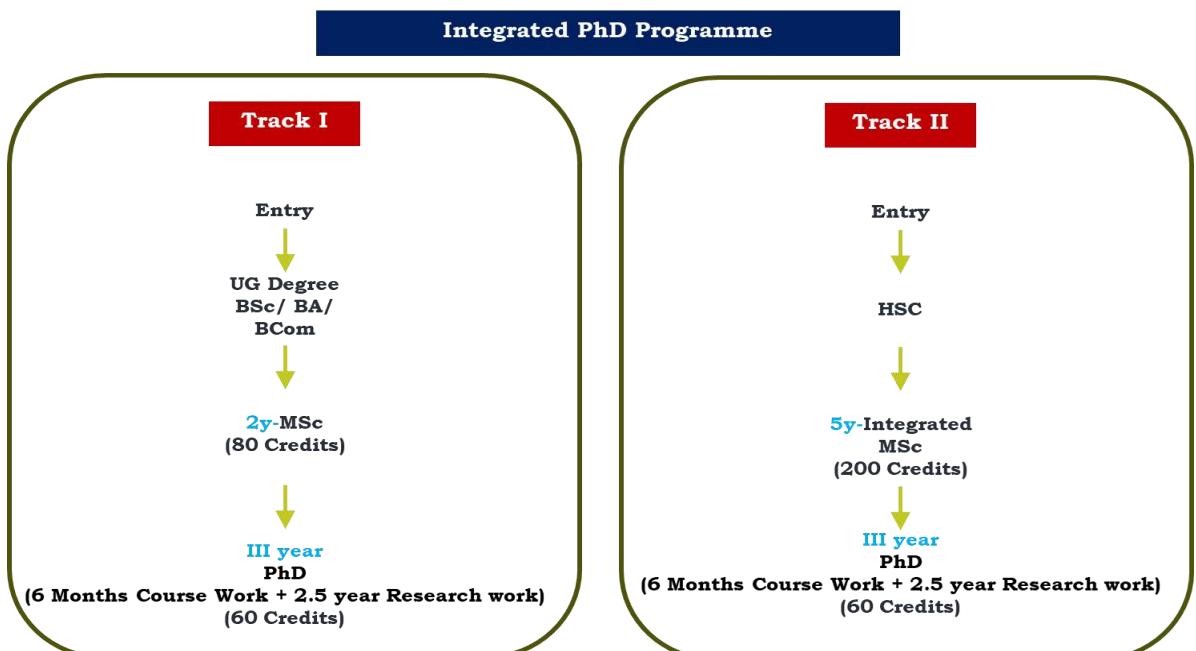
Workflow

Programs Delivery Workflow



2.4.1.4 Integrated PhD Program

Proposed Deemed-to-be University will permit Full-time integrated Ph.D. programs (minimum three years) for both the existing programs and the distinct programs as outlined below:



The above Programs will also be permitted to be extended for a period of 3 Years to include an integrated PhD Program.

2.4.1.5 Curriculum Design, Delivery, Programme Outcomes, Assessment & Evaluation, and Regulations

1. Curriculum Design

The curriculum framework at **MediCiti Academy of Higher Education and Research (MAHER)** follows the principles of Outcome-Based Education (OBE) and aligns with UGC guidelines and NEP 2020. It is designed to produce graduates who are competent, research-oriented, ethically responsible, and socially sensitive. The curriculum adopts a multidisciplinary approach integrating health sciences, engineering, technology, management, traditional medicine, and liberal arts. It includes core courses, electives, skill enhancement modules, research projects, internships, and foundation courses. The curriculum is structured on a semester and credit-based system, ensuring flexibility and continuous evaluation. It is periodically reviewed and updated to reflect emerging trends, technological advancements, and national priorities.

Key Design Features

- Outcome-Based Education (OBE) aligned with Programme Outcomes (POs) and Course Outcomes (COs)
- Multidisciplinary and interdisciplinary curriculum structure
- Skill-based and research-integrated learning
- Inclusion of Indian Knowledge Systems and traditional medicine
- Focus on employability and community impact

Table 2.7 Curriculum Components

Component	Description	Purpose
Core Courses	Core subject-specific courses	Build strong foundational knowledge
Electives	Optional courses	Provide flexibility and specialization
Skill Enhancement	Practical and vocational modules	Improve employability and technical skills
Research Project	Dissertation/Capstone project	Develop research aptitude
Internship	Industry/Clinical training	Real-world exposure and skill application
Foundation Courses	Communication, ethics, digital literacy	Build soft skills and professional values

2. Curriculum Delivery

The curriculum delivery at MAHER uses a blend of traditional and modern pedagogical methods to ensure effective learning. The teaching-learning process includes lectures, tutorials, laboratory sessions, clinical exposure, industry visits, internships, and research projects. MAHER emphasizes experiential learning through hands-on training in modern laboratories, clinical settings, and community outreach programmes. Digital learning platforms, simulation tools, and e-resources are integrated to supplement classroom teaching. Regular workshops, seminars, guest lectures, and conferences provide exposure to contemporary issues, emerging technologies, and research opportunities. Student-centric methods such as problem-based learning, case studies, group discussions, and project-based assignments are used to develop critical thinking and problem-solving skills.

Modes of Curriculum Delivery

- Lectures and tutorials
- Laboratory and practical sessions
- Clinical exposure and hospital-based training
- Internships and industry projects
- Blended learning with digital platforms
- Workshops, seminars, guest lectures, conferences
- Problem-based and case-based learning

Table 2.8 Curriculum Delivery

Delivery Mode	Description	Expected Outcome
Lectures & Tutorials	Conceptual learning and discussion	Strong theoretical understanding
Lab & Practical Sessions	Hands-on training	Skill development and application
Clinical & Hospital Exposure	Real healthcare settings	Professional readiness
Internship & Industry Training	Industry-based learning	Employability and work readiness
Digital Learning	E-resources and simulations	Flexible and modern learning
Workshops & Seminars	Expert exposure	Updated knowledge and networking

3. Programme Outcomes

The programmes at MAHER are designed to produce graduates who are professionally competent, research-oriented, ethically responsible, and socially sensitive. Graduates will demonstrate strong disciplinary knowledge and skills, along with the ability to apply multidisciplinary approaches to solve complex problems. They will be equipped with research aptitude and innovation capabilities, enabling them to undertake research, contribute to knowledge creation, and engage in evidence-based practices. The curriculum fosters communication skills, teamwork, leadership, and professional ethics. Students are expected to develop lifelong learning habits and adapt to evolving technological advancements and industry requirements. The outcomes also emphasize community engagement and social responsibility, preparing graduates to contribute to healthcare delivery, wellness, and societal well-being.

Programme Outcomes (POs)

- Demonstrate knowledge and skills in chosen disciplines
- Apply multidisciplinary approaches to solve complex problems
- Exhibit research aptitude and innovation capability
- Demonstrate ethical and professional values
- Communicate effectively in academic and professional contexts
- Engage in lifelong learning and adapt to technological changes
- Contribute to community health and social welfare

Table 2.9 Programme Outcomes

PO Code	Programme Outcome
PO1	Discipline-specific knowledge and skills
PO2	Multidisciplinary problem-solving
PO3	Research and innovation
PO4	Professional ethics and responsibility
PO5	Communication and teamwork
PO6	Lifelong learning and adaptability
PO7	Community engagement and social impact

4. Assessment & Evaluation

The assessment and evaluation system at MAHER is designed to be transparent, continuous, and comprehensive. The evaluation includes internal assessment and semester-end examinations. Internal assessment comprises periodic tests, assignments, presentations, tutorials, practical assessments, and participation in academic activities. Practical and clinical skills are evaluated through laboratory performance, skill demonstrations, clinical assessments, and project evaluations. Semester-end examinations are conducted for theory and practical components as per the credit-based system. A balanced weightage is given to internal and external assessments to ensure a fair evaluation of knowledge, skills, and attitudes. Projects, dissertations, and internships are evaluated through structured rubrics and viva-voce examinations. The grading system follows the credit-based CGPA format, and provisions for revaluation and re-examination are available as per university regulations.

Assessment Methods

- Internal assessment (tests, assignments, presentations)
- Practical evaluation and skill demonstrations
- Semester-end examinations (theory & practical)
- Project/dissertation evaluation
- Internship performance assessment
- Viva-voce and oral presentations

Table 2.10 Assessment & Evaluation

Assessment Component	Weightage	Evaluation Method
Internal Assessment	40%	Tests, assignments, presentations
Practical/Lab Assessment	20%	Lab performance and skills
Semester-End Exam	40%	Theory and practical exam
Project/Dissertation	Variable	Report + Viva-voce
Internship	Variable	Supervisor feedback + report

5. Academic Regulations

MAHER follows robust academic regulations to ensure academic standards, integrity, and quality. The programmes are offered under a semester-based credit system with a defined minimum credit requirement for graduation. Students must maintain the required attendance and complete all components of the programme, including coursework, practical training, internships, and research projects. The academy ensures academic integrity through strict anti-plagiarism measures and ethical guidelines for research and academic activities. Students are eligible for progression based on performance, and remedial measures are provided for those who require improvement. The university conducts periodic curriculum review and quality

assurance through feedback from stakeholders including students, alumni, industry experts, and academic peers. These regulations ensure consistent academic standards, transparency, and alignment with UGC norms and national educational goals.

Academic Regulations

- Semester-based credit system
- Minimum attendance requirement (75%)
- Minimum passing grade for progression
- Remedial and re-examination provisions
- Anti-plagiarism and research ethics policy
- Periodic curriculum review and quality assurance
- Grading and CGPA-based evaluation system

Table 2.11 Academic Regulations

Regulation Area	Details
Attendance	Minimum 75% attendance required
Credit System	Semester-wise credit-based evaluation
Progression	Passing minimum credits to move to next semester
Re-examination	Provided for failed or low-scoring students
Academic Integrity	Anti-plagiarism and ethics policy
Quality Assurance	Curriculum review every 2–3 years
Certification	Degree awarded after completing all credits

Table 2.12 Consolidated Statement of Curriculum Design and Assessment

Component	Description (Curriculum Design)	Delivery Methods	Programme Outcomes (POs)	Assessment & Evaluation	Regulations
Curriculum Design	Outcome-Based Education (OBE) aligned with UGC and NEP 2020. Multidisciplinary curriculum integrating health sciences, technology, management, traditional medicine and liberal arts. Includes core courses, electives, skill enhancement, research projects, internships, and foundation courses.	Not applicable	Graduates with strong knowledge, skills, ethics, and social responsibility.	Not applicable	Curriculum reviewed every 2–3 years and updated as per national priorities and technological advancements.
Curriculum Structure	Semester-based and credit-based system ensuring flexibility and continuous learning. Minimum credits defined for programme completion.	Lectures, tutorials, labs, clinical sessions, internships, research projects	PO1: Discipline knowledge and skills. PO2: Multidisciplinary problem solving. PO3: Research and innovation. PO4: Ethics and professionalism. PO5: Communication	Internal assessment + semester-end examinations + practical evaluation	Minimum 75% attendance mandatory.

			and teamwork. PO6: Lifelong learning. PO7: Social responsibility.		
Skill & Research Integration	Skill-based courses and research projects included to enhance employability and research aptitude.	Lab sessions, simulation, workshops, seminars, research projects	Graduates capable of applying skills in real-world settings and conducting research.	Project evaluation, presentations, viva-voce, publications	Anti-plagiarism and research ethics policy.
Internship & Industry Exposure	Mandatory internships for real-world exposure and industry readiness.	Industry visits, internships, clinical training, hospital exposure	Graduates prepared for employment and professional practice.	Internship evaluation by supervisors and report assessment	Internship completion mandatory for degree award.
Community Engagement & Ethics	Community outreach programmes, rural health camps, wellness initiatives, and ethical education integrated in the curriculum.	Community outreach, fieldwork, extension activities	Graduates with social responsibility, ethical behavior, and community orientation.	Evaluation based on participation and field reports	Ethical guidelines for community and clinical activities.
Assessment System	Continuous, transparent, and comprehensive assessment system aligned with POs and COs.	Internal assessments, practical exams, seminars, projects, viva-voce	Ensures knowledge, skills, and attitude development.	Internal Assessment (40%) + Semester-End Exam (40%) + Practical Assessment (20%)	Revaluation and re-examination provisions available.
Academic Progression	Students progress based on credit completion and performance. Remedial measures provided.	Continuous evaluation and mentoring	Graduates meeting competency standards for graduation	Promotion based on credits and minimum passing marks	Minimum passing marks required; remedial exams available
Quality Assurance	Periodic curriculum review with feedback from stakeholders (students, alumni, industry, peers).	Curriculum review meetings, feedback systems	Continuous improvement of academic standards	Review outcomes reflected in curriculum updates	Quality assurance committee and audit system

2.4.2 Student Admission Plan

MediCiti University will make the admission procedure simple so that the lack of knowledge of first-generation and marginalized sectors does not become a barrier to admission. MediCiti University sets a clear enrolment aim of bringing equity, inclusivity and diversity to its student population. While it prioritises the region's needs, MediCiti University will also work towards bringing diverse cultural, lingual and ethnic groups to the campus.

Table 2.13 Academic programs, duration, year of starting and intake

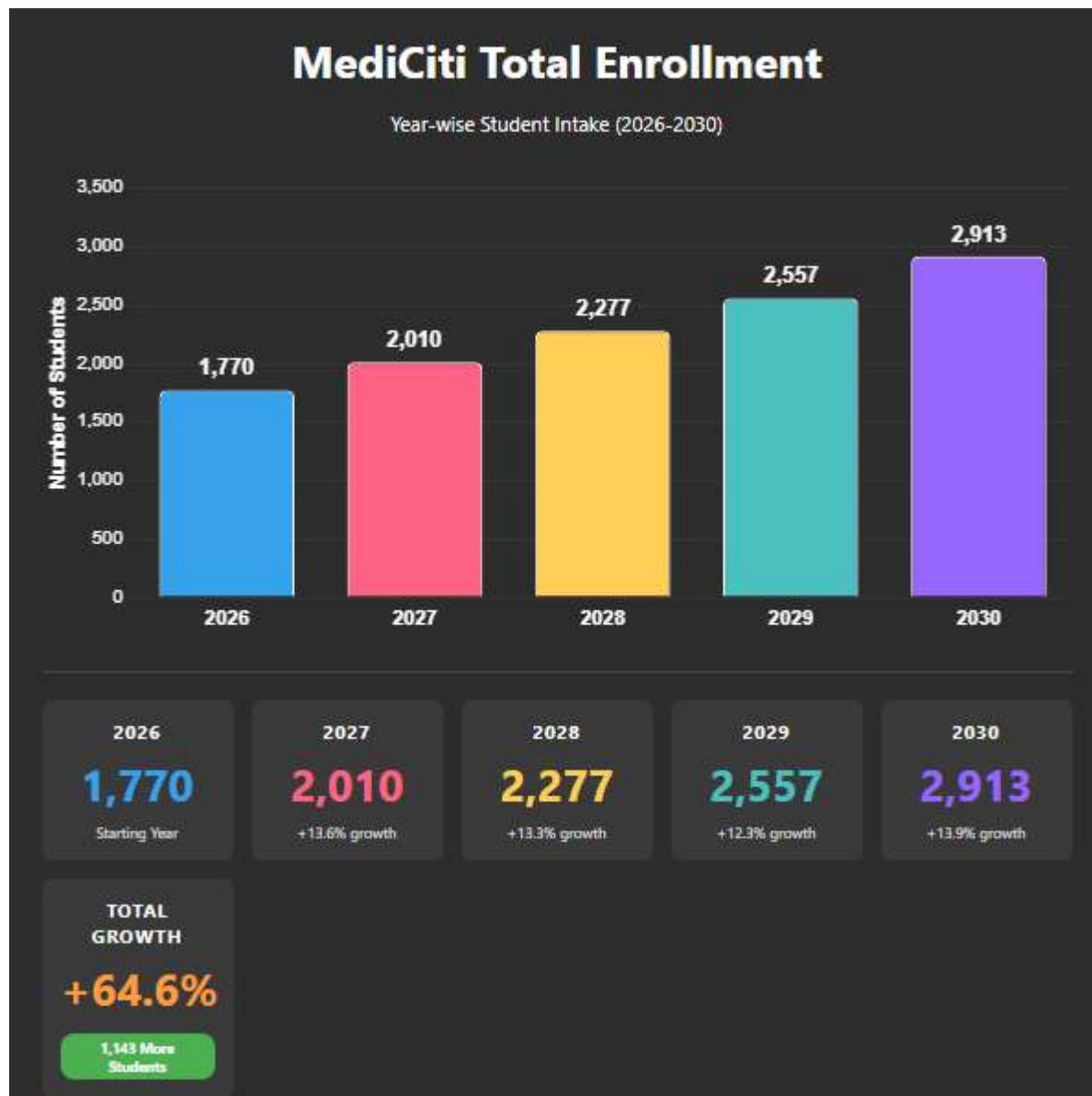
S No	Subject	Duration (Years)	Current Intake	Increased Intake					Intake by Year				
				2026	2027	2028	2029	2030	2026	2027	2028	2029	2030
MediCiti Institute of Medical Sciences													
1	MBBS	5	150	100					250	250	250	250	250
2	PG Courses (MD / MS)	3	90	90					180	180	180	180	180
MediCiti College of Nursing													
3	B.Sc. Nursing	4	100	140					240	240	240	240	240
MediCiti College of Physiotherapy													
4	Bachelor of Physiotherapy	5	50	50					100	100	100	100	100
5	Masters of Physiotherapy-Neuro	2						20	0	0	0	0	20
6	Masters of Physiotherapy-Cardio	2						20	0	0	0	0	20
7	Masters of Physiotherapy- Pulmonology	2						20	0	0	0	0	20
8	Masters of Physiotherapy- Musculoskeletal Disorder	2						20	0	0	0	0	20
9	Masters of Physiotherapy-Ortho	2						20	0	0	0	0	20
10	PhD in Physiotherapy	3						12	0	0	0	0	12
MediCiti College of Public Health													
11	Master's in Public Health	2	50	50					100	100	100	100	100
MediCiti College of Medical Lab Technology													
12	B.Sc. Medical Lab Technology	4	50	50					100	100	100	100	100
School of Engineering and Sciences													
13	B.Sc. Applied Artificial Intelligence	4			120				0	120	120	120	120
14	B.Sc. Automation & Robotics Engineering	4			120				0	0	120	120	120
15	B.Tech Computer Science and Engineering (AIML)	4		120					120	120	120	120	120
16	B.Tech Computer Science and Engineering (Data Science)	4		120					120	120	120	120	120
17	B.Sc. Medical Engineering	4		120					120	120	120	120	120
18	B.Sc. Medical BioTechnology (5 years Integrated course)	5		60					60	60	60	60	60
19	B.Sc. Maths, Statistics and Data Science (MSD)	4				60			0	0	0	60	60
20	B.Sc Maths, Physics and Chemistry (MPC)	4				60			0	0	0	60	60
21	B.Sc Digital Forensics	4				60			0	0	0	60	60
22	B.Sc Health Psychology				60				0	60	60	60	60
23	M.Sc Environment & Disaster Management	2						30	0	0	0	0	30
24	M.Sc Pharmaceutical Chemistry (Integrated)	2						30	0	0	0	0	30
School of Business Administration													
25	BBA Health Analytics	4				60			0	0	60	60	60
26	MBA in Hospital Administration	2				60			0	0	60	60	60
27	MBA in Pharmaceutical Management	2		60					60	60	60	60	60
28	Ph.D. in Business Administration	3				15			0	0	15	15	15
School of Indian Medicine and AYUSH													
29	BAMS (Bachelor of Ayurveda Medicine and Surgery)	5					100		0	0	0	100	100
30	BHMS (Bachelor of Homeopathic Medicine and Surgery)	5		100					100	100	100	100	100

31	BNYS (Bachelor of Naturopathy and Yogic Science)	5		100				100	100	100	100	100	
32	Bachelor of Siddha Medicine and Surgery (BSMS)	5					100	0	0	0	0	100	
33	MD (AYURVEDA) KAYACHIKITSA (Internal Medicine)	3					12	0	0	0	0	12	
34	MD Naturopathy	3			12			0	0	12	12	12	
35	Ph.D. in Ayurvedha	3					6	0	0	0	0	6	
36	Ph.D. in Naturopathy and Yoga Sciences	3					6	0	0	0	0	6	
School of Humanities & Social Sciences													
37	B.A. (Indian History, Culture, Archaeology & Heritage Studies)	4		60				0	60	60	60	60	
38	B.A. Sanskrit	4	60					60	60	60	60	60	
39	BA in Psychology, English Literature & Journalism	4	60					60	60	60	60	60	
40	BA in Sociology	4					60	0	0	0	0	60	
	TOTAL			1280	240	267	280	356	1770	2010	2277	2557	2913

Insights on Admission Plan

MediCiti University's Five-Year Student Admission Plan (2026-2030) outlines a strategic expansion aimed at fostering equity, inclusivity, and diversity while addressing regional needs. The university plans a significant growth in total annual intake, projected to rise from 1,770 students in 2026 to 2913 students by 2030. This growth is driven by the phased introduction of new programs and the expansion of existing ones, particularly within the School of Engineering and Sciences and the MediCiti Institute of Medical Sciences. Notable academic shifts include a substantial increase in MBBS and B.Sc. Nursing seats, as well as the staggered launch of specialized technology degrees such as Aerospace Engineering in 2027 and Digital Forensics in 2029. Additionally, the plan emphasizes a multidisciplinary approach by scaling its School of Indian Medicine and AYUSH and adding various Ph.D. tracks across physiotherapy, business, and traditional medicine by 2030. To ensure these opportunities are accessible, the university is committed to simplifying admission procedures to remove barriers for first-generation and marginalized students.

Graphical presentation of Admission intake for 2026-27 to 2030-31



2.4.2.1 Admission Strategy, Policy, Regulation and Process

1. Admission Strategy

MediCiti Academy of Higher Education and Research (MAHER) follows a strategic admission framework designed to ensure quality, inclusivity, transparency, and global competitiveness. The admission strategy is aligned with the university's mission of developing competent professionals, promoting research and innovation, and serving society through multidisciplinary education.

Table 2.14 Admission Strategy and Action Steps

Strategy	Action Steps (Best Practices)
Digital & Technology-Driven Admissions	<ul style="list-style-type: none"> • Create a simplified and secure online admission portal with end-to-end application tracking. • Offer virtual campus tours, webinars, and live Q&A sessions. • Provide AI-based chatbot for instant query resolution. • Online counselling and career guidance sessions. • Provide complete course and faculty information, placements, scholarships, and FAQs. • Implement digital verification of documents to speed up processing. • <u>Short online preparatory courses for prospective students.</u>
Simple & Student-Friendly Admission Process	<ul style="list-style-type: none"> • Clear pre-enrolment policies, procedures, and eligibility criteria. • User-friendly application forms with multilingual options. • Dedicated help desk and online support for first-generation applicants. • Transparent seat allocation and merit list publication. • Fast and clear communication on admission status and deadlines.
Pre-Exposure to University Programs & Facilities	<ul style="list-style-type: none"> • Conduct national and regional competitions, talent contests, and workshops. • Offer summer internship programs for high school and college students. • Expand open house programs and campus visit options. • Host professional development workshops for high school teachers and counsellors. • Organize community college day and outreach programs. • Invite high school students to university events and health camps. • Conduct parent workshops on admission, scholarships, and financial aid.
International Student Enrolment	<ul style="list-style-type: none"> • Establish a dedicated International Admissions Cell. • Provide clear guidelines on admission, credit transfer, visas, and accommodation. • Implement digital recruitment strategies (web, social media, global education fairs). • Provide culturally sensitive orientation and onboarding programs. • Provide academic advising and support for first-term success. • Collaborate with international partner universities for student exchange programs.
Financial Support & Scholarships	<ul style="list-style-type: none"> • Common scholarship portal for all programmes. • Financial literacy programs for students and parents. • Increase scholarships for first-generation and economically disadvantaged students. • Merit-based scholarships and tuition remission programs. • “Earn while you learn” programs for part-time campus jobs. • Educational loan assistance and predictable tuition schedules. • Industry-sponsored scholarships and research fellowships.

2. Admission Policy and Objectives

MAHER follows a transparent, merit-based, and inclusive admission policy that is aligned with UGC regulations and statutory norms (AICTE, NMC, INC, etc.). The admission policy aims to ensure academic excellence, diversity, and equitable access to higher education. The objectives of the admission policy include:

- Identifying and admitting students with academic potential, integrity, and social responsibility.
- Ensuring equal opportunity and access for students from diverse socio-economic backgrounds.
- Promoting national and international diversity within the student community.
- Supporting merit and need-based scholarships for deserving candidates.

- Ensuring transparency, accountability, and compliance in the admission process.

3. Admission Process

A. Eligibility and Notification

- Eligibility criteria for each programme will be published on the university website and prospectus.
- Admission notifications will be released well in advance with clear deadlines and requirements.
- All eligibility criteria will comply with UGC and statutory body guidelines.

B. Application and Documentation

- Online application form through a secure portal with multi-language support.
- Digital document upload with automated verification and tracking.
- Transparent status tracking for applicants.

C. Entrance Test & Merit Evaluation

- Institutional Merit Admission Test (IMAT) for selected programmes.
- IMAT is designed to evaluate aptitude, analytical ability, subject knowledge, and communication skills.
- Standardized test pattern approved by the Academic Council.
- Merit evaluation will consider:
 - Entrance test score (where applicable)
 - Qualifying exam marks
 - Interview/Group discussion (where applicable)
 - Sports and extracurricular achievements (where applicable)

D. Centralized Admission Committee

- A centralized admission committee will manage admissions to ensure transparency and compliance.
- The committee will oversee eligibility verification, merit list preparation, seat allocation, and grievance redressal.

E. Seat Allocation & Counseling

- Transparent seat allocation based on merit, reservation norms, and programme capacity.
- Counselling sessions for students and parents for course selection and financial aid.

F. Final Admission & Enrolment

- Offer letter issuance through the online portal.
- Confirmation of admission upon fee payment and document verification.
- Orientation program for new students.

G. Annual Review & Continuous Improvement

- Admission process will be reviewed annually.
- Stakeholder feedback will be collected from students, parents, faculty, and industry.
- Improvements will be implemented to enhance transparency, fairness, and efficiency.

4. Merit and Merit-cum-Means Scholarships

To ensure access, equity, and excellence, MAHER will offer:

Scholarship Categories

- Merit Scholarships: Based on academic performance and entrance test results.
- Merit-cum-Means Scholarships: Based on merit and financial need.
- Fee Concessions: For economically weaker sections, as recommended by the Admission Committee.

Scholarship Distribution Policy

- Scholarships will be awarded to 10% of admitted students in each UG/PG programme.
- Among eligible students:
 - 50% receive full tuition fee waiver
 - 50% receive 50% tuition fee waiver
- Scholarships will be renewed annually based on academic performance and conduct.
- Scholarships for the first year will be based on entrance exam merit; subsequent years based on academic performance.

5. Social and Economic Inclusion

MAHER is committed to inclusive education and equal opportunity. Special support programs will be provided to students from:

- Socio-economically disadvantaged backgrounds
- Rural and tribal regions
- Underrepresented communities

Support mechanisms include:

- Bridge courses
- Remedial coaching
- Mentoring and counseling
- Financial aid and scholarships
- Outreach and awareness programs in rural areas

6. National, Regional and International Diversity

A. National Diversity

- Promotion through national entrance exams, online outreach, and collaboration with

educational boards.

- Goal: build a student community representing India's diversity.

B. Regional Diversity

- Equitable regional admission policies and outreach campaigns across states and union territories.
- Regional scholarships and hostel support for students from underrepresented areas.

C. International Diversity

- Admission for foreign nationals, NRIs, and OCI candidates through:
 - Study in India initiative
 - Bilateral MoUs with international universities
 - Special international quota
- Dedicated International Student Cell for onboarding and cultural integration.

7. Transparency in Admission Process

The admission process at MAHER will be fully transparent and merit-driven. All details related to eligibility, entrance exams, seat allocation, and merit lists will be published on the official website.

Admission Monitoring Committee

- An Admission Monitoring Committee will report to the Academic Council.
- Responsibilities:
 - Ensure compliance with UGC and statutory norms
 - Audit admission process annually
 - Monitor grievances and resolve disputes
 - Recommend improvements and best practices

2.4.3 Faculty Recruitment Plan

Table 2.15 Academic programs, Student Faculty Ratio, Enrollment of Students, year-wise total faculty required and year-wise, cader wise requirement

S No	Subject	Faculty - Ratio	Students Enrolled					Faculty					Professors					Associate Professors					Assistant Professors					Senior Resident (SR)						
			2026	2027	2028	2029	2030	2026	2027	2028	2029	2030	2026	2027	2028	2029	2030	2026	2027	2028	2029	2030	2026	2027	2028	2029	2030	2026	2027	2028	2029	2030		
MediCiti Institute of Medical Sciences																																		
1	MBBS	3	250	500	750	1000	1250	360	360	360	360	360	40	40	40	40	40	90	90	90	90	90	100	100	100	100	100	130	130	130	130	130		
2	PG Courses (MD / MS)	0	180	360	540	540	540	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
MediCiti College of Nursing																																		
3	B.Sc. Nursing	20	240	480	720	960	960	12	24	36	48	48	1	3	4	5	5	3	5	8	11	11	8	16	24	32	32	1	2	3	3	3		
MediCiti College of Physiotherapy																																		
4	Bachelor of Physiotherapy	20	100	200	300	400	500	5	10	15	20	25	1	1	2	2	3	1	2	3	4	6	3	7	10	13	17	1	1	1	1	2		
5	Masters of Physiotherapy-Neuro	10	0	0	0	0	0	20	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
6	Masters of Physiotherapy-Cardio	10	0	0	0	0	0	20	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
7	Masters of Physiotherapy-Pulmonology	10	0	0	0	0	0	20	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	
8	Masters of Physiotherapy-Musculoskeletal Disorder	10	0	0	0	0	0	20	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
9	Masters of Physiotherapy-Ortho	10	0	0	0	0	0	20	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
10	PhD in Physiotherapy	10	0	0	0	0	0	12	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0
MediCiti College of Public Health																																		
11	Master's in Public Health	10	100	200	200	200	200	10	20	20	20	20	1	2	2	2	2	2	4	4	4	4	7	13	13	13	13	1	1	1	1	1		
MediCiti College of Medical Lab Technology																																		
12	B.Sc. Medical Lab Technology	20	100	200	300	400	400	5	10	15	20	20	1	1	2	2	2	1	2	3	4	4	3	7	10	13	13	1	1	1	1	1		
School of Engineering and Sciences																																		

13	B.Sc. Applied Artificial Intelligence	20	0	120	240	360	480	0	6	12	18	24	0	1	1	2	3	0	1	3	4	5	0	4	8	12	16	0	1	1	1	2
14	B.Sc. Automation & Robotics Engineering	20	0	0	120	240	360	0	0	6	12	18	0	0	1	1	2	0	0	1	3	4	0	0	4	8	12	0	0	1	1	1
15	B.Tech Computer Science and Engineering (AIML)	20	120	240	360	480	480	6	12	18	24	24	1	1	2	3	3	1	3	4	5	5	4	8	12	16	16	1	1	1	2	2
16	B.Tech Computer Science and Engineering (Data Science)	10	120	240	360	480	480	12	24	36	48	48	1	3	4	5	5	3	5	8	11	11	8	16	24	32	32	1	2	3	3	3
17	B.Sc. Medical Engineering	20	120	240	360	480	480	6	12	18	24	24	1	1	2	3	3	1	3	4	5	5	4	8	12	16	16	1	1	1	2	2
18	B.Sc. Medical BioTechnology (5 years Integrated course)	20	60	120	180	240	300	3	6	9	12	15	0	1	1	1	2	1	1	2	3	3	2	4	6	8	10	0	1	1	1	1
19	B.Sc. Maths, Statistics and Data Science (MSD)	20	0	0	0	60	120	0	0	0	3	6	0	0	0	0	1	0	0	0	1	1	0	0	0	2	4	0	0	0	0	1
20	B.Sc Maths, Physics and Chemistry (MPC)	20	0	0	0	60	120	0	0	0	3	6	0	0	0	0	1	0	0	0	1	1	0	0	0	2	4	0	0	0	0	1
21	B.Sc Digital Forensics	20	0	0	0	60	120	0	0	0	3	6	0	0	0	0	1	0	0	0	1	1	0	0	0	2	4	0	0	0	0	1
22	B.Sc Health Psychology	20	60	120	120	120	120	3	6	6	6	6	0	1	1	1	1	1	1	1	1	1	2	4	4	4	4	0	1	1	1	1
23	M.Sc Environment & Disaster Management	10	0	0	0	0	30	0	0	0	0	3	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	
24	M.Sc Pharmaceutical Chemistry (Integrated)	10	0	0	0	0	30	0	0	0	0	3	0	0	0	0	0	0	0	0	1	0	0	0	0	2	0	0	0	0	0	

School of Business Administration

25	BBA Health Analytics	10	0	0	60	120	180	0	0	6	12	18	0	0	1	1	2	0	0	1	3	4	0	0	4	8	12	0	0	1	1	1
26	MBA in Hospital Administration	10	0	0	60	120	120	0	0	6	12	12	0	0	1	1	1	0	0	1	3	3	0	0	4	8	8	0	0	1	1	1
27	MBA in Pharmaceutical Management	10	60	120	120	120	120	6	12	12	12	12	1	1	1	1	1	1	3	3	3	4	8	8	8	8	1	1	1	1	1	
28	Ph.D. in Business Administration	10	0	0	15	30	45	0	0	2	3	5	0	0	0	0	1	0	0	0	1	1	0	0	1	2	3	0	0	0	0	1

School of Indian Medicine and AYUSH

29	BAMS (Bachelor of Ayurveda Medicine and Surgery)	20	0	0	0	100	200	0	0	0	5	10	0	0	0	1	1	0	0	0	1	2	0	0	0	3	7	0	0	0	1	1
30	BHMS (Bachelor of Homeopathic Medicine and Surgery)	20	100	200	300	400	500	5	10	15	20	25	1	1	2	2	3	1	2	3	4	6	3	7	10	13	17	1	1	1	1	2
31	BNYS (Bachelor of Naturopathy and Yogic Science)	20	100	200	300	400	500	5	10	15	20	25	1	1	2	2	3	1	2	3	4	6	3	7	10	13	17	1	1	1	1	2
32	Bachelor of Siddha Medicine and Surgery (BSMS)	20	0	0	0	0	100	0	0	0	0	5	0	0	0	1	0	0	0	0	1	0	0	0	0	3	0	0	0	0	1	
33	MD (AYURVEDA) KAYACHIKITSA (Internal Medicine)	20	0	0	0	0	12	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	
34	MD Naturopathy	20	0	0	12	24	36	0	0	1	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0
35	Ph.D. in Ayurveda	10	0	0	0	0	6	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
36	Ph.D. in Naturopathy and Yoga Sciences	10	0	0	0	0	6	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
School of Humanities & Social Sciences																																
37	B.A. (Indian History, Culture, Archaeology & Heritage Studies)	30	0	60	120	180	240	0	2	4	6	8	0	0	0	1	1	0	0	1	1	2	0	1	3	4	5	0	0	0	1	1
38	B.A. Sanskrit	30	60	120	180	240	240	2	4	6	8	8	0	0	1	1	1	0	1	1	2	2	1	3	4	5	5	0	0	1	1	1
39	BA in Psychology, English Literature & Journalism	30	60	120	180	240	240	2	4	6	8	8	0	0	1	1	1	0	1	1	2	2	1	3	4	5	5	0	0	1	1	1
40	BA in Sociology	30	0	0	0	0	60	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	
	TOTAL		1830	3840	5897	8054	9687	442	532	624	728	810	50	58	71	78	90	107	126	145	172	186	153	216	276	343	398	140	145	152	156	165

Insights on Recruitment Plan

The MediCiti University Five-Year Faculty Recruitment Plan (2026-2030) details a structured staffing strategy designed to maintain high academic standards through specific Student-Faculty Ratios (SFR) tailored to each discipline. The recruitment model utilizes a hierarchical cadre distribution, primarily employing Assistant Professors as the foundational teaching tier, supported by Associate Professors and Professors for leadership and specialized research. Notably, the medical programs (MBBS and MD/MS) operate under a rigorous 1:3 SFR, requiring a significant workforce of 360 faculty members to manage an enrollment that scales to 1,250 students by 2030. Conversely, engineering and science programs maintain a 1:20 SFR, while specialized areas like the School of Indian Medicine and AYUSH utilize a 1:20 ratio with a focus on building a robust cadre of 25 Assistant Professors for programs like BHMS and BNYS. This multi-year expansion is characterized by a gradual increase in senior roles, such as the addition of Ph.D. supervisors and senior residents, ensuring that as student intake grows, the university preserves a balanced ratio of experienced mentors to new educators.

Graphical representation of proposed Faculty recruitment for 2026-2027 to 2030-2031



2.4.3.1 Faculty Recruitment Strategy, Policy, Requirement planning, Sources, Selection Process, Induction and onboarding, Performance review and Incentive Schemes

1. Faculty Recruitment Strategy

A strong faculty recruitment strategy is essential to ensure academic excellence, research growth, and institutional credibility. MAHER aims to attract talented faculty through transparent, merit-based, and competitive recruitment methods aligned with UGC and statutory bodies (NMC, INC, AICTE, PCI, RCI).

Key Strategic Elements

- Faculty Strength Planning: Based on program expansion, student-faculty ratio, and statutory norms.
- Competency Mapping: Identifying required qualifications, teaching, research, and industry skills.
- Talent Pipeline Creation: Partnering with premier institutions and industries to attract high-quality candidates.
- Diversity & Inclusion: Ensuring representation across gender, region, and social backgrounds.
- Global Outreach: Hiring international and visiting faculty to enhance global exposure.

Table 2.16 Focus, year wise key actions and outcomes

Year	Focus	Key Actions	Outcomes
Year 1	Establishment	Faculty Recruitment Cell, FDC, API system	Baseline faculty strength & quality
Year 2	Quality Enhancement	FDPs, mentorship, research workshops	Improved teaching & research
Year 3	Research & Collaboration	Industry linkages, research clusters	Increased funded projects & patents
Year 4	Globalization	International faculty, global collaborations	Enhanced global exposure
Year 5	Consolidation	Incentives & policy review	Sustainable excellence

2. Faculty Recruitment Policy (Best Practices)

Policy Objective

To maintain a transparent, merit-based recruitment system while complying with UGC and statutory regulations.

Policy Principles

- Transparency: Open advertisement and fair selection.
- Merit-based: Academic credentials, research and teaching capabilities.
- Equity & Diversity: Inclusion of underrepresented candidates.
- Statutory Compliance: Aligning with UGC/AICTE/NMC/INC/PCI/RCI rules.
- Ethical Standards: Zero tolerance for plagiarism, misconduct.

3. Faculty Requirement Planning (Quantity & Quality Analysis)

A. Faculty Quantity Planning

- Based on UGC prescribed student-faculty ratio and statutory requirements.
- Annual faculty gap analysis to forecast recruitment needs.

B. Faculty Quality Analysis

Quality indicators include:

- Academic credentials (PhD, NET/SET, specialization)
- Teaching experience and pedagogy
- Research output (publications, projects, patents)
- Industry experience and consultancy
- Academic leadership and administrative capability

4. Sources of Faculty Recruitment

Table: 2.17 Sources of Faculty

Source	Description	Benefits
Premier Institutes (IITs, NITs, AIIMS, IIMs, IISERs)	Hiring through campus placements and targeted outreach	High research & teaching quality
National Eligibility Test (NET/SET) Qualified Candidates	Priority to NET/SET qualified faculty	Ensures academic eligibility
International Faculty	Collaborations and visiting faculty programs	Global exposure & research collaboration
Industry Experts	Experienced professionals for applied teaching	Practical and industry-oriented learning
Online Recruitment Platforms (LinkedIn, Naukri, ResearchGate)	Wider reach and candidate pool	Faster hiring & diverse candidates
Faculty Referral	Internal recommendations from existing faculty	Better cultural fit and reliability
Research Collaborations	Identify potential faculty through research partnerships	High research productivity
Guest Faculty Pool	Part-time experts from industry/academia	Flexibility and niche expertise

5. Faculty Selection Process

A. Selection Committee

A transparent selection committee will be constituted comprising:

- Vice Chancellor/Director
- Dean of Academics
- HOD of the department
- External subject expert
- Statutory body representative (where applicable)
- IQAC member

B. Selection Steps

1. Advertisement & Notification
 - o Published on the University website and national newspapers.
2. Application Screening
 - o Shortlisting based on eligibility, research, and teaching potential.
3. Demonstration Lecture / Teaching Demo
 - o Evaluate pedagogy, communication, and student engagement.
4. Technical Interview
 - o Subject expertise, research aptitude, and problem-solving.
5. Research Presentation
 - o Publication record, research plan, funding potential.
6. Reference Check & Background Verification
7. Final Approval
 - o By Academic Council / Governing Body

6. Faculty Induction & Onboarding

Induction Program Components

- University vision and mission
- Academic policies and code of conduct
- Outcome-Based Education (OBE) training
- Teaching & learning methodologies
- Research ethics and publication norms
- Orientation on administrative systems

Probation Period

- Six months probation with performance review
- Confirmation based on teaching effectiveness, research involvement, and conduct

7. Faculty Performance Review (API & Annual Appraisal)

Performance Metrics

- Teaching and Learning (Student Feedback, Learning Outcomes)
- Research (Publications, Projects, Patents)
- Extension and Consultancy
- Administrative Responsibilities

API Scoring System

A standardized Academic Performance Index (API) will be used based on UGC norms.

8. Incentive Scheme

Rewards for Excellence

- Best Faculty Awards
- Research Grants
- Conference Sponsorship
- Promotion & Career Progression
- Monetary Incentives for high-impact publications and patents

Accountability

- Poor performers will be placed on an improvement plan.
- Termination if performance remains unsatisfactory, following UGC rules.

Table 2.18 Institution/ School wise recruitment of specific area year on year

College/ Institute	2026-27	2027-28	2028-29	2029-30	2030-31	Qualifications and Experience and Required Number
MediCiti Institute of Medical Sciences	Core faculty hiring (Phase 1)	Specialized departments expansion	Research faculty recruitment	Clinical faculty boost	International faculty collaborations	As per NMC
MediCiti College of Nursing	Basic nursing faculty	Advanced nursing specialties	Simulation lab instructors	Public health nursing experts	Global nursing partnerships	As per Nursing Council
MediCiti College of Physiotherapy	Core PT faculty	Neuro & sports PT experts	Pediatric & geriatric PT	Research-oriented hiring	AI in rehabilitation faculty	As per IAP
MediCiti College of Public Health	Epidemiology & biostatistics	Health policy & management	Environmental health experts	Global health faculty	Digital health integration	As per CEPH
MediCiti College of Medical Lab Technology	Core MLT faculty	Advanced diagnostics hiring	Molecular biology experts	AI in lab diagnostics	Industry-collaborative faculty	As per AIMLTA
School of Engineering and Sciences	Foundationa 1 faculty	Nanomedicine & genomics	AI/ML in medical research	Robotics in medicine	Full emerging tech faculty	As per AICTE
School of Business Administration	Core MBA faculty	Healthcare management	Digital business experts	Entrepreneurshi p cell	Global MBA faculty	AS per AICTE
School of Indian Medicine and AYUSH	Ayurveda faculty	Yoga & Naturopathy experts	Unani & Siddha expansion	Integrative medicine	Research in AYUSH	As per NCISM
School of Humanities & Social Sciences	Core faculty	Digital arts & media	Psychology & philosophy	Global humanities	Full faculty strength	As per UGC

2.4.4 Research Plan

The University is committed to fostering a vibrant research ecosystem that emphasizes quality, innovation, and societal impact across **Integrated Multidisciplinary Sciences**. This includes Medical and Health Sciences, Traditional Systems of Medicine (AYUSH), Technology and Engineering, Management, Allied and Applied Sciences, as well as Indian Heritage and Culture. The University aims to strengthen both modern and traditional knowledge systems through a unified and collaborative approach. Annual publication targets will be established to ensure progressive growth: faculty members are expected to publish a minimum of two high-quality indexed articles per year, postgraduate students must publish at least one paper derived from their thesis, PhD scholars are required to publish at least two indexed articles prior to submission, and 10% of undergraduate students will actively participate in research projects, publications, or conferences. The University shall pursue a **15 - 20% year-on-year growth in publications** across all research domains.

To achieve these objectives, the University will provide strong institutional support, including peer-review committees, an editing and proofreading cell, structured mentorship programs, and financial assistance for publications in open-access and high-impact journals. Faculty,

students, and scholars will be motivated through **graded incentives for publications, book chapters, patents, and funded projects**, along with travel grants for presenting research at national and international conferences. Recognition awards such as the *Best Researcher Award*, *Top-Cited Article Award*, *UG/PG/PhD Research Excellence Award*, and *High-Publishing Department Award* will further encourage scholarly excellence. Special emphasis will be placed on advancing **AYUSH and traditional knowledge research** through evidence-based validation, clinical trials, and integrative health studies, while also encouraging **technology-driven innovations in health, agriculture, engineering, and management**. Dedicated research centres and seed funding mechanisms will be established to strengthen interdisciplinary work and encourage external funding from government and international agencies. Undergraduate students will be engaged through research clubs, interdisciplinary projects, and annual research showcases. Postgraduate students will be guided through Departmental Research Committees to ensure thesis-based publications, while PhD scholars will receive mentorship in grant writing, project management, and research dissemination.

To ensure accountability and transparency, the University will maintain **research dashboards**, publish an **Annual University Research and Innovation Report**, and benchmark outcomes against national and international best practices. This five-year rolling plan for **Integrated Multidisciplinary Sciences** is designed to significantly enhance the University's research productivity, visibility, and global reputation, while contributing to national development and the preservation of heritage.

Strategic Objectives

1. Strengthen institutional research culture and infrastructure.
2. Foster interdisciplinary and translational research.
3. Increase national and international research collaborations.
4. Enhance external funding and industry partnerships.
5. Promote innovation, patents, and technology transfer.
6. Build capacity through research training and mentorship.
7. Link research outcomes to Sustainable Development Goals (SDGs).

Research Priority Areas

The University identifies **dynamic and Integrated Multidisciplinary Sciences** as its core research priority, reviewed and updated annually to align with emerging trends, national missions, and global challenges. This broad framework encompasses:

1. Health & Life Sciences

- Public Health, Community Medicine, and Epidemiology
- Biotechnology and Translational Research
- Medical Devices, Digital Health, and Clinical Innovation
- Nursing and Allied Health Sciences

2. Engineering & Technology

- Artificial Intelligence (AI) and Machine Learning (ML)
- Data Science, Big Data Analytics, and Cybersecurity
- Robotics, Automation, and Industry 4.0
- Renewable Energy, Smart Grids, and Clean Technologies
- Advanced, Composite, and Smart Materials

3. Management Sciences

- Business Administration and Leadership
- Health Care and Hospital Management
- Financial Systems, Economics, and Policy Research
- Innovation, Strategy, and Entrepreneurship
- Supply Chain and Operations Management

4. Social Sciences & Humanities

- Governance, Public Policy, and Administration
- Education, Pedagogy, and Human Capital Development
- Rural Development, Social Inclusion, and Community Studies
- Behavioral and Psychological Research
- Cultural, Historical, and Development Studies

5. Cross-Cutting Themes

- Innovation, Incubation, and Start-up Ecosystems
- Digital Transformation across Disciplines
- Sustainability and Green Transitions
- Entrepreneurship and Skill Development
- **Traditional Knowledge and AYUSH (Ayurveda, Yoga, Unani, Siddha, Homeopathy) integrated with Modern Sciences driven by research methodology and Technology**

2.4.4.1 Research Vision,, Priorities areas, Publications and Research targets, Encouragement Policy, Incentives Structure and Budget Summary

1. Vision and Institutional Commitment

The University is committed to fostering a vibrant research ecosystem emphasizing quality, innovation, interdisciplinarity, and societal impact across Integrated Multidisciplinary Sciences, including Medical and Health Sciences, AYUSH, Technology and Engineering, Management, Allied and Applied Sciences, and Indian Heritage and Culture. The University adopts a unified approach integrating modern science with traditional knowledge systems, aligned with national priorities and global best practices.

A 15–20% year-on-year growth in research output is targeted through structured faculty engagement, student participation, and institutional support mechanisms.

2. Strategic Objectives

1. Strengthen institutional research culture and infrastructure
2. Foster interdisciplinary and translational research
3. Increase national and international research collaborations
4. Enhance external funding and industry partnerships
5. Promote innovation, patents, and technology transfer
6. Build research capacity through training and mentorship
7. Align research outcomes with Sustainable Development Goals (SDGs)

3. Priority Areas (Integrated Multidisciplinary Sciences)

1. Health & Life Sciences

- Public Health, Epidemiology, and Community Medicine
- Biotechnology and Translational Research
- Medical Devices, Digital Health, and Clinical Innovation
- Nursing and Allied Health Sciences

2. Engineering & Technology

- Artificial Intelligence (AI) and Machine Learning
- Data Science, Big Data Analytics, and Cybersecurity
- Robotics, Automation, and Industry 4.0
- Renewable Energy, Smart Grids, and Clean Technologies
- Advanced and Smart Materials

3. Management Sciences

- Healthcare and Hospital Management
- Finance, Economics, and Policy Research
- Innovation, Entrepreneurship, and Strategy
- Supply Chain and Operations Management

4. Social Sciences & Humanities

- Governance and Public Policy
- Education and Pedagogy
- Behavioral and Psychological Research
- Cultural, Historical, and Development Studies

5. Cross-Cutting Themes

- AYUSH and Traditional Knowledge integrated with Modern Science
- Digital Transformation across disciplines
- Sustainability and Green Transitions
- Innovation, Incubation, and Start-ups

Table 2.19 Five-Year Research Rolling Plan

Year	Strategic Focus	Key Activities	Expected Outcomes
Year 1	Foundation & Capacity Building	Research committees & ethics boards, labs for Health-Tech-AYUSH, training, seed grants	Functional infrastructure, proposals, participation
Year 2	Strengthening Interdisciplinary Research	AYUSH-Tech pilots, UG/PG research, publication incentives, seminars	Collaborative publications, national visibility
Year 3	National Expansion & Funding	ICMR/DST/DBT/AYUSH grants, patents, translational research	Funded projects, patents, policy outputs
Year 4	Global Integration	International MoUs, joint publications, AYUSH-tech products, PhDs	Global visibility, commercialization, citations
Year 5	Innovation & Sustainability	Technology Transfer Office, incubation, industry partnerships	Start-ups, IP revenue, research sustainability

4. Quantitative Publication & Research Targets

Annual Research Expectations

- Faculty: Minimum 2 Scopus/WoS indexed publications per year
- PG Students: 1 indexed publication from thesis
- PhD Scholars: Minimum 2 indexed publications before submission
- UG Students: 10–15% participation in research / conferences

Table 2.20 Five-Year Publication Plan (2026–2030)

Year	Key Targets	Actions
Year 1	1 paper/faculty, 100% PG thesis publication	Research Cell, incentives, dashboards
Year 2	2 papers/faculty, UG 8%	Seed funding, research showcase
Year 3	Avg. 2.5 papers/faculty, patents	Centres of Excellence
Year 4	3 papers/faculty, funded projects	International grants
Year 5	3+ papers/faculty, 15–20% YoY growth	Outcome report & next roadmap

5. Faculty and Student Research Encouragement Policy

1. Faculty Incentives

- Indexed publications (Q1–Q4)
- Books and book chapters
- Conference travel grants
- Funded project incentives
- Annual Research Excellence Awards

2. PG Student Research

- Departmental Research Committees
- Mandatory thesis-based publication
- Research writing and ethics training

3. UG Research

- UG Research Clubs
- Annual Research Day
- Seed funding and competitions

4. PhD Scholars

- Indexed publication requirement
- Grant writing mentorship
- International travel grants

5. Institutional Support

- Office of Research & Innovation (ORI)
- Research Incentive Committee
- Research dashboards and annual reports

6. Incentive Structure (Faculty, Students & Scholars)

Table 2.21 Proposed Incentive Structure for faculty & student Research Publications for faculty & Ph.D Scholars

Type of Publication	Indexed in	Impact Factor/Ranking	Suggested Incentive (₹)
International Journal (Q1, IF > 5)	Scopus / WoS / PubMed	High Impact	30,000
International Journal (Q2–Q3, IF 2–5)	Scopus / WoS / PubMed	Medium Impact	20,000
International Journal (Q4, IF < 2)	Scopus / WoS / PubMed	Lower Impact	10,000
National Indexed Journal	UGC CARE / PubMed / Scopus	–	5,000
Book Chapter (Reputed Publisher – Springer, Elsevier, Taylor & Francis, etc.)	–	–	10,000
Authored/Edited Academic Book (Reputed Publisher)	ISBN Registered	–	25,000

Table 2.22 Incentives for conferences & seminars attendance

Type	Coverage	Incentive/Support
National Conference	Registration + TA/DA	10,000 max
International Conference (within Asia)	Registration + Travel Support	50,000 max
International Conference (outside Asia)	Registration + Travel Support	1,00,000 max
Paper Presentation Awards	Additional recognition	5,000

Duty leave will be granted for participation.

Table 2.23 Incentives for patents & innovation

Category	Incentive (₹)
Patent Filed	10,000
Patent Published	15,000
Patent Granted (National)	50,000
Patent Granted (International)	1,00,000
Start-up/Innovation Commercialized	Special award decided by Research Council

Table 2.24 Incentives for funded research projects

Funding Secured	Incentive (₹)
National Funding Agency (DST, ICMR, DBT, UGC, AICTE, ICSSR etc.)	2% of sanctioned grant (PI), 1% (Co-PI)
International Grant	3% of sanctioned grant (PI), 1.5% (Co-PI)

Research Monitoring, Review & Governance

- Research Advisory Council – annual review
- Department Research Committees – quarterly monitoring
- Annual Research Audit Report
- Rolling plan updates based on emerging priorities

International Collaboration Strategy

Existing Collaborations

(USA, UK, Australia, Germany – list retained)

Action Plan

- Joint PhDs, faculty exchange, post-doctoral research
- Visiting professors and Nobel-level interactions
- International grants and bilateral workshops

7. Research Budget Summary & Resource Mobilization

Annual Research Budget: ₹3.87 Crores

- Seed grants
- APC support
- Travel grants
- Patent/IP support

Funding Sources

- Institutional support
- External grants (ICMR, DST, DBT, WHO, etc.)
- Industry & CSR
- Alumni & philanthropy
- IP commercialization

Table 2.25 College-wise Research Focus and Infrastructure Development

College	Year 1	Year 2	Year 3	Year 4	Year 5
MediCiti Institute of Medical Sciences (MBBS, MD/MS)	Research policy, faculty research workshops, epidemiology studies	Launch clinical trial groups, telemedicine pilots, interdisciplinary care studies	Multi-site trials, publish research, develop AI diagnostics	International research collaborations, faculty/student exchange	Policy translation, technology transfer, large-scale community health studies
MediCiti College of Nursing	Train in research methods, initiate nursing care studies	Critical care and leadership nursing research, nurse-led patient education	Simulation research, nurse-physician practice models	Community health nursing projects	Disseminate findings, contribute to nurse educator networks
MediCiti College of Physiotherapy	Faculty research training, pilot rehab tech studies	Neuro/cardio/sports rehab research, digital health tools	Sports injury, wearable tech integration	PhD dissemination, cross-disciplinary studies	Community rehab, rehab policy formation
MediCiti College of Public Health	Establish MPH research cell, epidemiology/surveillance studies	Environmental/public health project launches	Intervention evaluation, policy research	Pandemic preparedness models, global health partnerships	Publish major research, host public health symposia

MediCiti College of Medical Lab Tech	Diagnostics research, automation training, baseline studies	Rapid diagnostic and automation pilots	Molecular diagnostics, lab quality research	Biomarker development, lab-clinical partnership	Diagnostic tool commercialization, publish research
School of Engineering & Sciences	AI/data/robotics lab setup, interdisciplinary research workshops	AI in diagnostics, medical robotics, aerospace research	Quantum tech, cloud computing, disaster analytics	Green innovation, health informatics, expand incubator	Global/R&D partnerships, commercialize tech projects
School of Business Administration	Healthcare management research, hospital operations analysis	Hospital finance and pharma supply chain studies	Startups, insurance, entrepreneurs hip research	Biotech commercialization, advanced health analytics	Leadership in management innovation, research dissemination
School of Indian Medicine and AYUSH	Traditional practice documentation, integrative research training	Clinical trials on AYUSH therapies, efficacy research	Integration with modern diagnostics, digital AYUSH platforms	Wellness tourism, preventive innovations	International AYUSH partnerships, global validation studies
School of Humanities & Social Sciences	Initiate health communication and heritage research workshops	Media/psychology/ social impact projects, hostel expansion	Policy/behavioral studies, cross-disciplinary forums	Public policy research, health journalism	Publish cultural/social research, global/industry tie-ups

Expected Outcomes by 2030

- Doubling of research publications
- Leadership in AYUSH + modern science integration
- Increased patents, start-ups, and funded projects
- Global collaborations and NIRF impact
- Recognition as a Centre of Excellence in Integrated Multidisciplinary Sciences

2.4.4.2 Progress Planner

Table 2.26 Quantitative Research Targets (Five-Year Projection)

Parameter	Year 1	Year 2	Year 3	Year 4	Year 5
Scopus / WoS Publications	30	60	100	140	180
Average Publications per Faculty	0.5	1.0	1.5	2.0	2.5
Externally Funded Projects	3	6	12	18	25
Research Grant Value (₹ Crores)	0.5	1.5	3.0	5.0	7.5
Patents Filed	2	5	10	15	25
Patents Granted	—	1	3	6	10
PhD Scholars Enrolled	10	25	45	70	100
PhD Degrees Awarded	—	—	5	15	30
Start-ups / Spin-offs	—	—	2	5	10

Research Centre



2.4.4.3 International Collaboration

Share Medical Care Foundation has already established international collaboration with universities abroad for its UG and PG Programs. It has tie-ups with universities in the USA, Europe, the UK and Australia. Some of the universities with which collaborative efforts are being undertaken are:

- University of Toledo, USA
- San Diego University, USA
- California State University, USA
- Leeds University, UK
- Glasgow Caledonian University, UK
- University of South Australia
- Deakin University, Australia
- University of Binghamton, USA
- IGCHE Indo German Center for Higher Education, Germany
- University of Applied Science Esslingen, Germany

Share Medical Care Foundation Professors and students frequently visit universities abroad, and the faculty members will be trained in foreign laboratories. Share Medical Care Foundation is creating the right ambience for them to work and reach the targeted output.

A. Action Plan

The following are the action plans for International Collaboration

- Increase international faculty and students to promote international culture in MediCiti University.
- Increase Faculty and student participation in Programs abroad.
- Invite PhD holders from top universities abroad to carry out postdoctoral research.

- Global recruitment of faculty and retention of high-quality researchers.
- Visit of eminent Nobel Laureates and renowned medallists.
- Establishing state-of-the-art research centres and departments in collaboration with foreign universities.
- Deputing MediCiti faculty abroad on sabbatical leave to foster collaboration in teaching and research.
- Invite visiting professors from top universities who are experts in thrust areas.
- Joint Ph.D. Programs with top-ranking universities.
- Increase Faculty Exchange through MoUs with reputed national and international institutions.
- Mobilizing international grants in the disciplines of advanced research.
- Facilitate Indo-US Bilateral workshops, conferences and seminars.
- Facilitate joint PhD work by partnering with universities abroad.
- Establish a Centre for Social Science Research.

2.4.5 Infrastructure development Plan

The institution envisions establishing state-of-the-art academic, research, residential, and recreational infrastructure to meet national and international standards of higher education. The infrastructure plan ensures sustainability, accessibility, and scalability to support growth in student intake, faculty recruitment, and academic programs over five years.

Table 2.27 Existing Infrastructure of 5 Constituent Colleges are given below

Built-up Area of the Buildings:											
SI	Name of the Building	Plinth area of each floor in sq-ft G floor	1st floor	2nd floor	3rd floor	Total in sq-ft	Grand Total in sq-ft	Year of Construction	Permissions obtain Authority	Permission	Date
1	Hospital	61250	60000	60000	60000	241250		94	GPA Rajbolaram		25-08-92
	Extension Block	33541	33541	33541	33541	134164		2004	GPA Rajbolaram	34/2006	22-05-06
	Lecture Hall Block(Psychiatry Block)	4541	4541	4541	4541	18164		2007			
	Casualty Extension	842				842		2007			
						394420					
							394420				
2	College	43750	46752	46752	46752	184006					
							184006	2004	GPA Rajbolaram	No 11/04	29/03/04
3	Animal House	2690				2690					
							2690	2002			
4	Mortuary Block	3869				3869					
							3869	2007	GPA Rajbolaram	No 10/04	29/03/04
5	Girl Hostel	26160	26160	26160		78480					
							78480	2008			
6	Boys hostel	36035	36035	36035		108105					
							108105				
7	Rural Health Centre (RHC) Aliyabad	7608	7608	5208		20424					
							20424	2008	GPA Aliyabad	No 19/07	31-03-2007
8	Staff Quarters										
	C1	2798	2945	2945		8688		96	GPA Rajbolaram	No 10/04	29/03/04
	C2	2798	2945	2945	2945	11633		99	GPA Rajbolaram	No 10/04	29/03/04
	C3	2193	2945	2945	2945	11028		2001	GPA Rajbolaram	No 10/04	29/03/04

	C4	3047	3194	3194	3194	12629		2003	GPA Rajbolaram	No 10/04	29/03/04
	D1	1734	1734	1734		5202		96	GPA Rajbolaram	No 10/04	29/03/04
	D2	1734	1734	1734	1734	6936		2002	GPA Rajbolaram	No 10/04	29/03/04
						56116					
							56116				
9	South and North blocks	12592	12592	12592	12592	50368					
						50368		2005	GPA Rajbolaram		15/09/94
10	Laundry	3207				3207					
						3207		2008	GPA Rajbolaram	No 79/2008	21/07/2008
11	Dormentry Complex	5330				5330					
						5330		2010			
12	Sports complex with canteen	6500				6500					
						6500		2009	GPA Rajbolaram	No 1/2009	06-08-2009
13	Nursing Boys Canteen	1990				1990					
						1990		2009			
14	Nursing canteen	4750				4750					
						4750		2009			
15	Shops	580				580			GPA Rajbolaram	No 78/2008	21/07/2008
						580		2008	GPA Rajbolaram		
16	Share India office	5500	5500			11000					
						11000		2006	GPA Rajbolaram		23/02/04
						931835					

Table 2.28 Institution/ College/ School wise Build-Up area year on year

S No	Subject	Students Enrolled					Built-up Area (Sqm)				
		2026	2027	2028	2029	2030	2026	2027	2028	2029	2030
MediCiti Institute of Medical Sciences											
1	MBBS	250	500	750	1000	1250	1500	3000	4500	6000	7500
2	PG Courses (MD / MS)	180	360	540	540	540	1080	2160	3240	3240	3240
MediCiti College of Nursing											
3	B.Sc. Nursing	240	480	720	960	960	1440	2880	4320	5760	5760
MediCiti College of Physiotherapy											
4	Bachelor of Physiotherapy	100	200	300	400	500	600	1200	1800	2400	3000
5	Masters of Physiotherapy-Neuro	0	0	0	0	20	0	0	0	0	120
6	Masters of Physiotherapy-Cardio	0	0	0	0	20	0	0	0	0	120
7	Masters of Physiotherapy-Pulmonology	0	0	0	0	20	0	0	0	0	120
8	Masters of Physiotherapy-Musculoskeletal Disorder	0	0	0	0	20	0	0	0	0	120
9	Masters of Physiotherapy-Ortho	0	0	0	0	20	0	0	0	0	120
10	PhD in Physiotherapy	0	0	0	0	12	0	0	0	0	72
MediCiti College of Public Health											
11	Master's in Public Health	100	200	200	200	200	600	1200	1200	1200	1200
MediCiti College of Medical Lab Technology											
12	B.Sc. Medical Lab Technology	100	200	300	400	400	600	1200	1800	2400	2400
School of Engineering and Sciences											
13	B.Sc. Applied Artificial Intelligence	0	120	240	360	480	0	720	1440	2160	2880
14	B.Sc. Automation & Robotics Engineering	0	0	120	240	360	0	0	720	1440	2160
15	B.Tech Computer Science and Engineering (AIML)	120	240	360	480	480	720	1440	2160	2880	2880
16	B.Tech Computer Science and Engineering (Data Science)	120	240	360	480	480	720	1440	2160	2880	2880
17	B.Sc. Medical Engineering	120	240	360	480	480	720	1440	2160	2880	2880
18	B.Sc. Medical BioTechnology (5 years Integrated course)	60	120	180	240	300	360	720	1080	1440	1800
19	B.Sc. Maths, Statistics and Data Science (MSD)	0	0	0	60	120	0	0	0	360	720
20	B.Sc Maths, Physics and Chemistry (MPC)	0	0	0	60	120	0	0	0	360	720
21	B.Sc Digital Forensics	0	0	0	60	120	0	0	0	360	720
22	B.Sc Health Psychology	60	120	120	120	120	360	720	720	720	720
23	M.Sc Environment & Disaster Management	0	0	0	0	30	0	0	0	0	180
24	M.Sc Pharmaceutical Chemistry (Integrated)	0	0	0	0	30	0	0	0	0	180
School of Business Administration											
25	BBA Health Analytics	0	0	60	120	180	0	0	360	720	1080
26	MBA in Hospital Administration	0	0	60	120	120	0	0	360	720	720
27	MBA in Pharmaceutical Management	60	120	120	120	120	360	720	720	720	720
28	Ph.D. in Business Administration	0	0	15	30	45	0	0	0	0	0
School of Indian Medicine and AYUSH											
29	BAMS (Bachelor of Ayurveda Medicine and Surgery)	0	0	0	100	200	0	0	0	600	1200

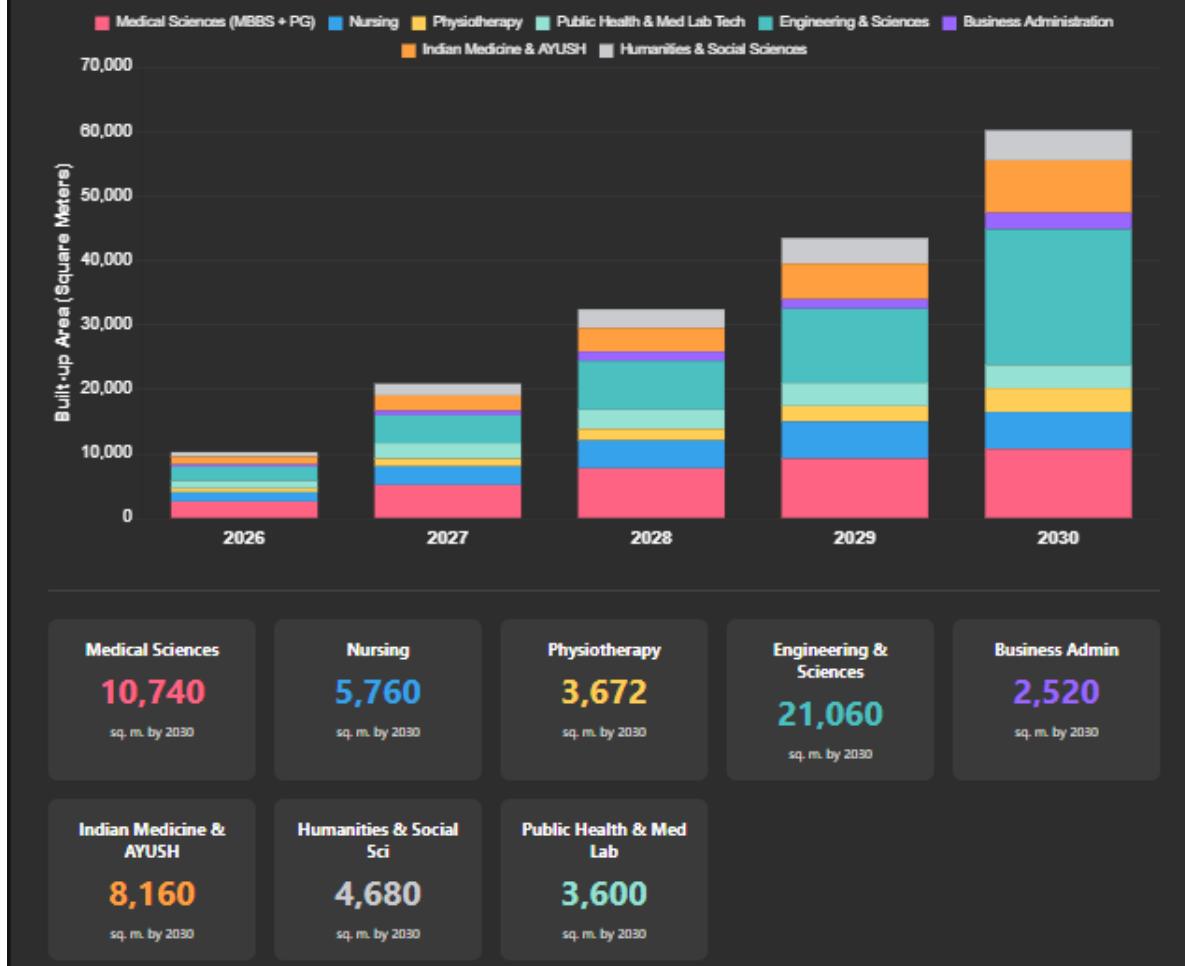
30	BHMS (Bachelor of Homeopathic Medicine and Surgery)	100	200	300	400	500	600	1200	1800	2400	3000
31	BNYS (Bachelor of Naturopathy and Yogic Science)	100	200	300	400	500	600	1200	1800	2400	3000
32	Bachelor of Siddha Medicine and Surgery (BSMS)	0	0	0	0	100	0	0	0	0	600
33	MD (AYURVEDA) KAYACHIKITSA (Internal Medicine)	0	0	0	0	12	0	0	0	0	72
34	MD Naturopathy	0	0	12	24	36	0	0	72	144	216
35	Ph.D. in Ayurvedha	0	0	0	0	6	0	0	0	0	36
36	Ph.D. in Naturopathy and Yoga Sciences	0	0	0	0	6	0	0	0	0	36
School of Humanities & Social Sciences											
37	B.A. (Indian History, Culture, Archaeology & Heritage Studies)	0	60	120	180	240	0	360	720	1080	1440
38	B.A. Sanskrit	60	120	180	240	240	360	720	1080	1440	1440
39	BA in Psychology, English Literature & Journalism	60	120	180	240	240	360	720	1080	1440	1440
40	BA in Sociology	0	0	0	0	60	0	0	0	0	360
	TOTAL	1830	3840	5897	8054	9687	10980	23040	35292	48144	57852

Insights on Infrastructure Development Plan

The Five-Year Infrastructure Development Plan (2026-2030) is a strategic framework designed to create a state-of-the-art campus that aligns with national and international standards of higher education. The plan prioritizes **sustainability, accessibility, and scalability** to accommodate the anticipated surge in student enrollment and academic offerings. Central to this plan is a structured, year-on-year expansion of the built-up area, which is projected to grow from an initial **10980 square meters** in Year 1 to a cumulative total of **57,852 square meters** by Year 5. This comprehensive approach encompasses academic, research, residential, and recreational spaces, ensuring the physical infrastructure evolves alongside the university's academic and faculty recruitment goals.

School-wise Built-up Area Development

Table 2.20 - Infrastructure Growth by School (2026-2030)



The chart below visualizes the projected built-up area requirements for each academic school from 2026 to 2030, based on the program-specific enrollment targets.

The data reveals a dramatic expansion in total required space, rising from **10,980 square meters in 2026** to **57,852 square meters by 2030**. The **School of Engineering and Sciences** emerges as the primary driver of infrastructure demand, accounting for over 42% of the total campus space by Year 5 due to its high-volume undergraduate programs. The **MediCiti Institute of Medical Sciences** and the **School of Indian Medicine and AYUSH** follow, with both requiring significant dedicated facilities to support their clinical and therapeutic training programs. This visualization confirms that the university's physical growth is not uniform but is strategically concentrated in high-enrollment and technology-heavy disciplines.

2.4.5.1 Academic Infrastructure

1. Classrooms

Smart classrooms equipped with digital boards, interactive displays, and AI-enabled attendance systems. Each classroom is designed with ergonomic seating and acoustic treatment.

2. Laboratories

Modern, course-specific laboratories will be developed in phases:

- Medical Sciences: Anatomy, Physiology, Pathology, Biochemistry, Microbiology labs etc.
- Engineering and Sciences: Physics, Chemistry, Computer Science, and Engineering Workshops etc.
- Business & Arts: Analytics, Communication, and Entrepreneurship Labs etc.

3. Specialized Laboratories

Simulation Lab

Equipped with advanced mannequins and real-time patient simulation systems for Medical and Allied Health courses. Enables experiential learning, procedural training, and emergency response drills.

Artificial Intelligence Lab

Focused on AI-driven healthcare, robotics, data analytics, and intelligent systems. Integrated with research projects in collaboration with industry and research institutions.

Augmented Reality (AR) & Virtual Reality (VR) Lab

For immersive learning and visual simulation across disciplines - including medical anatomy, architectural design, and engineering visualization. Equipped with high-performance computers, VR headsets, and 3D content creation tools.

Central Museum

A multidisciplinary museum to preserve anatomical specimens (for medical), agricultural samples, technological innovations, and cultural artifacts. Designed as an educational and heritage resource for students and visitors.

4. Library Facilities

Central digital library with hybrid access (print + e-resources). Subscription to leading databases such as Scopus, PubMed, IEEE, Springer, Jgate and N-LIST. Digital learning spaces, RFID-enabled book circulation, and AI-driven catalog search. Seating capacity: 200 (expandable). Learning commons with group study rooms and audio-visual resources. Department libraries are established with necessary infrastructure and books and journals.

2.4.5.2 Administrative Infrastructure

Administrative Block with offices for Vice Chancellor, Registrar, Deans, Finance, HR, Examination Cell, and Student Services. IQAC Office for quality monitoring. Digitized administrative processes integrated through ERP and AI-based MIS systems.

1. Residential and Support Facilities

Hostel Facilities

Separate hostels for boys and girls with hygienic dining, Wi-Fi, laundry, and 24/7 security. Capacity to accommodate up to 75% of total student strength in Phase I, expandable to 100% by Year 5. Common recreation and reading rooms.

Faculty Accommodation

On-campus apartments and guest houses for faculty and visiting professors. Designed to promote academic community and interdisciplinary collaboration.

2. Recreational and Cultural Infrastructure

Sports Facilities

Indoor sports complex (badminton, table tennis, gymnasium). Outdoor sports grounds for football, cricket, athletics, basketball, and volleyball. Annual inter-college sports meet to promote health and teamwork.

Cultural Facilities

Dedicated cultural center for arts, drama, music, and literary clubs. Amphitheatre for open-air cultural events.

Auditorium Facilities

Centrally air-conditioned auditorium with 1,000 seating capacity, acoustic panels, and advanced AV systems. Used for conferences, convocations, and cultural events.

3. Academic and Faculty Support Facilities

Faculty Rooms (Cabins)

Individual faculty cabins with modern furnishings, internet connectivity, and discussion areas. Faculty research lounge for interdisciplinary collaboration.

Common Rooms

Separate common rooms for boys and girls equipped with seating, reading space, and basic amenities.

Simulation and Practice Areas

Replicated hospital, agricultural, and business simulation environments to bridge theory and practice.

4. Sustainability and Smart Campus Features

Green Campus: Rainwater harvesting, solar panels, and waste recycling units.

Smart Infrastructure: Centralized building management systems, Wi-Fi-enabled campus, and AI-driven security monitoring.

Accessibility: Barrier-free design compliant with the Rights of Persons with Disabilities Act.

Table 2.29 Five-Year Infrastructure Development Implementation Plan (2026-2030)

College	Year 1	Year 2	Year 3	Year 4	Year 5
MediCiti Institute of Medical Sciences (MBBS, MD/MS)	Infrastructure audit; Master plan; Renovate existing hospital wards; Set up simulation & skill labs	Construct new hospital block; Expand advanced diagnostics; New lecture halls	New ICU, OT, specialty clinics; Physician quarters	Integrate EHR; New research labs, simulation suites; Green campus pilot	International accreditation; Smart hospital tech; Maintenance & modernization
MediCiti College of Nursing	Skill lab setup; Hostel refurbishment; Central nursing station	Student wellness & study areas; Clinical skill stations	Simulation-based learning spaces; Update practical labs	Expand hostel; Community health center for training	Digital record-keeping; Upgrade for leadership courses
MediCiti College of Physiotherapy	Rehab and movement labs; Adaptive gym; Small research hub	Expand out-patient rehab; Smart therapy equipment	Sports/Ortho/PT suites; Digital PT library; Hostel expansion	Advanced robotics/AI therapy lab; Industry collaboration spaces	National conference hall; Maintenance, faculty housing
MediCiti College of Public Health	MPH classroom and discussion rooms; Data analysis center	Community field station for surveillance projects	Environmental health lab; Disaster management prep site	Public health simulation suite; Link with teaching hospital	Global health collaboration office; Multimedia classroom
MediCiti College of Medical Lab Tech	Core diagnostics lab buildout; Sample storage; Computer lab	Point-of-care diagnostics and molecular lab	Upgrade automation equipment; Connect to hospital HIS	Lab quality control suite; Collaborative research area	Industry-ready lab certification; Upgradations
School of Engineering & Sciences	Core AI/robotics & computer labs; Data center; Classrooms	Aerospace lab, automation bays; Disaster mgt. sim rooms	Cloud/quantum tech suites; Expand innovation incubator	Green innovation center; Interdisciplinary compute hub	Industry partnership zones; Global benchmarking upgrades
School of Business Administration	Conference & management sim room; Digital library; Hostel	Team teaching rooms; Case study/collaboration pods	Admin accelerator/place ment center	Business incubator hub; Global classroom setup	Smart conference suite; Quality upgrades
School of Indian Medicine and AYUSH	AYUSH teaching block & demo clinic; Herbal garden	Research/therapy rooms; AYUSH hostel	Wellness and integrative care center; Updated clinical spaces	Global wellness outreach suite; Yoga dome	International recognition upgrades; Digital heritage archive
School of Humanities & Social Sciences	Classroom modernization; Language/media lab; Small heritage archive	Communication/psychology lab upgrades; Hostel expansion	Multi-purpose experimental studio; Animation/art suite	Social/behavioral observation lab; Community link spaces	Digital humanities center; Event auditorium

Integrated Campus Infrastructure Master Plan

Core Infrastructure Timeline

Phase 1 (2026-27): Foundation

- Central academic block (2 lakh sq.ft)
- Smart classrooms (200)
- High-tech library (24/7 robotic access)
- Green campus initiative (Solar, water recycling)

Phase 2 (2027-28): Specialization

- Advanced research centers (50,000 sq.ft)
- Multispecialty teaching hospital (500 beds)
- Sports complex (Olympic standard)
- Student innovation hub

Phase 3 (2028-29): Excellence

- Sports medicine facility
- Global health simulation city

Specialized Facilities by Domain

Healthcare Simulation:

- 2026: Virtual hospital (200 beds simulated)
- 2028: AI patient avatars
- 2031: Holographic medical city

Research Infrastructure:

- 2026: Biological Safety Lab (BSL) - 2 labs
- 2028: Clean rooms (Class 100)
- 2031: Biological Safety Lab (BSL) - 3 facility

Cultural Preservation:

- 2026: Climate-controlled archives
- 2028: Digital restoration lab
- 2031: Living heritage museum

Sustainability Features

Year	Initiative
2026	Net-zero water building
2027	Vertical medicinal gardens
2028	Piezoelectric flooring
2030	Biophilic design standards
2031	Carbon-negative certification

Key Performance Indicators

- 2026: 25% green cover
- 2028: 100% energy neutral
- 2031: Zero waste campus
- 100% accessibility compliance
- 1:1 student: simulation bed ratio

2.4.5.3 Other facilities available on the campus:

- Each floor has a drinking water facility.
- Ramps, elevators and toilets are available in all buildings to facilitate barrier-free mobility for persons with disabilities.
- The Institution has separate residences for girls and boys with amenities conducive to pleasant living. Both hostels have separate dining messes, where breakfast, lunch and dinner are served to students in a hygienic environment. Purified drinking water from the RO plant is supplied around the clock. Solar water heater for hot water is also available
- It has a full-fledged dispensary functioning from 8.30 am to 4.30 pm. The dispensary has a doctor and a staff nurse. It provides medical facilities for any minor problems. For any emergency, people are immediately sent to MediCiti Hospitals for further treatment.
- The Institution holds a robust transport system facilitating easy mobility of students and staff from the important places of the city to campus.
- College offers a supporting and enriching environment to faculty in all aspects. The college has a well-furnished staff quarter with all basic amenities including an elevator, RO water and centralized LPG Supply. Temple is also available on campus.
- Our Institution also provides a 24-hour Central Bank of India ATM facility for students and staff. Hostel students can use the ATM at any time within the campus premises.
- 24x7 security facilities with male and female security personnel at all vital points.
- A separate vehicle parking facility for students and staff is available inside the campus.
- Fire safety equipment is fixed in vital places.
- Rainwater harvesting, Sewage treatment plants, and RO plants are also available on the campus.

2.4.6 Campus information and communication technology plan

Introduction

The institution envisions creating a digitally empowered and technology-driven campus that supports smart teaching, efficient administration, and holistic learning. The Campus Information and Digital Technology Plan focuses on establishing advanced IT infrastructure, digital learning systems, and a sustainable ecosystem aligned with the National Education Policy (NEP 2020) and Digital India initiatives.

2.4.6.1 Action Plan for the Digital Infra Procurement, Installation, and Rollout

Digital Infrastructure Action Plan (5 years)

1. YEAR 1 (2026-27): Foundation & Critical Infrastructure

Priority : Establish Core Operations & Basic Connectivity

Quarter 1-2 : Immediate Deployment

Network & Connectivity Infrastructure

- 10Gbps internet backbone with optical fiber network
- Campus-wide Wi-Fi 6E coverage
- Firewall protection with redundancy
- 24/7 IT support desk setup

Justification: Without reliable network infrastructure, no other digital system can function. This is the absolute foundation that enables all subsequent technology deployments. Medical and Higher education requires uninterrupted connectivity for clinical systems, research access, and communication.

Administrative Core Systems

- Centralized ERP system (Academics, HR, Finance, Admissions, Examinations), Hospital ERP
- Institutional email and communication infrastructure
- Digital attendance systems (RFID/Biometric)

Justification: Day-one operations require student enrollment, faculty management, financial transactions, and academic scheduling. Without these systems, the university cannot legally or practically commence operations.

Basic Security & Access Control

- Biometric access control for critical areas
- Basic CCTV surveillance with central monitoring
- Digital building management systems
- Automated fire detection systems

Justification: Student and staff safety, asset protection, and regulatory compliance (NMC, AICTE, UGC requirements) mandate these systems from day one of operations.

Quarter 3-4: Teaching Infrastructure

Essential Learning Systems

- Learning Management System (LMS) - Cloud-based platform
- 100 Smart classrooms with interactive digital boards (Phase 1)
- Digital library setup with RFID circulation
- Virtual classroom infrastructure (Teams, Zoom, Google Workspace)
- Lecture capture systems

Justification: Teaching commences in Year 1, requiring immediate availability of modern pedagogical tools. LMS is essential for curriculum delivery, assessment, and student engagement from semester one.

Basic Computer Labs

- 5-6 General computer labs (60 seats each)
- High-performance computers for engineering programs
- Basic software licenses (programming, design, office suites)

Justification: Engineering and science programs starting in Year 1 require immediate computer access for coursework. Medical students need computer access for research and digital learning resources.

Digital Library Foundation

- Subscription to essential databases: Scopus, PubMed, IEEE, Springer, N-LIST
- AI-driven catalog search
- Digital learning spaces with workstations
- National Digital Library integration

Justification: Research, evidence-based learning, and accreditation requirements demand immediate access to peer-reviewed journals and academic databases.

Clinical Digital Foundation (for Medical Programs)

- Electronic Health Records (EHR) - Basic implementation
- Hospital Information Systems (HIS) - Core modules
- Digital diagnostic laboratory systems
- Basic telemedicine infrastructure

Justification: Medical education requires integrated clinical-academic systems from day one. NMC mandates EHR usage. Clinical training cannot proceed without digital patient record systems.

YEAR 2 (2027-28) : Expansion & Specialization

Priority : Scale Operations & Deploy Specialized Systems
Quarter 1-2 : Enhanced Learning Infrastructure

Advanced Learning Spaces

- Additional 100 Smart classrooms (Phase 2 - Total 200)
- Adaptive learning platforms with AI
- Advanced lecture capture with auto-editing
- Student/Faculty portals - Enhanced features

Justification: With enrollment doubling (from 1,770 to 2,010 students), additional teaching spaces are needed. Year 2 data on student learning patterns enables deployment of adaptive AI systems that personalize education.

Specialized Computer Labs

- AI/Machine Learning Lab
- Data Science Lab with GPU clusters
- Medical Engineering Lab
- Robotics Lab (basic setup)

Justification: Second-year engineering students require specialized computing for AI/ML coursework. Medical engineering programs need simulation and modeling capabilities that weren't needed in foundation year.

Simulation Lab - Phase 1

- Advanced mannequins for clinical skills
- High-fidelity medical simulation systems
- Basic VR/AR equipment (10 stations)
- Simulation control room with recording

Justification: First-year medical students begin clinical skills training in Year 2. Simulation reduces risk to actual patients while providing standardized learning experiences. Investment delayed until proven enrollment justifies costs.

Quarter 3-4 : Research & Digital Health

Research Computing Infrastructure

- Data center expansion to 1PB storage
- 50,000-record data platform operational
- Cloud-based research collaboration platforms
- Biostatistics software suite
- Big data analytics tools

Justification: Research projects initiated in Year 1 now generate substantial data requiring storage and analysis infrastructure. PhD programs starting in Year 3 need these resources available in advance.

Telemedicine Expansion

- Full telemedicine platform deployment
- Remote monitoring systems
- Mobile health applications
- Integration with rural health centers

Justification: Year 2 sees maturation of clinical programs. Telemedicine enables community outreach and rural health training mandated by NMC. Pilot programs from Year 1 are now ready for full deployment.

IoT & Smart Campus - Phase 1

- IoT-enabled medical devices
- Smart water meters
- Energy management systems with sensors
- GPS tracking for transport fleet

Justification: With baseline operations established, Year 2 focuses on operational efficiency. IoT sensors provide data to optimize resource usage and reduce operational costs, supporting financial sustainability.

Digital Communication Enhancement

- AI-enabled chatbot for 24/7 student support
- Mobile apps for campus services

- Real-time notification systems
- Digital dashboards for management

Justification: Growing student population (2,010+) creates service demand that overwhelms manual support. AI chatbot handles routine queries, freeing staff for complex issues. Dashboard provides data-driven decision-making.

Year 3 (2028-29) : Advanced Technology & Integration

Priority : Deploy Cutting-Edge Technology & Deep Integration
 Quarter 1-2 : Advanced Learning Technology

VR/AR Lab - Full Deployment

- 30 VR headsets
- AR visualization systems
- 3D content creation studio
- Medical anatomy visualization suite
- Immersive surgical simulation

Justification: By Year 3, faculty trained in VR/AR pedagogy. Student cohorts familiar with digital learning. Medical students in clinical years benefit from immersive surgical practice. Engineering students need VR for design visualization.

Advanced AI Applications

- AI in medical diagnosis and decision support
- Natural Language Processing for healthcare
- Computer vision for medical imaging
- Predictive analytics platforms

Justification: Third-year medical students begin diagnostic training. AI decision support systems provide learning opportunities without patient risk. Research projects now generate data requiring advanced analytics.

Robotics Lab Expansion

- Surgical robotics simulation
- Rehabilitation robotics
- Automation engineering lab
- Industry 4.0 demonstration systems

Justification: Robotics courses launch in Year 3. Medical students need exposure to robotic surgery. Physiotherapy programs use rehabilitation robots. Engineering programs require hands-on automation experience.

Quarter 3-4: Integration & Advanced Research

Digital Twin Campus Technology

- Campus digital twin platform
- Real-time infrastructure monitoring
- Predictive maintenance systems
- Energy optimization modeling

Justification: Three years of operational data enables digital twin modeling. This technology optimizes infrastructure performance, reduces downtime, and supports sustainability goals. Investment justified by demonstrated ROI.

Advanced Clinical Systems

- AI-assisted diagnostics - Full deployment
- Picture Archiving and Communication System (PACS)
- Clinical decision support systems
- Advanced EHR analytics

Justification: Clinical volume now sufficient to train AI models. PACS essential as radiology expands. Third-year medical students ready for advanced clinical informatics training. Decision support improves patient safety.

Quantum Computing Access

- Cloud-based quantum computing access
- Quantum algorithm development environment
- Research partnerships with quantum providers

Justification: Advanced research in drug discovery, genomics, and medical physics requires quantum computing. Year 3 faculty and PhD students have specialized training ready to utilize this technology.

Blockchain Implementation

- Blockchain for academic credentials
- Secure research data sharing
- Digital identity management

Justification: Growing alumni population needs verifiable digital credentials. Research collaborations require secure data sharing. Blockchain provides tamper-proof record keeping supporting institutional reputation.

YEAR 4 (2029-30) : Optimization & Advanced Research

Priority : Optimize Operations & Deploy Research-Grade Infrastructure
Quarter 1-2 : Advanced Research Infrastructure

GPU Cluster for Research Computing

- High-performance GPU cluster (100+ GPUs)
- Deep learning training infrastructure
- Molecular dynamics simulation
- Medical imaging processing at scale

Justification: PhD programs now producing research requiring massive computational power. Medical imaging research, drug discovery, and genomics projects demand GPU acceleration. Earlier deployment would be underutilized.

5G Private Network

- Campus-wide 5G private network
- IoMT (Internet of Medical Things) full deployment
- Ultra-low latency for remote surgery simulation

- Enhanced mobile learning experiences

Justification: 5G technology now mature and cost-effective. Dense device deployment (IoMT) requires 5G bandwidth. Remote surgery training demands low latency. Mobile-first student generation expects seamless connectivity.

Advanced Simulation - Phase 2

- Haptic feedback suits
- Full-body VR simulations
- Multi-user collaborative simulations
- AI-powered adaptive scenarios

Justification: Faculty now expert in simulation pedagogy. ROI demonstrated from Phase 1 simulation labs. Advanced students require more sophisticated simulations. Research shows haptic feedback significantly improves skill acquisition.

Quarter 3-4 : Sustainability & Efficiency

Smart Building Automation

- Complete IoT sensor deployment
- AI-driven energy optimization
- Automated climate control
- Predictive maintenance for all systems

Justification: Four years of energy data enables AI-driven optimization. Payback period analysis justifies investment. Carbon-neutral goals require sophisticated energy management. Aging equipment needs predictive maintenance.

Advanced Data Analytics

- AIOps for infrastructure management
- Population health analytics platform
- Learning analytics for personalized education
- Research impact analytics

Justification: Massive data accumulation over four years enables advanced analytics. AIOps reduces IT operational costs. Learning analytics improve student outcomes. Population health analytics support research and community health programs.

Digital Humanities Center

- Digital archiving systems
- 3D cultural heritage scanning
- AI-assisted historical research
- Multimedia content creation studio

Justification: Humanities programs mature by Year 4. Digital humanities methodologies now mainstream. Heritage documentation supports AYUSH and Indian knowledge systems programs. Investment timed with faculty expertise development.

YEAR 5 (2030-31)	: Innovation & Future-Readiness
Priority	: Cutting-Edge Innovation & Future Technology
Quarter 1-2	: Next-Generation Technology

Holographic Technology

- Holographic professors for remote teaching
- 3D holographic medical imaging
- Holographic anatomy education

Justification: Technology reaching commercial maturity. Five years of VR/AR usage provides pedagogical foundation. Distance education and international collaboration benefit from holographic presence. Medical education enhanced by 3D visualization.

AR Campus Navigation & Smart Services

- AR wayfinding system
- Smart campus assistant (AR-based)
- AR maintenance guides
- Interactive AR campus information

Justification: Campus now large and complex (9,687 students). AR provides intuitive navigation for new students and visitors. Maintenance efficiency improves with AR work instructions. Showcase of innovation attracts students and partners.

Brain-Computer Interface Lab (Research)

- BCI research equipment
- Neural interface development platforms
- Assistive technology research

Justification: Highly specialized research requiring mature programs and expert faculty. Supports cutting-edge rehabilitation research. Positions university at frontier of neurotechnology. Investment justified by established research track record.

Quarter 3-4 : Consolidation & Future-Proofing

Carbon-Neutral Data Center

- 100% renewable energy for data center
- Liquid cooling systems
- AI-optimized power management
- Waste heat recovery

Justification: Sustainability commitments require carbon-neutral operations. Data center now largest energy consumer. Technology mature and cost-effective. Supports LEED certification and green campus goals.

Quantum Computing Facility (On-Campus)

- Small-scale quantum computer
- Quantum research lab
- Industry partnership facility

Justification: Five years of cloud quantum experience justifies on-campus facility. Research volume demands dedicated access. Positions university as quantum research hub. Industry partnerships offset costs.

Advanced Innovation Hub

- Technology Transfer Office expansion
- Start-up incubation with advanced prototyping
- Industry 4.0 demonstration center
- MedTech innovation lab

Justification: Mature research programs generating patents and spin-offs. Alumni network provides mentorship. Industry relationships support commercialization. Economic impact justifies investment.

Piezoelectric Flooring (Pilot)

- Energy-harvesting flooring in high-traffic areas
- Student engagement in sustainability
- Research opportunity for engineering students

Justification: Demonstrates commitment to innovative sustainability. Generates renewable energy from foot traffic. Educational value for engineering students. Pilot scale tests feasibility before wider deployment.

System Integration & Future Planning

- Complete system interoperability audit
- AI-driven predictive campus management
- Next 5-year technology roadmap
- Legacy system modernization plan

Justification: Five years of systems accumulation requires integration audit. Ensure all systems communicate effectively. AI predicts maintenance, enrollment, and resource needs. Planning for 2031-2036 cycle.

Continuous throughout all 5 Years

- Cybersecurity & Compliance
- Annual security audits and penetration testing
- GDPR/Data protection compliance updates
- Incident response system enhancements
- Security awareness training

Justification: Healthcare data highly sensitive. Cyber threats evolve constantly. Regulatory compliance mandatory. Continuous investment protects institutional reputation and student/patient data.

Faculty & Staff Training

- Ongoing digital literacy programs
- New technology adoption workshops
- Pedagogical innovation training
- Student digital citizenship programs

Justification: Technology investment fails without human capacity building. Faculty resistance overcome through continuous training. Students need guidance on responsible technology use. Training ensures ROI on technology investments.

Website & Digital Presence

- Continuous website updates
- Social media infrastructure
- Digital marketing tools
- Online reputation management

Justification: Primary recruitment and communication channel. Continuous updates needed for competitive advantage. Digital presence impacts rankings and perception. Ongoing investment, not one-time deployment.

Procurement Strategy Summary

Year 1 Focus: Operational Readiness

Rationale: Enable day-one operations legally and practically

Year 2 Focus: Scaling & Specialization

Rationale: Support enrollment growth and specialized programs

Year 3 Focus: Advanced Technology & Integration

Rationale: Competitive differentiation and research capability

Year 4 Focus: Optimization & Research Infrastructure

Rationale: Operational efficiency and advanced research support

Year 5 Focus: Innovation & Future-Readiness

Rationale: Cutting-edge technology and sustainability goals

Key Principles guiding this Plan

1. Operational Necessity First: Systems critical for legal operations and student safety deployed immediately
2. Enrollment-Driven Scaling: Infrastructure scales with student numbers to avoid over-investment
3. Pedagogical Readiness: Advanced teaching technology deployed after faculty training ensures utilization
4. Data-Driven Investment: Analytics and AI systems deployed after sufficient data accumulation
5. Technology Maturity: Cutting-edge tech (quantum, BCI, holographic) delayed until commercially viable
6. ROI Validation: Pilot programs in Years 1-2 validated before full-scale deployment Years 3-5
7. Regulatory Compliance: NMC, AICTE, UGC, INC, NCISM and accreditation requirements drive timing of certain systems
8. Sustainability Integration: Green technology deployed progressively as campus energy consumption grows

This phased approach ensures optimal resource utilization, minimizes risk, and positions MediCiti Academy of Higher Education and Research (MAHER) as a technology leader in Indian higher education and research healthcare education.

Table 2.30 School / College wise Five-Year Campus Information and Technology Plan (2026-2030)

College	Year 1	Year 2	Year 3	Year 4	Year 5
MediCiti Institute of Medical Sciences (MBBS, MD/MS)	Establish EHR & Hospital-Student Data Sync, Secure WiFi, Basic telemedicine setup	Deploy smart classroom tech, online research portal, faculty clinical dashboards	Telemedicine expansion, integrate AI diagnostics data, advanced simulation equipment	Big data analytics for clinical/research, E-library upgrade, interoperable hospital systems	National EHR participation, support for global teleconsultation, cybersecurity upgrades
MediCiti College of Nursing	Clinical case digital record systems, WiFi in student hostels, e-learning modules	Advanced simulation tech, track competency digitally, online learning portfolios	Video-based patient education, mobile care apps for training	Cloud-based nurse training, integrate with hospital info systems	Nursing research database, alumni e-network systems
MediCiti College of Physiotherapy	Rehab data collection platforms, digitize movement analysis, wifi-enabled gyms/labs	Tele-physio system, wearable integration, online patient logs	Mobile apps for sports/PT learning, AI for rehab outcome analytics	Immersive VR learning, e-consultation for remote rehab	Digital PT library, national registry integration
MediCiti College of Public Health	Analytics tools, epidemiological data portal, basic GIS mapping	Surveillance software, public health reporting platform, mobile data entry for fieldwork	Advanced dashboard, big data analytics for population health	Predictive modeling, web-based outbreak response planning	Global public health data aggregation, mobile policy outreach tools
MediCiti College of Medical Lab Technology	Digital lab management, sample-tracking software, WiFi in labs	Automation software, lab-hospital data sync, online result portal	Remote diagnostics interface, AI-supported test reporting	Cloud data storage, lab research collaboration platform	National pathology network membership, blockchain for lab integrity
School of Engineering & Sciences	Core IT labs (AI, robotics, cloud), high-speed networking, online learning systems	Quantum computing environment, data science platform, e-project management	IoT device integration, VR/AR for engineering training	Interdisciplinary research management tools, e-publishing	International collaboration systems, smart campus tech demonstration
School of Business Administration	Student information system, finance & operations analytics, secure WiFi	Online case-study platforms, digital internship tracking, business analytics suite	e-Placement portal, real-time decision modeling	Leadership network for alumni, collaborative global classrooms	Enterprise resource planning module, compliance e-monitoring
School of Indian	Digital heritage archives, online	E-learning for traditional	National AYUSH	Integrative medicine tech	International AYUSH data

Medicine and AYUSH	patient tracking, tele-wellness pilot	medicine, online clinical records	research portal, wellness tourism digital promotion	links, web-based preventive health education	registry, tele-health expansion
School of Humanities & Social Sciences	Modern language/media labs, digital heritage collection, classroom wifi	Cloud-based communication platforms, social research databases	Online field study management, multimedia e-learning suites	E-publishing for humanities, collaborative distant learning modules	Global outreach systems, digital archive expansion

Outcomes of Digital Integration of Indian Traditional & Modern Medicine at MAHER



MediCiti Academy of Higher Education and Research (MAHER)

Outcome Statement

“The digital integration at MAHER transforms Indian traditional medicine into a globally credible, evidence-based healthcare system while strengthening modern medical education, research, and patient care.”

2.4.7 Finance plan

The Five Years’ Finance Plan presents a comprehensive, realistic, and sustainable financial framework for the proposed Institution Deemed to be a University. It outlines college-wise projected revenues, diversified income streams, and phased expenditure aligned with academic expansion, infrastructure development, research growth, and digital transformation. The plan balances capital and operational investments while ensuring financial discipline, cost optimization, and long-term viability. With diversified funding sources, phased CapEx deployment, and a clear break-even and ROI timeline, the financial strategy supports institutional stability, regulatory compliance, and progressive growth in line with UGC and NEP objectives.

Table 2.31 College/ School wise year on year revenue for 2026-30

S No	Subject	Fee per Student	Revenue (all numbers in Rupees Lakhs)				
			2026	2027	2028	2029	2030
MediCiti Institute of Medical Sciences							
1	MBBS	15	8,550	11,100	13,650	16,200	18,750
2	PG Courses (MD / MS)	30	8,280	12,240	16,200	16,200	16,200
MediCiti College of Nursing							
3	B.Sc. Nursing	1	240	480	720	960	960
MediCiti College of Physiotherapy							
4	Bachelor of Physiotherapy	1	100	200	300	400	500
5	Masters of Physiotherapy-Neuro	1	-	-	-	-	20
6	Masters of Physiotherapy-Cardio	1	-	-	-	-	20
7	Masters of Physiotherapy-Pulmonology	1	-	-	-	-	20
8	Masters of Physiotherapy-Musculoskeletal Disorder	1	-	-	-	-	20
9	Masters of Physiotherapy-Ortho	1	-	-	-	-	20
10	PhD in Physiotherapy	1	-	-	-	-	12
MediCiti College of Public Health							
11	Master's in Public Health	1	100	200	200	200	200
MediCiti College of Medical Lab Technology							

12	B.Sc. Medical Lab Technology	1	100	200	300	400	400
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School of Engineering and Sciences

13	B.Sc. Applied Artificial Intelligence	1	-	120	240	360	480
14	B.Sc. Automation & Robotics Engineering	1	-	-	120	240	360
15	B.Tech Computer Science and Engineering (AIML)	1	120	240	360	480	480
16	B.Tech Computer Science and Engineering (Data Science)	1	120	240	360	480	480
17	B.Sc. Medical Engineering	1	120	240	360	480	480
18	B.Sc. Medical BioTechnology (5 years Integrated course)	1	60	120	180	240	300
19	B.Sc. Maths, Statistics and Data Science (MSD)	1	-	-	-	60	120
20	B.Sc Maths, Physics and Chemistry (MPC)	1	-	-	-	60	120
21	B.Sc Digital Forensics	1	-	-	-	60	120
22	B.Sc Health Psychology	1	60	120	120	120	120
23	M.Sc Environment & Disaster Management	1	-	-	-	-	30
24	M.Sc Pharmaceutical Chemistry (Integrated)	1	-	-	-	-	30

School of Business Administration

25	BBA Health Analytics	1	-	-	60	120	180
26	MBA in Hospital Administration	1	-	-	60	120	120
27	MBA in Pharmaceutical Management	1	60	120	120	120	120
28	Ph.D. in Business Administration	1	-	-	15	30	45

School of Indian Medicine and AYUSH

29	BAMS (Bachelor of Ayurveda Medicine and Surgery)	1	-	-	-	100	200
30	BHMS (Bachelor of Homeopathic Medicine and Surgery)	1	100	200	300	400	500
31	BNYS (Bachelor of Naturopathy and Yogic Science)	1	100	200	300	400	500
32	Bachelor of Siddha Medicine and Surgery (BSMS)	1	-	-	-	-	100

33	MD (AYURVEDA) KAYACHIKITSA (Internal Medicine)	1	-	-	-	-	12
34	MD Naturopathy	1	-	-	12	24	36
35	Ph.D. in Ayurveda	1	-	-	-	-	6
36	Ph.D. in Naturopathy and Yoga Sciences	1	-	-	-	-	6
School of Humanities & Social Sciences							
37	B.A. (Indian History, Culture, Archaeology & Heritage Studies)	1	-	30	60	90	120
38	B.A. Sanskrit	1	30	60	90	120	120
39	BA in Psychology, English Literature & Journalism	1	30	60	90	120	120
40	BA in Sociology	1	-	-	-	-	30
	TOTAL		18,170	26,170	34,217	38,584	42,457

Key Insights

- Consistent Revenue Growth: Total institutional revenue increases steadily from ₹18,170 lakhs in 2026 to ₹42,457 lakhs by 2030, reflecting phased academic expansion and improved intake stabilization.
- Medical Programs as Primary Drivers: MBBS and MD/MS programs remain the largest revenue contributors, accounting for over 60% of total revenue, ensuring strong financial anchoring through regulated, high-demand professional programs.
- Planned Program Phasing: Several UG, PG, and doctoral programs show zero or minimal revenue in initial years, indicating a deliberate, approval-linked rollout strategy aligned with statutory permissions.
- Engineering & Sciences Growth Curve: Technology-focused programs (AI, Data Science, Medical Engineering) demonstrate rapid revenue acceleration from 2027 onward, supporting diversification beyond health sciences.
- AYUSH Programs Scaling Post-2028: Ayurveda, Homeopathy, and Naturopathy programs contribute significantly from 2029 onwards, reflecting infrastructure readiness and regulatory timelines.
- Balanced Portfolio Development: Humanities, Social Sciences, and Management programs add stable supplementary revenue, enhancing interdisciplinary balance without over-dependence on a single discipline.
- Sustainability & Risk Mitigation: The diversified academic portfolio reduces revenue risk, while progressive year-on-year increases indicate financial sustainability and institutional maturity by the end of the planning period.

Income

Table 2.32 Total Income (Rupees in Lakhs)

S. No	Subject	2026	2027	2028	2029	2030
1	Income from Students	18,170	26,170	34,217	38,584	42,457
2	Income from Hospital	1,200	1,200	1,200	1,200	1,200
3	Research Funding	400	480	624	874	1,310
4	Consultancy	200	240	312	437	655
5	Alumni	100	120	156	218	328
6	Interest Income	200	200	200	200	200
	TOTAL	20,270	28,410	36,709	41,513	46,150

Insights – Total Income

- Total institutional income increases steadily from ₹20,270 lakhs (2026) to ₹46,150 lakhs (2030), reflecting strong scalability.
- Student fee income remains the dominant contributor (≈ 85–92%), ensuring predictable cash flows.
- Hospital income provides a stable base of ₹1,200 lakhs annually, supporting academic–clinical integration.
- Research funding and consultancy show consistent year-on-year growth, indicating a maturing research ecosystem.
- Rising alumni contributions signal improving institutional reputation and stakeholder engagement.

Expenditure

a. Operational expenditure

Table 2.33 Year wise operational expenditure (Rupees in Lakhs)

S No	Operating Expenses	2026	2027	2028	2029	2030
1	Total Salary Cost	10,030	11,489	13,145	14,902	16,586
2	Maintenance & Service Costs	1,755	2,460	3,179	3,595	3,997
3	Repairs & Maintenance Cost	1,216	1,705	2,203	2,491	2,769
4	Admin & Other Exp	912	1,278	1,652	1,868	2,077
5	Cost of Materials Consum	709	994	1,285	1,453	1,615
6	Digital Technology	507	710	918	1,038	1,154
7	Stipend to Students	702	1,323	1,944	1,944	1,944
8	Research	405	568	734	830	923
9	Startup Grant	203	284	367	415	462

10	Finance Cost	3,000	2,500	2,000	1,500	1,000
11	Scholarship to Students	203	284	367	415	462
	Total (a)	19,643	23,596	27,793	30,451	32,988

Insights – Expenditure Pattern

1. Operational Expenditure

- OpEx grows from ₹19,643 lakhs (2026) to ₹32,988 lakhs (2030), aligned with faculty strength, student intake, and academic expansion.
- Salary costs constitute the largest share, consistent with norms for medical and research-intensive institutions.
- Declining finance costs reflect prudent debt management and improved internal accruals.
- Increased allocation for digital technology, research, and startups supports innovation-driven growth.

2. Capital expenditure

Table 2.34 Year wise capital expenditure (Rupees in lakhs)

S No.	Capex to be Infused	2026	2027	2028	2029	2030
1	Capex New - As per Sft Construction	4,718	7,896	8,838	9,573	8,123
2	Capex - Digital Assets	405	568	734	830	923
3	Capex - Bio Medical Equipment	500	500	500	500	500
	Total (b)	5,623	8,964	10,072	10,903	9,546
	Total (a+b)	25,266	32,560	37,865	41,354	42,534

Insights – Expenditure Pattern

Capital Expenditure

- CapEx peaks during 2027–2029, corresponding to major infrastructure and academic block development.
- Progressive investment in digital assets and biomedical equipment ensures compliance with accreditation and clinical standards.
- Gradual tapering of CapEx by 2030 indicates transition from expansion to consolidation.

Comparative Analysis – Income vs Expenditure

- From 2026–2027, expenditure slightly exceeds income due to front-loaded CapEx and infrastructure creation.
- From 2028 onwards, income growth outpaces operational expenditure, improving financial sustainability.
- By 2029–2030, the institution moves towards operational surplus, supported by diversified income streams.
- The income–expenditure trajectory demonstrates a planned breakeven and long-term financial viability, aligned with UGC expectations for Deemed-to-be Universities.

Financial Allocation Breakdown

1. Capital Expenditure (CapEx)

Table 2.35 Year wise allocation of capital expenditure (in crores)

Year	Buildings	Equipment	Tech	R&D	Total CapEx
2026	47	5	4	4	60
2027	79	5	6	6	96
2028	88	5	7	7	107
2029	96	5	8	8	117
2030	81	5	9	9	104

Insights – Capital Expenditure (CapEx)

- CapEx rises from ₹60 Cr (2026) to a peak of ₹117 Cr (2029), reflecting phased infrastructure and academic expansion.
- Buildings account for the largest share, aligning with creation of academic blocks, hospitals, hostels, and research facilities.
- Stable equipment investment ensures continuity in medical and laboratory standards.
- Progressive increase in technology and R&D spending demonstrates a shift toward innovation-driven and research-intensive growth.
- Reduction in CapEx in 2030 indicates transition from expansion to consolidation and optimization.

2. Operational Expenditure (OpEx)

Table 2.36 year wise allocation of operational expenditure (in crores)

Year	Faculty	Staff	Maintenance	Other Exp	Total OpEx
2026	79	21	30	66	196
2027	91	24	42	79	236
2028	106	26	54	93	279
2029	122	27	61	95	305
2030	138	28	68	96	330

Insights – Operational Expenditure (OpEx)

- OpEx increases from ₹196 Cr (2026) to ₹330 Cr (2030), proportionate to student intake and faculty expansion.
- Faculty expenditure dominates OpEx, consistent with norms for medical, research, and clinical institutions.
- Rising maintenance and operational costs reflect increased campus scale and infrastructure utilization.
- Controlled growth in other expenses indicates financial discipline and efficient resource management.

- The OpEx trajectory supports long-term academic quality, compliance, and institutional sustainability.

Key Financial Strategies

1. Phased Investment Approach

- Years 1-2 (2026-27): Basic infrastructure development (60% of total CapEx)
- Years 3-4 (2028-29): Research facility enhancement (25%)
- Years 5-6 (2030-31): Sustainability optimization (15%)

2. Diversified Funding

- 80% Institutional funds
- 10% Corporate partnerships
- 05% Government grants
- 05% Alumni Endowments

3. ROI Timeline

- Break-even: Year 4 (2028)
- Research commercialization: Year 3 onward
- Hospital breakeven: Year 5 (2030)

4. Cost Optimization

- Shared facilities across colleges
- Green energy to reduce OpEx by 18%
- Bulk procurement agreements

2.4.8 Administrative Plan

This Five-Year Administrative Plan (2026–2030) outlines a structured approach to strengthen governance, develop and implement key administrative policies, and build core infrastructure across MediCiti Group of Institutions. The plan follows a phased strategy—starting with policy foundation, moving to implementation and scaling, and culminating in digitization, consolidation, and accreditation readiness. It includes college-wise initiatives, cross-college transformation programs, human resource development, performance indicators, risk management, and monitoring mechanisms. The goal is to achieve a digitally advanced, quality-driven, and globally benchmarked multidisciplinary institution aligned with UGC/NEP standards.

Table 2.37 Year wise policies execution frame work

S NO	Administrative Policy	Year 1: Foundation and Policy Framework Development	Year 2: Policy Implementation and Infrastructure Setup	Year 3: Expansion and Quality Control	Year 4: Integration and Digitization	Year 5: Consolidation, Review, and Accreditation Readiness
1	Purchase Policy	Draft procurement guidelines (e.g., vendor selection, approvals); set up procurement committee.	Implement digital procurement system; initiate bulk procurements via tendering.	Review vendor performance; start green procurement practices	Integrate e-procurement portal; enable transparent bidding	Annual policy audit; publish procurement transparency reports.
2	HR Policy	Create staffing	Begin mass	Conduct	Implement	Benchmark

		plan, recruitment norms, leave rules, performance appraisal framework.	recruitment of faculty & staff; implement induction and training programs.	performance evaluations; revise training plans based on feedback.	HRMS; start mentoring and leadership development programs.	against other institutions; refine faculty development initiatives
3	Student Discipline Policy	Draft code of conduct, grievance redressal system, anti-ragging and sexual harassment policies.	Operationalize student conduct office; conduct orientation on discipline policy.	Assess incident trends; update grievance redressal mechanisms.	Introduce student counselling system and conflict resolution cell.	Digitize records; review and align with national education guidelines (e.g., NEP).
4	Library Policy	Define acquisition policy, membership, access rules, digital library framework.	Launch physical library; begin subscription to journals, databases.	Expand e-library resources; implement book digitization project.	Launch integrated digital catalog; user feedback for resource planning.	Prepare for NAAC/NBA documentation; expand inter-library collaboration
5	Transport Policy	Survey student/staff mobility needs, plan initial transport routes, draft basic transport usage rules.	Deploy initial bus fleet; implement student/staff ID-based access.	Optimize bus routes; implement fuel efficiency monitoring.	GPS tracking for all vehicles; develop mobile app for schedules	Evaluate carbon footprint; propose electric fleet.
6	Maintenance Policy	Outline preventive and corrective maintenance schedules for infrastructure and utilities.	Form internal maintenance team; create ticketing system for repairs.	Start AMC contracts for critical infrastructure; track downtime metrics.	Implement predictive maintenance tools for key assets	ISO certification of maintenance services.
7	Housekeeping Policy	Develop cleaning protocols for academic and residential buildings; hire service vendor.	Outsource services; monitor cleaning schedules and quality control	Conduct audits; implement mechanized cleaning in hostels/labs	Transition to biodegradable cleaning materials; waste segregation rules	Introduce internal quality inspection teams
8	Security Policy	Assess security needs, install basic security infrastructure (CCTV, guards), draft access policy	Expand CCTV network; initiate security audit; start ID card-based entry	Install biometric access; deploy patrolling systems	Integrate campus surveillance with control room; cyber security audit	Finalize full-campus integration of smart surveillance
9	Fire Safety Policy	Conduct risk assessment, install extinguishers, create evacuation plan.	Install hydrants; organize fire drills; appoint safety officers.	Audit compliance; install fire alarms and emergency lights	Introduce automated fire detection system	Seek third-party certification (e.g., NFPA).
10	Energy Conservation Policy	Establish baseline usage, promote LED lighting, create energy-saving awareness.	Install motion-sensor lighting; begin power usage monitoring	Introduce solar panels; implement building energy audits.	Begin net metering with renewable energy; incentive plan for savings	Publish sustainability report; aim for green building certification

11	Faculty Accommodation Policy	Plan housing layout, define eligibility criteria, rental/maintenance rules	Start construction of housing units; finalize occupancy norms.	Allot completed housing; evaluate staff satisfaction.	Build guest faculty houses; add facilities (Wi-Fi, solar heating).	Satisfaction surveys; future expansion planning.
12	Water Conservation Policy	Survey water sources and usage, draft plan for rainwater harvesting and reuse systems	Begin rainwater harvesting construction; install water-saving devices.	Launch greywater reuse system; water audit implementation	Smart water meters; expand awareness programs	Attain water-neutral campus goal.

Table 2.38 College / School-wise Administrative Activities (2026–2030)

College / School	2026	2027	2028	2029	2030	Strategic Focus
MediCiti Institute of Medical Sciences	AI Governance Committee	Robotic Surgery SOPs	Genomic Data Policy	Nanomedicine Ethics Board	Space Medicine Unit	Tech–Clinical Integration
MediCiti College of Nursing	Digital Charting System	Community Health Protocols	Tele-Nursing Standards	Geriatric Care Framework	Disaster Response Unit	Patient-Centered Care
MediCiti College of Physiotherapy	Motion Analysis Certification	Neuro-Rehab Protocols	Sports Medicine Registry	Pediatric Rehab Guidelines	Space Rehab Task Force	Evidence-Based Practice
MediCiti College of Public Health	Outbreak Response Team	One Health Task Force	Climate Health Policy Unit	Digital Surveillance Council	Global Health Diplomacy	Preventive Healthcare
MediCiti College of Medical Lab Technology	Automation Standards	Molecular Testing Guidelines	Forensic Lab Protocols	Point-of-Care Testing Policy	BSL-3 Safety Office	Diagnostic Excellence
School of Engineering & Sciences	Bioethics Committee	Stem Cell Oversight	Organoid Research Policy	Neural Interface Governance	CRISPR Review Board	Responsible Innovation
School of Management	Corporate Compliance Unit	Healthcare Arbitration Cell	Digital Governance Policy	Fintech Regulatory Sandbox	AI Legal Framework	Ethical Business Practices
School of Indian Medicine & AYUSH	Traditional Knowledge Cell	Herbarium Management	Yoga Research Ethics	Integrative Medicine Council	Pulse Diagnosis Standards	Evidence-Based Integration
School of Humanities & Sciences	Medical Humanities Board	Narrative Medicine Policy	Health Communication Standards	Expressive Arts Therapy Guidelines	Neuroaesthetic Committee	Healing Arts Integration

This table demonstrates a progressive, discipline-specific administrative roadmap across all colleges and schools, reflecting MediCiti's commitment to innovation, ethics, and global relevance. Each unit follows a future-oriented trajectory, moving from governance structures and standard operating frameworks to advanced domains such as AI governance, genomics, space medicine, bioengineering ethics, and global health diplomacy. The alignment of annual initiatives with clearly defined strategic focuses ensures academic differentiation, regulatory preparedness, and interdisciplinary integration, supporting UGC objectives of excellence, innovation, and societal impact.

Table 2.39 Cross-College Administrative Initiatives (2026–2030)

Year	Governance	Quality Assurance	Digital Transformation	Internationalization
2026	Unified ERP Implementation	NAAC Pre-Accreditation Audit	Smart Campus Launch	5 International MOUs
2027	AI-Powered Decision System	NIRF Data Optimization	Blockchain Credentials	Global Ranking Strategy
2028	Predictive Analytics Unit	ISO 21001 Certification	Metaverse Campus Pilot	WHO Collaborating Centers
2029	Carbon-Neutral Policy	ABET / NABH Accreditation	Quantum-Secure Systems	Transnational Education
2030	Neuro-Governance Task Force	Baldridge Framework	BCI-Enabled Administration	Global Satellite Campuses

The cross-college initiatives reflect a unified institutional governance model that integrates quality assurance, digital transformation, and internationalization. The phased introduction of ERP systems, AI-driven decision-making, predictive analytics, and carbon-neutral policies establishes MediCiti as a digitally mature and sustainability-driven institution. Simultaneous focus on NAAC, NIRF, ISO, ABET/NABH, and global frameworks ensures continuous compliance, accreditation readiness, and international benchmarking, in line with UGC and NEP aspirations.

Table 2.40 Human Resource Development Plan (2026–2030)

Year	Faculty	Staff	Leadership	Students
2026	Digital Pedagogy Training	AI-Assisted Operations	Strategic Leadership Program	Digital Literacy Certification
2027	Cross-Disciplinary Rotation	Process Automation	Change Management	Research Mentorship
2028	Global Faculty Exchange	Predictive Maintenance	Innovation Leadership	Entrepreneurship Cell
2029	Industry Immersion	Quantum Computing Basics	Crisis Leadership	Global Competency Certification
2030	Neuroeducation Training	AI Governance	Futurist Leadership	Space Medicine Preparation

The Human Resource Development framework adopts a lifelong learning and future-skills approach for faculty, staff, leadership, and students. Emphasis on digital pedagogy, cross-disciplinary exposure, global faculty exchange, AI governance, and leadership development ensures institutional resilience in a rapidly evolving academic landscape. Student-focused initiatives such as research mentorship, entrepreneurship, global competency, and citizenship

certifications support holistic development, employability, and global mobility, fulfilling UGC's mandate for human capital excellence.

Table 2.41 Key Performance Indicators (KPIs) – 5-Year Targets

Domain	2025 Baseline	2027 Target	2030 Target
Governance Efficiency	30% Process Automation	60% AI-Assisted Decisions	90% Predictive Administration
Accreditation	NAAC A+	5-Star Rating	Global Top-100 Benchmark
Internationalization	10 MOUs	2 Joint Degree Programs	5 Offshore / Global Centers
Digital Maturity	Paperless Campus	AI-First Institution	Cognitive Campus

The KPIs provide measurable, time-bound, and outcome-oriented benchmarks to track institutional progress. Targets related to governance automation, accreditation outcomes, internationalization, and digital maturity reflect a clear upward trajectory toward global standards. The progression from process automation to predictive administration and cognitive campus models highlights MediCiti's commitment to evidence-based governance and continuous quality enhancement, as recommended by UGC and NAAC frameworks.

Table 2.42 Risk Management Framework (2026–2030)

Year	Academic	Operational	Financial	Reputational
2026	Curriculum Relevance	Digital Transition	Funding Gaps	Accreditation
2027	Faculty Retention	Data Security	ROI Pressure	Rankings
2028	Research Ethics	AI Governance	Cost Overruns	IP Protection
2029	Global Compliance	Infrastructure Aging	Revenue Diversification	Cultural Sensitivity
2030	Disruptive EdTech	Workforce Reskilling	Endowment Growth	Political Dynamics

The Risk Management Framework adopts a proactive and anticipatory approach, addressing academic, operational, financial, and reputational risks across planning cycles. By identifying emerging challenges such as AI governance, quantum risks, neurotechnology ethics, and global compliance, the institution demonstrates institutional foresight and adaptive capacity. This structured risk mitigation strategy strengthens governance credibility, financial sustainability, and global standing, ensuring long-term institutional stability as per UGC best practices.

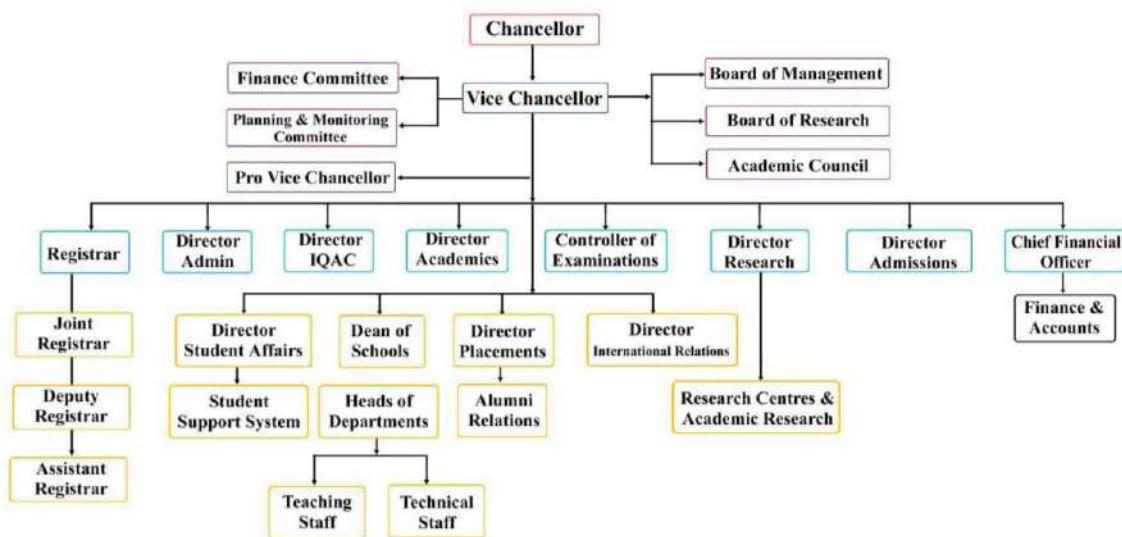
Monitoring & Evaluation Mechanism

- Annual Review Meetings by the Vice-Chancellor/Registrar.
- Mid-term Internal Audit every 2.5 years.
- Stakeholder Feedback Loops involving students, faculty, and alumni.
- Use of KPIs and Balanced Scorecard for each domain.
- Alignment with UGC/NAAC/NEP metrics

2.4.9 Governance Plan

The Governance Plan outlines a transparent, accountable, and regulation-compliant administrative framework aligned with UGC regulations and NEP objectives. It defines the structure, roles, and functions of statutory bodies, academic councils, and key administrative authorities to ensure effective decision-making and institutional autonomy. The framework balances academic leadership with administrative efficiency, promotes quality assurance, ethical governance, and financial prudence, and supports the institution's evolution into a globally benchmarked multidisciplinary Deemed-to-be University.

Organization Chart



2.4.9.1 Governance Functional Bodies

Executive Council

- The highest governing body of the institution deemed to be a University shall be the Executive Council, headed by the Vice-Chancellor and consisting of not less than ten and not more than thirteen members.
- The Executive Council shall be the principal executive body of the institution deemed to be University
- The composition of the Executive Council shall be as follows -
- Vice-Chancellor - Chairperson
- Pro-Vice-Chancellor (wherever applicable)
- Two members from amongst the Deans of schools of studies, by rotation, to be appointed by the Vice-Chancellor
- One Professor, who is not a Dean, by rotation, to be appointed by the Vice-Chancellor
- One Associate Professor, by rotation, to be appointed by the Vice-Chancellor
- One Assistant Professor, by rotation, to be appointed by the Vice-Chancellor
- The Commission shall nominate one representative
- Up to four nominees of the Sponsoring body; and
- The Registrar shall be the ex-officio Secretary of the Executive Council.

- The Executive Council is the highest governing body of the Institution. It is responsible for all management and strategic decisions of the Institution. The Governing Council is responsible for setting the institution's strategic direction, vision, mission, and objectives. It also sets the values that govern the institution's existence.
- Tenure of the members of the Executive Council
- All the members of the Executive Council, other than the Vice- Chancellor and Pro-Vice-Chancellor, shall hold office for a term of three years. In the case of Deans, the term shall be three years or until they hold the office of Dean, whichever is earlier.
- Members of the Executive Council appointed by the Vice-Chancellor from the Professor, Associate Professor, and Assistant Professor categories shall hold office for a period of one year or until they cease to be teachers of the University, whichever is earlier.
- Powers and limitations of Executive Council
- The Executive Council shall have the power to manage and administer the institution deemed to be a University.
- The Executive Council shall be the final decision-making body of the institution deemed to be a University with respect to every matter of the institution deemed to be a University, including academic, administrative, personnel, financial, and developmental issues.
- Subject to the provisions of these regulations and the rules of the institution deemed to be a University, the Executive Council shall, in addition to all other powers vested in it, have the following powers, namely:—
- To appoint such Professors, Associate Professors, Assistant Professors and other academic staff, including Chairs, as may be necessary, on the recommendation of the Selection Committee constituted for the said purpose and to fill up temporary vacancies therein;
- To regulate and enforce discipline amongst the employees of the institution by the rules of the institution deemed to be a university;
- To provide for the appointment of Visiting Professors, Emeritus Professors, Professors of Practice, Consultants, Scholars, etc., and determine the terms and conditions of such appointments;
- To exercise such other powers and perform such other duties as may be conferred or imposed on it by the rules and regulations of the institution deemed to be University;
- to make rules and regulations for the institution deemed to be University; and
- Meetings of Executive Council
- The Executive Council shall meet at least four times a year (minimum two in one semester), with not less than seven days prior notice given before every meeting of the Executive Council and emergency meetings may be convened at shorter notice for reasons to be recorded in writing for such emergency meeting.
- One-third of the total number of members of the Executive Council shall form the quorum for the meeting.
- In the absence of the Vice Chancellor, the pro-Vice Chancellor shall preside over the meeting, and where there is no pro-Vice Chancellor in an institution deemed to be a University, a member chosen by the other members of the Executive Council present at the meeting shall preside over the meeting.
- Every member of the Executive Council, including the Chairperson, shall have one

vote, and the decisions at the meetings of the Executive Council shall be taken by simple majority; in case of a tie, the Chairperson shall have a casting vote.

- Any business that may be urgent in nature may be carried out by circulation amongst its members.
- A copy of the minutes of each meeting shall be furnished to the Chancellor of the institution deemed to be University as soon as possible after the meeting convening.
- Termination of membership
- If a member other than the Vice-Chancellor and those representing the teachers, accepts a full- time appointment in the institution deemed to be University or fails to attend three consecutive meetings of the Executive
- Council, without proper leave of absence, such member shall cease to be a member of the Executive Council.
- Delegation of powers of Executive Council
- The Executive Council may, by a resolution, delegate to the Vice Chancellor or any other officer or faculty or to a Committee of officers or faculties of the institution deemed to be University such powers as it may deem fit, subject to the condition that the action taken by the Vice-Chancellor or the officer or faculty or the Committee in the exercise of the powers so delegated, shall be reported at the next meeting of the Executive Council.

Academic Council

- The Academic Council shall be the principal academic body of the institution deemed to be the University. It shall, subject to the provisions of the rules of the institution deemed to be the University, coordinate and exercise general supervision over the academic policy of the institution deemed to be the University.
- The composition of the Academic Council shall be as follows—
- Vice Chancellor - Chairperson;
- Pro Vice-Chancellor (wherever applicable);
- Deans of faculties of the schools and heads of the departments or centres;
- Up to ten Professors (excluding those who are Deans of schools and heads of departments or centres) by rotation, to be nominated by the Vice-Chancellor, giving due regard to the representation of different schools or departments or centres;
- Up to five Associate Professors from departments or centres other than the heads of the departments or centres, by rotation, to be appointed by the Vice-Chancellor;
- Up to five Assistant Professors from the departments or centres other than the heads of the departments or centres, by rotation, to be appointed by the Vice-Chancellor;
- Six persons of repute from amongst the educationists or experts for their specialised knowledge, who are not in the service of the institution deemed to be University, nominated by the Vice-Chancellor; and
- The Registrar shall be the ex-officio Secretary of the Academic Council.
- The representation of different categories shall be through rotation and not through an election. Other than the ex-officio members, the member's term shall be three years. The Controller of Examination shall be the permanent invitee to the meetings of the Academic Council.
- Powers and Functions of the Academic Council

- Subject to the provisions of these regulations and rules of the institution deemed to be a University, the Academic Council shall, in addition to all other powers vested in it, have the following powers, namely: —
- To exercise general supervision over the academic policies of the institution deemed to be a university and to give directions regarding methods of instruction, co-ordination of teaching among departments or faculties or schools or centres, evaluation of research and improvement of academic standards;
- To bring about and promote inter-departmental, inter-faculty, inter- school, inter-centre co-ordination and to establish or appoint such committees or boards as may be deemed necessary for the purpose;
- To consider matters of general academic interest either on its initiative or on a reference by a department or faculty or school or centre or the Executive Council, and to take appropriate action thereon;
- To prescribe courses or Programs of study leading to degree and diploma of the institution deemed to be University;
- To make arrangements for the conduct of examinations in conformity with the rules and bye-laws of the institution deemed to be University;
- To maintain proper standards of the examination;
- To recognise diplomas and degrees of universities and other Institutions and to determine equivalence with the certificates and degrees of the institution deemed to be a university;
- To institute Fellowships, Scholarships, Medals, Prizes, etc.;
- To frame rules covering the academic functioning of the institution deemed to be University, admissions, examinations, award of fellowships and studentships, free-ships, concessions, attendance, discipline, residence, etc.;
- To take a periodic review of the activities of the departments or centres and to take appropriate action to maintain and improve the standards of instruction;
- To recommend the institution of teaching posts (Professors, Associate Professors, and Assistant Professors) to the Executive Council;
- To make recommendations to the Executive Council for the establishment or abolition of departments, centres, schools, faculties, etc.
- To make recommendations to the Executive Council; and
- To exercise such other powers and to perform such other duties as may be conferred or imposed upon it by the rules of the institution deemed to be University.

A. Meeting of Academic Council

- The Academic Council shall meet as often as necessary but not less than four times (at least two times in a semester) during an academic year with not less than seven days prior notice being given before every meeting of the Academic Council and emergency meetings may be convened at shorter notice, for reasons to be recorded in writing for such emergency meeting.
- One-third of the total number of members of the Academic Council shall constitute the quorum for the meeting of the Academic Council.
- Each member, including its Chairperson, shall have one vote, and decisions at the meetings of the Academic Council shall be taken by simple majority. In case of a tie, the Chairperson shall have a casting vote.

- Any business that may be necessary for the Academic Council to perform, which may be urgent in nature, may be carried out by circulation amongst its members.

Finance Committee

- The composition of the Finance Committee shall be—
- Vice Chancellor - Chairperson
- Pro Vice-Chancellor (wherever applicable)
- One person nominated by the society or trust or company, as the case may be (wherever applicable)
- Three persons to be nominated by the Executive Council, out of whom at least one shall be a member of the Executive Council
- One representative shall be nominated by the Commission
- Three persons to be nominated by the Chancellor
- Finance Officer-Secretary- exofficio
- All members of the Finance Committee other than ex-officio members shall hold office for a term of three years.
- The Finance Committee shall meet at least four times in an academic year (at least twice each semester) to examine the accounts and scrutinise the proposals for expenditure. One-third of the total number of members of the Finance Committee shall form the quorum for a meeting.
- All proposals relating to the creation of posts and those items that have not been included in the Budget shall be examined by the Finance Committee before the Executive Council considers them and decides on waiver in fees, the establishment of scholarships, free shipping and any other financial benefits.
- The annual accounts and financial estimates of the institution deemed to be a University prepared by the Finance Officer shall be laid before the Finance Committee for consideration and comments, and thereafter, the same shall be submitted to the Executive Council for approval.
- The Finance Committee shall recommend limits for the total recurring and non-recurring expenditures for the year based on the institution's income and resources deemed a University.

Board of Studies

- There shall be one Board of Studies for each department or school of the institution deemed to be a University. The composition of the Board of Studies shall be -
- Dean of school or Head of the department - Chairperson;
- All Professors of the school or department;
- Two Associate Professors of the school or department, by rotation;
- Two Assistant Professors of the school or department, by rotation; and
- Two external experts will be co-opted for their specialised knowledge.
- Subject to the overall control and supervision of the Academic Council, the functions of a Board of Studies shall be to approve subjects for research for various degrees and other requirements of research degrees and to recommend to the concerned School Board in such manner as may be prescribed by the rules of the institution deemed to

be University regarding

- Courses of studies;
- Appointment of supervisors for research; and
- Measures for the improvement of the standards of teaching and research.
- The powers and functions of the Board of Studies shall be prescribed by the institution's rules deemed to be University.

Selection Committee for appointment of teaching staff

- There shall be one or more Selection Committees constituted for making recommendations to the Executive Council for appointment to the post of Professors, Associate Professors, Assistant Professors and such other posts as may be prescribed, in accordance with the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018.

Disqualification

- A person shall be disqualified for being chosen as, and for being, a member of any of the authorities, or being appointed as, and for being, an officer of the institution deemed to be University if-
 - If he or she is of unsound mind or
 - If he or she is an un-discharged insolvent or
 - If he or she has been convicted by a court of law for an offence involving moral turpitude and sentenced in respect thereof to imprisonment for not less than six months or
 - If he or she has not been appointed per these regulations' provisions.
 - If any question arises as to whether a person is or has been subjected to any of the disqualifications mentioned above, the question shall be referred to the Chancellor, and his or her decision shall be final, and
 - no suit or other proceedings shall lie in any civil court against such decision.
 - Miscellaneous matters relating to different authorities
 - If any question arises as to whether any person other than the Government nominated or appointed has been duly nominated or appointed as, or is, entitled to be a member of any authority or committee of the institution deemed to be a University, the matter shall be referred to the Chancellor, whose decision thereon shall be final and binding.
 - Any member other than an ex-officio member of any authority may resign by letter addressed to the Registrar. The resignation shall take effect as soon as it is accepted by the Chancellor or the Chairperson of the Executive Council, as the case may be.
 - Sudden vacancies among the members of any authority or any Committee of the institution deemed to be a University shall be filled by the respective authority as soon as possible and within six months.

2.4.9.2 Administrative Authorities

Chancellor

- The Chancellor shall hold office for a period of five years from the date of assuming office and shall be eligible for re-appointment for one more term by following the procedure prescribed for the appointment of the Chancellor;
- Provided that the sponsoring body shall appoint the Chancellor of the institutions deemed to be universities.
- The Chancellor shall, by his or her office, be the head of the institution deemed to be a University and shall, if present, preside at the Convocations of the institution deemed to be a University held for conferring degrees.

Vice-Chancellor

- The Vice-Chancellor shall be a full-time salaried officer of the institution deemed to be a University and shall be appointed by the Chancellor from a panel of three names suggested by a Search-cum- Selection Committee.
- The vice chancellor's qualifications shall be in accordance with the University Grants Commission (Minimum Qualifications for Appointment of Teachers and Other Academic Staff in Universities and Colleges and Other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018.
- The procedure for the composition of Search-cum-Selection- Committee (SCSC) for the selection of Vice-Chancellor shall be as under—
- A nominee of the Chancellor, who shall be a reputed academician as the Chairperson of the Committee;
- A nominee of the Chairman, University Grants Commission; and
- An academician with at least ten years of service as a professor whom the Executive Council nominated.
- The Vice-Chancellor shall hold office for a term of five years from the date on which he or she enters upon his or her office or until he or she attains the age of seventy years, whichever is earlier and shall be eligible for re-appointment for one more term by following the procedure prescribed for the appointment of Vice-Chancellor;
- Provided that notwithstanding the expiry of the said period of five years, he or she shall continue in office until his or her successor is appointed and enters upon his or her office; however, in no case, the Vice-Chancellor shall hold office beyond the age of seventy years;
- Provided further that the Chancellor may direct the Vice-Chancellor, after his or her term has expired, to continue in office for a period not exceeding one year.
- If the office of the Vice-Chancellor becomes vacant due to death, resignation or otherwise, or if he or she is unable to perform his or her duties due to ill health or any other cause, the Pro-Vice- Chancellor shall perform the duties of the Vice-Chancellor;
- Provided that if the Pro-Vice-Chancellor is unavailable, the Chancellor shall appoint the senior most Professor who shall perform the duties of the Vice-Chancellor until a new Vice-Chancellor assumes office or the existing Vice-Chancellor resumes the duties of his or her office, as the case may be.

Powers and duties of Vice-Chancellor

- The Vice-Chancellor shall be the Principal Executive Officer and academic officer of the institution deemed to be a University. It shall exercise general supervision and control over the affairs of the institution deemed to be a University and give effect to the decisions of all authorities of the institution deemed to be a University.
- The Vice-Chancellor may, if he or she thinks that immediate action is necessary on any matter, exercise any power conferred on any authority of the institution deemed to be University by or under these regulations and shall report to such authority at its next meeting the action taken by him or her on such matter:
- PROVIDED that if the authority mentioned in this sub-regulation believes that such action ought not to have been taken, it may refer the matter to the Chancellor, whose decision thereon shall be final: PROVIDED further that any person in the service of the institution deemed to be a University who is aggrieved by the action taken by the Vice Chancellor under this regulation shall have the right to represent against such action to the Executive Council within ninety days from the date on which decision on such action is communicated to him. Thereupon, the Executive Council may confirm, modify or reverse the action taken by the Vice-Chancellor.
- The Vice-Chancellor, if he or she believes that any decision of any authority of the institution deemed to be University is beyond the power of the authority conferred by the provisions of these regulations or that any decision taken is not in the interest of the institution deemed to be University, may ask the authority concerned to review its decision within sixty days of such decision. If the authority refuses to review the decision either in whole or in part or no decision is taken by it within the said period of sixty days, the matter shall be referred to the Chancellor whose decision thereon shall be final.
- The Vice-Chancellor shall be the ex-officio Chairperson of the Executive Council, the Academic Council, and the Finance Committee and shall, in the absence of the Chancellor, preside at the Convocations held to confer degrees on students.
- The Vice-Chancellor shall be entitled to attend and address any meeting of any authority or other body of the institution deemed to be the University, but shall not be entitled to vote unless he or she is a member of such authority or body.
- It shall be the duty of the Vice-Chancellor to see that these regulations are duly observed and implemented, and he or she shall have all the powers necessary to ensure such implementation.
- The Vice-Chancellor shall have all the powers necessary for the proper maintenance of discipline in the institution deemed to be the University, and he or she may delegate any such powers to such person or persons as he or she may deem fit.
- The Vice-Chancellor shall have the power to convene or cause the meetings of the Executive Council, the Academic Council, the Finance Committee, and other authorities to be convened.

Removal of Vice-Chancellor

- Where there are reasons to believe that the Vice-Chancellor of an institution deemed to be a University does not possess the qualifications as required under the University Grants Commission (Minimum Qualifications for Appointment of Teachers and other Academic Staff in Universities and Colleges and Other Measures for the Maintenance of Standards in Higher Education) Regulations, 2018, or is not appointed as per the

procedure stipulated in these regulations or has committed any financial or administrative impropriety, the Chairman of Commission shall constitute an enquiry committee consisting of academic, administrative or financial experts to enquire into the matter.

- On the directions of the Commission, the Chancellor shall suspend the Vice-Chancellor pending an enquiry.
- The enquiry committee shall give an opportunity of hearing to the Vice-Chancellor before submitting its report to the Commission. Where the report of the enquiry committee confirms the ineligibility or procedural violations or impropriety, as the case may be, the Commission shall direct the Chancellor to remove the Vice-Chancellor by following due procedure:
- Notwithstanding anything contained in these regulations, the Chancellor may, at any time after the Vice-Chancellor has entered upon his or her office, by order in writing, remove the Vice-Chancellor from office on the grounds of incapacity, misconduct or violation of these regulations:
- PROVIDED that the Chancellor shall make no such order unless the Vice-Chancellor has been given a reasonable opportunity of showing cause against the action proposed to be taken against him: PROVIDED further that the Chancellor may, at any time before making such order, suspend the Vice-Chancellor pending an inquiry.

Pro-Vice-Chancellor

- On the recommendation of the Vice-Chancellor, the Executive Council shall appoint a Professor as Pro-Vice-Chancellor to discharge the duties of the Pro-Vice-Chancellor in addition to his or her duties as a Professor:
- PROVIDED further that where the Executive Council does not accept the Vice-Chancellor's recommendation, the matter shall be referred to the Chancellor, who may either appoint the Professor recommended by the Vice-Chancellor or ask the Vice-Chancellor to recommend the name of another Professor for re-consideration by the Executive Council.
- The term of office of the Pro-Vice-Chancellor shall be as decided by the Executive Council. Still, it shall not, in any case, exceed five years or until the expiration of the term of office of the Vice-Chancellor, whichever is earlier:
- PROVIDED that the Pro-Vice-Chancellor whose term of office has expired shall be eligible for re-appointment by following the procedure prescribed for the appointment of Pro-Vice-Chancellor: PROVIDED further that the Pro-Vice-Chancellor shall, while discharging the duties of the Vice-Chancellor, continue in office, notwithstanding the expiration of his or her term of office as Pro-Vice-Chancellor, until the Vice-Chancellor resumes office or a new Vice-Chancellor assumes office, as the case may be:
- PROVIDED also that, in any case, the Pro-Vice-Chancellor shall retire at sixty-five years old.
- The Pro-Vice-Chancellor shall have the powers and duties as may be prescribed by the rules of the institution deemed to be the University.
- The Pro-Vice-Chancellor shall assist the Vice-Chancellor in respect of such matters as may be specified by the Vice-Chancellor on this behalf from time to time and shall also exercise such powers and perform such duties as may be assigned or delegated to him by the Vice-Chancellor.

Registrar

- The Registrar shall be a whole-time salaried officer of the institution deemed to be a University and shall be appointed by the Executive Council on the recommendations of the selection committee consisting of the following: —
 - Vice-Chancellor - Chairperson;
 - One nominee of the Chancellor;
 - Two members of the Executive Council nominated by it; and
 - One expert not in the service of the University to be nominated by the Executive Council.
- The selection committee meeting shall be fixed after prior consultation with and subject to the convenience of the Chancellor's nominee and the experts nominated by the Executive Council. The proceedings of the selection committee shall not be valid unless at least three of the Chancellor's nominees or persons nominated by the Executive Council attended the meeting.
- The Registrar shall hold office for a term of five years from the date of assuming office and shall be eligible for re-appointment for a second term by following the procedure prescribed for the Registrar:
- PROVIDED that the Registrar shall retire on attaining the age of sixty- two years, and the emoluments and other terms and conditions of service of the Registrar shall be such as may be prescribed by the rules of the institution deemed to be a University.
- When the office of the Registrar is vacant or when the Registrar is unable to perform the duties of his or her office because of illness, absence, or any other cause, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.
- The Registrar shall be ex-officio Secretary of the Executive Council and the Academic Council but shall not be deemed a member of any of these authorities.
- The Registrar shall be directly responsible to the Vice-Chancellor and work under his or her direction.
- The Registrar shall have the power to take disciplinary action against employees, excluding teachers and other academic staff, as may be specified in the order of the Executive Council and to suspend them pending inquiry, to administer warnings to them or to impose on them the penalty of censure or the withholding of increment:
- PROVIDED that no such penalty shall be imposed unless the person has been given a reasonable opportunity to show cause against the action proposed to be taken against him or her.
- An appeal shall lie to the Vice-Chancellor against any order of the Registrar imposing any of the penalties specified in sub-regulation (6).

In the case where the inquiry discloses that a punishment beyond the power of the Registrar is called for, the Registrar shall, upon the conclusion of the inquiry, make a report to the Vice-Chancellor along with his or her recommendations:

PROVIDED that an appeal shall lie to the Executive Council against an order of the Vice-Chancellor imposing any penalty.

It shall be the duty of the Registrar

- To be the custodian of the records, the common seal, and such other property of the institution deemed to be University as the Executive Council shall commit to his or her charge
- To issue all notices convening meetings of the Executive Council, the Academic Council, and any Committees appointed by those authorities
- To keep the minutes of all the meetings of the Executive Council, the Academic Council, and any Committees appointed by those authorities
- To conduct the official correspondence between the Executive Council and the Academic Council
- To supply to the Chancellor copies of the agenda of the meetings of the authorities of the institution deemed to be University as soon as they are issued and the minutes of such meetings;
- To represent the institution deemed to be the University in suits or proceedings by or against the University, sign powers of attorney and verify pleadings or depute his or her representative for the purpose;
- To perform such other duties as may be specified in the rules of the institution deemed to be University or as may be required from time to time by the Executive Council or the Vice- Chancellor, as the case may be;
- To enter into an agreement, sign documents, and authenticate records on behalf of the institution deemed to be the University;
- To make arrangements to safeguard and maintain the buildings, gardens, office, canteen, cars and other vehicles, laboratories, libraries, reading rooms, equipment and other properties of the institution deemed to be University; and (j) to conduct the official correspondence on behalf of the authorities of the institution deemed to be University.

Finance Officer

- The Finance Officer shall be appointed by the Executive Council on the recommendations of a selection committee constituted for the purpose. He or she shall be a full-time salaried officer of the institution deemed to be the University.
- The Finance Officer shall be appointed for a term of five years and shall be eligible for re-appointment by following the procedure prescribed for the appointment of the Finance Officer:
- Provided that, the Finance Officer shall retire at the age of sixty- two.
- The emoluments and other terms and conditions of service of the Finance Officer shall be as prescribed by the Executive Council from time to time.
- When the office of the Finance Officer is vacant or when the Finance Officer is unable to perform the duties of his or her office by reason of illness, absence or any other cause, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.
- The Finance Officer shall be ex-officio Secretary of the Finance Committee but shall not be deemed a member of such Committee.

The Finance Officer shall

- Exercise general supervision over the funds of the institution deemed to be a University and shall advise it as regards its financial policy; and
- Perform such other financial functions as may be assigned to him by the Executive Council or as may be prescribed by the rules of the institution deemed to be University.

Subject to the control of the Executive Council, the Finance Officer shall

Ensure that the limits fixed by the Executive Council for recurring and non-recurring expenditures for a year are not exceeded and that all amounts of money are expended on the purpose for which they are granted or allotted;

Be responsible for the preparation of annual accounts and the budget of the institution deemed to be a university and for their presentation to the Executive Council;

Keep a constant watch on the state of the cash and bank balances and on the state of investments; Watch the progress of the collection of revenue and advice on the methods of collection employed;

Ensure that the registers of buildings, land, furniture, and equipment are maintained and up-to-date and that stock- checking is conducted of equipment and other consumable materials in all offices, departments, schools, faculties, centres and specialised laboratories;

Bring to the notice of the Vice-Chancellor un-authorised expenditure and other financial irregularities and suggest disciplinary action against persons at fault;

Call for from any office, department, school, faculty, centre, laboratory, etc. maintained by the institution deemed to be the University any information or returns that he or she may consider necessary for the performance of his or her duties; and

Work under the direction of the Vice-Chancellor and shall be responsible to the Executive Council through the Vice- Chancellor.

Controller of Examinations

The Executive Council shall appoint the Controller of Examinations based on the recommendations of a selection committee constituted for the purpose, and he or she shall be a whole-time salaried officer of the institution deemed to be a university.

The Controller of Examinations shall be appointed for a term of five years and shall be eligible for reappointment by following the procedure prescribed for the appointment of Controller of Examination:

Provided that the Controller of Examinations shall retire at the age of sixty-two years.

The emoluments and other terms and conditions of service of the Controller of Examination shall be as the Executive Council prescribes from time to time.

When the office of the Controller of Examinations is vacant or when the Controller of Examinations is unable to perform the duties of his or her office because of illness, absence

or any other cause, the duties of the office shall be performed by such person as the Vice-Chancellor may appoint for the purpose.

The Controller of Examination shall arrange for and superintend the examinations of the institution deemed to be a University in the manner as may be prescribed by the rules of the institution deemed to be a University. The Controller of Examinations shall be a permanent invitee to the Academic Council.

The Controller of Examinations shall comply with all the specific directions of the Executive Council, Academic Council and Vice-Chancellor regarding examination and evaluation.

Dean

The Departments dealing with allied subjects may be grouped into faculties or schools, etc., and every faculty shall be headed by a Dean.

Every Dean of the school or faculty shall be appointed by the Vice-Chancellor from amongst the Professors in the school or faculty, by rotation, for a period of two years:

PROVIDED that if there is only one Professor or no Professor in a school or faculty, the Dean shall be appointed, for the time being, from amongst the Professor, if any, and the Associate Professors in the school or faculty.

When the office of the Dean is vacant or when the Dean is unable to perform duties of his or her office because of illness, absence or any other cause, the duties of the office shall be performed by the senior-most Professor or Associate Professor, as the case may be, in the school.

The Dean shall be the Head of the school or faculty or centre, responsible for the conduct and maintenance of the standards of teaching and research in the school or faculty or centre, and shall have such other functions as may be prescribed by the rules of the institution deemed to be a University.

The Dean shall have the right to present and speak at any meeting of the Board of Studies or Committees of the school, faculty, or centre, as the case may be, but shall not have the right to vote there unless he is a member thereof.

Head of the Department

There shall be a Head of the Department or chairperson of the centre for each of the departments or centres in the institution deemed to be a University, who the Vice-Chancellor shall appoint from amongst the Professors of the department or centre:

PROVIDED that if there is no Professor in the department or centre or there is only one Professor in the department or centre, whose term as Head of the department or chairperson of the centre is ending, the Vice Chancellor may appoint an Associate Professor as Head of the Department.

The term of the Head of the department or chairperson of the centre shall normally be two years, and he or she shall be eligible for re-appointment for one more term by following the procedure prescribed for appointment of the Head of the department or chairperson of the

centre.

The powers and functions of the Head of the department or chairperson of the centre shall be prescribed by the institution's rules deemed to be University.

CHAPTER 3

OUTPUT AND OUTCOME OF THE PROPOSED UNIVERSITY

This chapter presents the output and outcomes of MediCiti Academy of Higher Education and Research. It includes programme-wise graduate projections, year-wise cumulative intake and graduation, and mapping of student output with faculty strength to ensure regulatory compliance. The chapter further demonstrates how student output translates into employability, higher education progression, and societal impact, while aligning faculty, research scholar and student strength with research productivity, clinical trials, patents, and sponsored research funding. Collectively, these outcomes establish MAHER as a multidisciplinary research driven teaching university.

3.1 Output

1. Programme-wise Graduate Output

Table 3.1 Projected student output after five years

S No.	School / College	Programme Level	Expected Output
1	Medical Sciences	MBBS	1,000
2	Medical Sciences	MD / MS	720
3	Nursing	B.Sc Nursing	960
4	Physiotherapy	BPT	400
5	Physiotherapy	MPT (All Specialisations)	300
6	Physiotherapy	PhD	36
7	Public Health	MPH	400
8	Medical Lab Technology	B.Sc MLT	400
9	Engineering & Sciences	UG Engineering & Science Programmes	2340
10	Engineering & Sciences	PG Science Programmes	120
11	Business Administration	MBA Programmes	240
12	Business Administration	PhD	45
13	Indian Medicine & AYUSH	UG AYUSH Programmes	500
14	Indian Medicine & AYUSH	PhD	18
15	Humanities & Social Sciences	UG Programmes	420
Total Student Output after Five Years			7899 Graduates

The above table presents the programme-wise projected outcome of students admitted before the end of 2030, derived five-year admission plan and programme durations. The projections reflect conservative and realistic completion estimates across medical, allied health sciences, engineering, management, AYUSH, and humanities disciplines, demonstrating the multidisciplinary scale, academic breadth, and outcome orientation of the proposed university. This assumes the completion of the normal programme duration.

2. Year-wise Cumulative Student Output (All Schools)

Table 3.2 Year-wise Cumulative Student Output

Academic Year	Cumulative Student Intake	Cumulative Output
End of Year 1	1,770	0
End of Year 2	2,070	300
End of Year 3	2,505	1,435
End of Year 4	2,965	3,980
End of Year 5	3,339	7,899

This table represents the total number of students admitted (intake) and the total number of students who graduate, cumulatively .

MediCiti Academy of Higher Education and Research will produce nearly 8,000 graduates across medical, nursing, allied health sciences, engineering, management, AYUSH, and humanities disciplines. These graduates will be equipped with multidisciplinary competencies, clinical exposure, research orientation, and community engagement, contributing significantly to national healthcare delivery, technological innovation, public health systems, and socio-economic development.

3. Mapping of Student Output with Employability and Progression Outcomes

Table 3.3 Programme-wise Employability and Progression Mapping

Programme Category	Student Output Contribution	Employment / Progression Outcome
MBBS	1,000 graduates	90% enter PG training, Govt. service, or clinical practice
MD / MS	720 specialists	70% employed in hospitals, academia, or research
Nursing	960 graduates	85% employed in hospitals, public health & overseas
Physiotherapy	736 graduates (UG + PG + PhD)	80% clinical practice / higher studies
Public Health (MPH)	400 graduates	75% placed in Govt., NGOs, international agencies
Engineering & Sciences	2,460 graduates	70% employment, 20% higher studies / startups
Management Studies	285 graduates	85% hospital & pharma sector placement
AYUSH	518 graduates	80% clinical practice, integrative health centres
Humanities & Social Sciences	420 graduates	65% higher education, public service, NGOs

Brief points showing career pathways, workforce contribution, and higher education progression.

The employability mapping demonstrates that:

- High-volume programs (Medicine, Nursing, Engineering) directly support national workforce needs
- Specialized programs (Public Health, AYUSH, Management) strengthen policy, preventive care, and leadership
- Humanities and social sciences contribute to governance, social development, and community engagement

Thus, student output is effectively translated into employment, service, and higher education outcomes

4. Research Output

Research output has been systematically aligned with student strength, faculty capacity, and institutional focus areas.

Table 3.4 Research Output Mapped to Student and Faculty Strength

Research Indicator	Five-Year Projection	Mapping Rationale
Total Students (All Programmes)	3,339	Large multidisciplinary student base
PhD Scholars	105	Adequate doctoral supervision capacity
Research Publications	400+	1.5–2 publications per faculty
Sponsored Research Projects	45–50	Multidisciplinary & clinical focus
Research Funding Mobilized	₹50–75 Crores	Strong national & international linkages
Clinical Trials	20–25	Teaching hospital-based research
Patents / IPR	10–15	Translational & applied research
Student Research Participation	>30% UG & PG	Research-integrated curriculum

3.2 Outcomes

1. Hospital services

MediCiti Academy of Higher Education (MAHER), building on the legacy of SHARE Medical Care Foundation, aims to transform healthcare through integrated research, technology-enabled evidence-based practice, and scalable delivery, combining Allopathy, AYUSH, and modern digital innovations. The Academy will develop health solutions and products through multidisciplinary research, validate them via clinical trials, and leverage technology to extend quality healthcare to large populations.

The table presents the projected growth in patient care and diagnostic services from 2025 to 2030. It includes key service categories such as outpatient (OPD), inpatient (IPD), laboratory investigations, radiology investigations, surgeries, obstetric deliveries, and medical camps. The projections are based on a 10% year-on-year increase, reflecting planned expansion of clinical capacity and service reach. This demonstrates the institution's commitment to scaling healthcare delivery alongside academic growth, ensuring increased access to quality medical services over time.

Table 3.5 Services category wise year-on-year beneficiaries/ medical camps expected

Service Category	Sub-Category	2025	2026	2027	2028	2029	2030
Patient Services	OPD	4,69,807	5,16,788	5,68,466	6,25,313	6,87,443	7,56,629
	IPD	32,715	35,987	39,585	43,544	47,998	52,798
Laboratory Investigations	Histopathology	978	1,076	1,184	1,302	1,432	1,575
	Cytopathology	1,695	1,865	2,052	2,257	2,483	2,731
	Haematology	1,08,681	1,19,549	1,31,504	1,44,654	1,59,119	1,75,031
	Clinical Pathology	52,594	57,853	63,638	70,002	77,002	84,702
	Biochemistry	2,24,453	2,46,898	2,71,588	2,98,747	3,28,622	3,61,484
	Culture & Sensitivity	9,847	10,832	11,915	13,107	14,418	15,860
	Serology	57,258	62,984	69,282	76,210	83,831	92,214
Radiology Investigations	X-Ray	66,030	72,633	79,896	87,886	96,675	1,06,343
	Ultrasound	43,520	47,872	52,659	57,925	63,718	70,090

	CT Scan	6,480	7,128	7,841	8,625	9,488	10,437
	MRI	5,480	6,028	6,631	7,294	8,023	8,825
Surgeries	Major	7,493	8,242	9,066	9,973	10,970	12,067
	Minor	11,705	12,876	14,164	15,580	17,138	18,852
Obstetric Services	Deliveries	793	872	959	1,055	1,160	1,276
Medical Camps	General	361	397	437	481	529	582
	Mega	10	15	20	25	30	35

The service projection table (2025–2030) indicates a consistent 10% year-on-year increase across all clinical and diagnostic categories, reflecting planned expansion in capacity, infrastructure, and service reach. OPD visits are projected to grow from 4,69,807 in 2025 to 7,56,629 in 2030, while IPD admissions are expected to increase from 32,715 to 52,798, demonstrating significant growth in both outpatient and inpatient care. Laboratory investigations, including high-volume services such as biochemistry and haematology, are also projected to rise substantially, supporting the increased diagnostic demand from expanding patient volumes. Radiology services, including X-ray, ultrasound, CT, and MRI, show steady growth, indicating investment in advanced imaging capacity. Surgical and obstetric services are similarly expected to expand, with major surgeries increasing from 7,493 to 12,067 and deliveries from 793 to 1,276, reflecting strengthened clinical capabilities. The growth in medical camps, from 361 to 582 general camps and 10 to 35 mega camps, highlights the institution's commitment to community outreach and preventive healthcare. Overall, this projected service growth provides a robust clinical platform for education, research, and large-scale healthcare delivery, aligning with MAHER's outcomes of enhanced clinical training, evidence-based research, and expanded population health impact.

The projected growth in patient services from 2025 to 2030—covering OPD, IPD, laboratory and radiology investigations, surgeries, obstetric deliveries, and medical camps—directly supports the MediCiti Academy of Higher Education and Research (MAHER) outcome framework by strengthening the integrated education–research–service model. Increasing patient volumes provide a robust clinical platform for multidisciplinary training, ensuring enhanced clinical exposure and competency-based learning for medical, nursing, and allied health students. This expanding service base also enables high-quality clinical research and technology-enabled clinical trials, supporting the institution's target of 400+ publications, 20+ trials, and 10–15 patents/IPR. Furthermore, the scale-up in healthcare delivery demonstrates MAHER's capacity to reach larger populations, improve health outcomes, and strengthen community impact through medical camps and expanded diagnostic and treatment services. Collectively, these projections reinforce MAHER's ability to deliver scalable, affordable, and evidence-based healthcare while sustaining research productivity and educational excellence.

2. Development of Integrative Healthcare Products & Technology-Enabled Protocols

MAHER will develop clinically validated integrative health products, treatment protocols, and digital health solutions combining Allopathy, AYUSH, and modern technology.

Indicators:

- 10+ integrative protocols/products developed with digital health support (AI diagnostics, remote monitoring, wearable integration).

- Patent filings and regulatory approvals for select products.
- Publications in indexed journals on efficacy of integrative treatments.

3. Evidence-Based Integrative Clinical Trials with Digital Support

MAHER will conduct technology-enhanced clinical trials to generate robust evidence for integrative therapies, using electronic health records, AI analytics, remote monitoring, and telemedicine platforms.

Indicators:

- 20+ clinical trials conducted (Phase I–III as applicable).
- Trials registered in national/international registries.
- Integration of trial outcomes into digital decision support systems and treatment guidelines.

4. Technology-Driven Workforce & Research Capacity

MAHER will train clinicians, researchers, and public health professionals in integrative medicine, clinical research, and digital health applications.

Indicators:

- 1,000+ trained professionals in AI-assisted diagnostics, telemedicine, and integrative research.
- Collaborative research projects using big data and digital health analytics.
- Increased publications and conference presentations.

5. Scalable, Technology-Enabled Healthcare Delivery

MAHER will extend healthcare services to large populations using technology, including telemedicine, mobile apps, remote monitoring, AI-based triage, and SHARE's hospital network.

Indicators:

- Reach 10–15 million people through integrated tech-enabled healthcare services.
- Expanded rural and tribal access via telehealth and mobile health units.
- Significant increase in free/subsidized care beneficiaries using digital tracking.

6. Socio-Economic & Health System Impact

MAHER will improve population health and reduce disease burden through technology-supported preventive care, integrative treatment, and evidence-based interventions.

Indicators:

- Reduction in NCD-related complications and hospitalizations in target populations.
- Improved health outcomes and quality of life in community populations.
- Cost-effective, tech-enabled healthcare solutions reducing out-of-pocket expenditure.

7. Digital Integration of Indian Traditional & Modern Medicine at MAHER

Table 3.6 Outcome domain digital initiative and institutional impact

Outcome Domain	Digital Enablement	Integrated Outcome	Institutional Impact
Academic Outcomes	LMS, Smart Classrooms, VR/AR, Digital Library	Integrated teaching of Modern Medicine and AYUSH on a single digital platform	Unique interdisciplinary curriculum aligned with NEP-2020 and Indian Knowledge Systems
Clinical Outcomes	EHR, HIS, Telemedicine, AI Decision Support	Holistic patient care combining preventive (AYUSH) and curative (Modern Medicine) approaches	Improved patient safety, continuity of care, and clinical training quality
Research Outcomes	AI, Big Data Analytics, Genomics, Research Computing	Scientific validation of Indian traditional medicine using modern research tools	High-impact publications, patents, and global research credibility
Student Learning Outcomes	Simulation Labs, VR/AR, Digital Assessments	Enhanced clinical skills, critical thinking, and integrative healthcare competence	Graduates trained in holistic and technology-enabled healthcare delivery
Faculty & Innovation Outcomes	Digital Research Platforms, AI Tools, Collaboration Systems	Interdisciplinary research and innovation in integrative medicine	Strengthened research culture and faculty leadership in emerging health sciences
Institutional Distinctiveness	Unified Digital Ecosystem	Seamless integration of AYUSH and Modern Medicine across education, research, and healthcare	Clear UGC-recognized distinctiveness as an Integrative Digital Health University
Societal Outcomes	Telemedicine, Mobile Health Platforms	Expanded rural and community healthcare outreach with integrative care models	Social impact through accessible, preventive, and affordable healthcare
National Outcomes	Digital Knowledge Systems, AYUSH Integration	Strengthening Indian traditional medicine through scientific validation	Contribution to national priorities under NEP-2020 and Indian Knowledge Systems
Global Outcomes	Digital Collaboration, AI-driven Research	Global positioning of Indian medicine as evidence-based and technology-enabled	International collaborations and global reputation for MAHER

3.3 Unique Value Proposition of MAHER

MediCiti Academy of Higher Education will be distinct for:

- **Integration of Allopathy + AYUSH + Modern Technology:** Systematic combination of traditional medicine, modern medicine, and advanced digital health tools (AI, telemedicine, wearables, health analytics) for evidence-based care.

- **Research-to-Product Translation via Technology:** Laboratory research → clinical trials → digital/physical product development → community and hospital deployment.
- **Large-Scale, Technology-Enabled Healthcare Delivery:** Direct implementation through SHARE Medical Care Foundation's network, supported by AI, telemedicine, and mobile health platforms.
- **Global Research Collaboration & Digital Knowledge Sharing:** International collaborations, digital data sharing, and indexed publications positioning MAHER as a global hub for integrative tech-enabled health research.

3.4 Summary of output and outcomes

MediCiti Academy of Higher Education (MAHER), building on the Four -decade legacy of SHARE Medical Care Foundation, will emerge as a leading multidisciplinary health and science university that transforms healthcare through integrated Allopathy–AYUSH research, technology-enabled evidence-based practice, and scalable service delivery. Since inception, SHARE Medical Care Foundation has demonstrated strong research and public health impact through numerous community-based programs, collaborative studies, and evidence-generation initiatives, providing a solid foundation for MAHER's research excellence. Within 5–10 years, MAHER will produce nearly 8,000 skilled graduates across medicine, nursing, allied health sciences, engineering, management, AYUSH, and humanities, while maintaining statutory student–faculty ratios and ensuring high employability and academic progression. The institution will become a national research hub, generating over 400 peer-reviewed publications annually, securing ₹50–75 crore in sponsored research funding, and translating research into 10+ clinically validated integrative products and digital health protocols supported by AI, telemedicine, and wearable technology. By conducting 20+ technology-enhanced clinical trials and delivering care through SHARE's extensive healthcare network, MAHER will reach 10–15 million people, especially in underserved rural and tribal communities, improving health outcomes, reducing disease burden, and lowering out-of-pocket expenses. This distinctive model of education, research, and large-scale healthcare impact, grounded in SHARE's proven research legacy, underscores MAHER's eligibility for recognition under the UGC Deemed-to-be University (Distinct Category under existing institution) framework.

ANNEXURES

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SHARE MEDICAL CARE FOUNDATION

MEMORANDUM OF ASSOCIATION

&

ARTTICLES OF ASSOCIATION



**GOVERNMENT OF INDIA
MINISTRY OF CORPORATE AFFAIRS**

Central Registration Centre

Certificate of Incorporation

[Pursuant to sub-section (2) of section 7 and sub-section (1) of section 8 of the Companies Act, 2013 (18 of 2013) and rule 18 of the Companies (Incorporation) Rules, 2014]

I hereby certify that SHARE MEDICAL CARE FOUNDATION is incorporated on this SIXTEENTH day of OCTOBER TWO THOUSAND TWENTY THREE under the Companies Act, 2013 (18 of 2013) and that the company is Company limited by guarantee

The Corporate Identity Number of the company is **U86100TS2023NPL178107**

The Permanent Account Number (PAN) of the company is **ABLCS9149R***

The Tax Deduction and Collection Account Number (TAN) of the company is **HYDS77947C***

Given under my hand at Manesar this SIXTEENTH day of OCTOBER TWO THOUSAND TWENTY THREE

Signature Not Verified

Digitally signed by
DS MINISTRY OF CORPORATE
AFFAIRS 10
Date: 2023.10.16 12:44:21 IST

Kamal Harjani

Assistant Registrar of Companies/ Deputy Registrar of Companies/ Registrar of Companies

For and on behalf of the Jurisdictional Registrar of Companies

Registrar of Companies

Central Registration Centre

Disclaimer: This certificate only evidences incorporation of the company on the basis of documents and declarations of the applicant(s). This certificate is neither a license nor permission to conduct business or solicit deposits or funds from public. Permission of sector regulator is necessary wherever required. Registration status and other details of the company can be verified on mca.gov.in

Mailing Address as per record available in Registrar of Companies office:

SHARE MEDICAL CARE FOUNDATION

H. No. 6-30/2, Panchayat, Rajbollaram MedchalMandal, Rajbollaram, Hyd, Hyderabad-501401, Telangana

*as issued by Income tax Department

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Licence under section 8(1) of the Companies Act, 2013

[Pursuant to rule 20 the Companies (Incorporation) Rules, 2014]

Section 8 Licence Number 150004

WHEREAS it has been proved to my satisfaction that SHARE MEDICAL CARE FOUNDATION, a person or an association of persons to be registered as a company under the Companies Act, 2013, for promoting objects of the nature specified in clause (a) of sub-section (1) of section 8 of the said Act, and that it intends to apply its surplus, if any, or other income and property in promoting its objects and to prohibit the payment of any dividend to its members;

NOW, THEREFORE, in exercise of the powers conferred by section 8 of the said Act, I, the Registrar at CRC Manesar, hereby grant, this license, directing that the said person or association or persons be registered as a company with limited liability without the addition of the word "Limited", or as the case may be, the words "Private Limited" to its name, subject to the following conditions namely :

- (1) that the said company shall in all respects be subject to and governed by the conditions and provisions contained in its memorandum of association;
- (2) that the profits, if any or other income and property of the said company, whensoever derived, shall be applied solely for the promotion of the objects as set forth in its memorandum of association and that no portion thereof shall be paid or transferred, directly or indirectly, by way of dividend, bonus or otherwise by way of profit to persons who at any time are or have been members of the said company or to any of them or to any person claiming through any one or more of them;
- (3) that no remuneration or other benefit in money or money's worth shall be given by the company to any of its members except payment of out-of-pocket expenses, reasonable and proper interest on money lent, or reasonable and proper rent on premises let to the company;
- (5) that nothing in this clause shall prevent the payment by the company in good faith of prudent remuneration to any of its officers or servants (not being members) or to any other person (not being member), in return for any services actually rendered to the company
- (6) that nothing in clauses (3) and (4) shall prevent the payment by the company in good faith, of prudent remuneration to any of its members in return for any services (not being services of a kind which are required to be rendered by a member), actually rendered to the company;
- (7) that no alteration shall be made to the memorandum of association or in the articles of association of the company, which are for the time being in force, unless the alteration has been previously submitted to and approved by the Registrar;
- (8) The Company can be amalgamated only with another company registered under section 8 of the Act & having similar objects; and
- (9) that, without prejudice to action under any other law for the time being in force, this licence shall be liable to be revoked, if the company:
 - (a) contravenes any of the requirements of section 8 of the Act or the rules made thereunder or any of the conditions subject to which a licence is issued;
 - (b) if the affairs of the company are conducted fraudulently or in a manner violative of the objects of the company or prejudicial to public interest.

Signature Not Verified

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AFFAIRS 10
Date: 2023.11.06 11:24:48 IST

Kamal Harjani

Assistant Registrar of Companies/ Deputy Registrar of Companies/ Registrar of Companies

Registrar of Companies

Central Registration Centre

Dated this 16/10/2023

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SHARE MEDICAL CARE FOUNDATION

[A COMPANY LIMITED BY GUARANTEE AND NOT HAVING A SHARE CAPITAL
INCORPORATED UNDER SECTION 8 OF THE COMPANIES ACT, 2013]

MEMORANDUM OF ASSOCIATION

[Pursuant to Rule 19(2) the Companies (Incorporation) Rules, 2014]

1. The name of the Company is "Share Medical Care Foundation" ("Company").
2. The Registered Office of the Company will be situated in the State of Telangana.
3. The objects for which the Company has been established are specified below.

(a) THE OBJECTS TO BE PURSUED BY THE COMPANY ON ITS INCORPORATION ARE AS FOLLOWS: -

1. To establish and run the Company as a non-profit health & medical care Organisation.
2. To undertake, provide, assist, in all kinds of research and development work required to promote, assist or engage in setting up of hospitals, clinics and laboratories etc.
3. To establish, operate, promote, maintain, design, construct, run hospitals, dispensaries, clinics, laboratories, research centres, diagnostic centres and family planning centres without any profit motive.
4. To setup laboratories and acquire, import, equipment's for carrying out medical research and to educate, train medical students, nurses, midwives and hospital administrators.
5. To establish medical colleges, dental colleges, schools and colleges of nursing, paramedical technical diploma/ degree courses, post graduate courses, physiotherapy, cancer research institutes and allied and connected educational facilities.
6. To acquire, manage, administer and run all types of laboratories for carrying on all kinds of pathological tests for detection of all kinds of diseases of human beings, animals, birds etc. without any profit motive.
7. To establish, promote, run every type of clinics for X-rays, ECG, EEG, Computerized Assisted Tomography, diagnostic centres etc. without any profit motive.
8. To establish, promote and provide accommodation to patients, friends and their relatives, any profit motive.
9. To promote develop and improve scientific exchange of knowledge as well as technical co-operation between other similar institutions in India or overseas with similar interest and objectives.
10. To provide/ institute recognition of attainment, fellowships or scholarships, stipends, awards, prizes, remunerations and/ or other similar payments to facilitate undertaking scientific research in the areas of concerned interests to the Company.

(b) MATTERS WHICH ARE NECESSARY FOR FURTHERANCE OF THE OBJECTS SPECIFIED IN CLAUSE 3(a) ARE: -

1. To represent the Company's members and affiliated institutions, and to act in furtherance of the objects/activities of its members and affiliated institutions and to liaise with and,

make representations before government, judicial, administrative and executive bodies on behalf of and in the interests of its members and affiliated institutions in India.

2. To promote, provide for, regulate and manage all or any details or arrangements or other things as may be considered necessary or desirable for, or ancillary to, the comfort, conduct, convenience or benefit the Company's members and affiliated institutions.
3. To maintain, continue, or provide for the accreditation and affiliation (as applicable) of the Company's members.
4. To partner with, associate with and cooperate with governing bodies and regulatory authorities in India and abroad in furtherance of the objects of the Company.
5. To undertake all types of work in the areas of public relations, press relations, or other transactions of any kind and editorial publicity in connection with the objects of the Company.
6. To plan and carry out, training and educational programmes for the Company's members, affiliated institutions and the general public in connection with the Company's objects.
7. To draft and to provide rules, regulations and bye-laws, or otherwise, for deciding and settling all differences that may arise between or among members and affiliated institutions and in reference to any other matter of dispute, including without limitation disciplinary matters, and to make such provisions for enforcing any award or decision as the Company shall deem proper.
8. To print, publish, exhibit, subscribe and support periodicals, books, posters that may be considered desirable for the promotion of the objectives of the Company and also to establish a library and keep it upto date from time to time for enabling the Company to promote its objectives, without any profit motive
9. To employ professionals and personnel required for efficiently carrying out the objects of the Company and to prudently remunerate them from time to time and to enter into agreements with them for laying down the terms and conditions of employment and remuneration.
10. To buy or acquire any kind of immovable property, whether the same be freehold or leasehold or having any right attached to it, whether belonging to the Company or not, for erecting or establishing offices, factories, go-downs, rest houses or apartments for the pursuit of the Company's objects or use by the Company's employees/agents.
11. To accept grants, donations, assistance from public bodies, corporations, companies or persons or trusts and foundations situated in India or abroad, subject to the provisions of Companies Act, 2013, and the rules framed thereunder and any statutory modification or re-enactment thereof for the time being in force ("Act"), Foreign Exchange Management Act, 1999, Foreign contribution regulation Act 1976 and such other applicable regulation, for the purposes of achieving the objects of the Company and to manage efficient, effective and permissible fund flow and fund utilization in consonance with the objects stated herein.
12. To draw, make, accept, endorse, negotiate, discount, execute and issue any promissory notes, drafts, cheques, clear bills, debentures, bills of exchange, bills of lading, railway receipts, warrants, hundies and such other negotiable and transferable instruments of all types or documents of title and to buy and sell or deal in the same in connection with the pursuit of the Company's objects and for that matter to open accounts, whether current, overdraft, cash credit, special or fixed deposit and any other deposit account of any

nomenclature and any other accounts of any nomenclature, as existing or the date of opening of such account or may exist in the future with any bank, corporation, company, institution or any other undertaking authorised to carry activities related to banking or para-banking and duly recognized and permitted by the Reserve Bank of India or by any legislation, whether state or central or by any order of the government, whether state or central.

13. To cause the Company to be registered and recognized in the State of Telangana and to open offices across the country for the pursuit of the objects of the Company and to do all acts necessary for carrying on the activities of the Company.
14. To buy, acquire, lease, take on hire, install, commission and provide or otherwise allow using basic telecom services, e-mail, data communication services, value-added services and information services.
15. To take agencies of any firm, company or companies, within India or abroad, with the same objects and likewise to appoint agents in the course of pursing the Company's objects.
16. To accept gifts and awards from the government, semi-government bodies or give gifts, in appreciation of the services rendered by the Company or to the Company by other persons.
17. To continue, establish and support or aid in the establishment or support of cooperative societies, associations and other institutions, funds, trusts, amenities and conveniences and at its discretion to grant bonuses, pensions and allowances and to make payment towards insurance and to subscribe or guarantee money for charitable or benevolent objects or to remunerate or make donations by cash or other assets for the promotion of the Company's objects or to pursue such objects.
18. To create any depreciation fund, revaluation reserve fund, sinking fund, whether for depreciation or for repairing, improving, extending or maintaining any of the property of the Company of any other purpose conducive to the interests of the Company.
19. To amalgamate, subject to the provisions of the Act, or collaborate with any other company, firms, whose objects and undertaking are similar to those of the Company.
20. To establish, provide, setup, organize, maintain support, subsidize, assist and/or conduct training classes, colleges and other educational institutions, to organize and participate in seminars, lectures, symposia, conferences, fairs related to the objects of the Company and to compile, collate, edit and publish technical reports and papers related to various topics in the pursuit of its objects.
21. To enter into arrangements or partnerships, agreements of co-operation, joint-ventures or reciprocal concessions, either in whole or part with any other company, firm or person, having objects similar to this Company and government authorities, central, provincial, municipal, local, or otherwise, public or quasi-public bodies, carrying on operations that may seem conducive to any of the Company's main objects and to obtain from any government or authority any rights, privileges and concessions which the Company may think desirable to obtain and to carry out exercise and comply with any such arrangements, rights, privileges and concessions.
22. To receive money, whether in form of security deposit or in any other form of deposit of any nomenclature in accordance with the provisions of the Act, particularly to serve and protect the interest of the Company from such persons or companies and on such terms as may seem expedient and in particular from other parties having dealings with the Company and to guarantee the performance of contracts by any such persons

or companies but not amounting to banking business as defined under the Banking Regulations Act, 1949, and the rules framed thereunder and any statutory modification or re-enactment thereof for the time being in force.

23. To subscribe or guarantee money for national, international, charitable, benevolent, educational, public, general, or such other useful object, activity or exhibition or for such other purpose which, may appear to be conducive directly or indirectly to furthering the main objects of the Company.
24. Subject to the provisions of the Act, dispose of the undertaking of the Company or any part thereof for such consideration as the Company may think fit.
25. To act as consultants, advisors, agents and representatives in connection with the Company's main objects and as management and other consultants and in that respect providing advisory services in various fields including general, administrative, secretarial, commercial, financial, legal, economic, labour, industrial, public relations, scientific, technical, direct and indirect taxation and other levies, statistical, accountancy, quality control and data processing, of the Company.
26. To collaborate with foreign and domestic firms for acquiring or offering technical know-how, or to employ foreign technicians or experts or advisers on a contract basis or otherwise and to depute, on suitable terms, Company's technicians, experts and others in or outside India or developing allied industries and to send out to foreign countries the Company's personnel, including directors and other employees, for further training and to pay towards costs, direct and incidental, for such training, whether in India or abroad.
27. To grant pensions or gratuities to any officers or employees or ex-officers or ex-employees, including directors or ex-directors or other relatives, connections or dependents or the families of such persons.
28. To associate, assist, participate or to enter into any other arrangement or agreement, with any person or undertaking in attainment of the main objects of the Company.
29. To honour, accept, endorse and put into implementation any agreement or understanding entered into by the promoters of the Company on its behalf with any other company, organization or association.
30. To pay, out of the funds of the Company, all expenses that the Company may lawfully pay with respect to the formation and registration of the Company and to prudently remunerate any person, firm or company for services rendered or to be rendered in or about the formation or promotion of the Company.
31. To undertake or participate in the formation, management, supervision or control of the operations of any other company, trust, firm or person having similar objects.

32. To appoint contractors and other persons and to establish and maintain agencies or branches in any part of India or elsewhere.
33. To sell, mortgage, exchange, grant leases, licenses, easements and other rights in respect of, and to manage, develop and transfer to account or deal with in any manner, the whole of the property, assets, investments, undertakings, rights and effects of the Company or any part thereof for such consideration as may be thought fit.
34. To donate or gift, in cash or in kind, for any national, charitable, benevolent, public or to

any institution, club, society, research association, fund, university, college or any other person or body, subject to the provisions of the Act.

35. To apply for, secure, acquire by grant, legislative enactment, assignment, transfer, purchase or otherwise, and to exercise, carry out, and enjoy and charter, and license, power, authority, franchise, concession, right or privilege, which any government or authority, or any corporation or other public body may be empowered to grant, and to apply for, aid in, and contribute towards carrying on the same into effect.
36. To become a member of other bodies and associations of persons, including societies, clubs and companies limited by guarantee, whether formed for profit or for non-profit activities.
37. To apply for, promote, and obtain any statute, order, regulation or other authorization or enactment and to oppose any bills, proceedings, or applications which may seem calculated directly or indirectly to prejudice the Company's or any of its members' or affiliated institutions' interests.
38. To apply for, purchase or otherwise acquire any patents, rights, copyrights, trademarks, formulae, licenses, concessions and the like or any secret or other information, or company.
39. To establish and maintain or procure the establishment and maintenance of any contributory or non-contributory pension or superannuation funds for the benefit of, and give or procure the giving of donations, gratuities, pensions, allowances and emoluments to any persons who are or were at any time in the employment or service of the Company or who are or were at any time directors or officers of the Company, and the wives, widows, families and dependents of any such other persons, and also establish and subsidize and subscribe to any institutions, associations, clubs or funds calculated to be for the benefit of or to advance the interests of the Company and / or to make payments to or towards the insurance of any such person as aforesaid.
40. To provide for the welfare of employees and members of the Company and the wives, widows and families or the dependents or connections of such persons by building or contributing to the building of houses or dwellings or quarters or by grants of money, pensions, gratuities, allowances, or any other payments or by creating and from time to time subscribing or contributing to provident and other associations, institutions, funds or other schemes or trusts and by providing or subscribing or contributing towards places of instructions and recreations, hospitals and dispensaries, medical and other attendance and other assistance as the Company shall think fit.
41. To own, acquire, license, develop software for usage of computer systems, communication systems, or combination of computer and communication systems that may be required towards the attainment of the main objects of the Company.
42. To appoint legal and technical advisors and bankers for the Company and to pay reasonable expenses for the same.
43. To do all such other lawful things as may be incidental to or conducive to the attainment of the above objects.

Provided that the Company shall not support with its funds, or endeavor to impose on, or procure to be observed by its members or others, any regulation or restrict which, as an object of the Company, would make it a trade union.

4. The objects of the Company shall extend to the entire territory of India as well as elsewhere in the world where it is necessary to achieve the same.
5. The Company shall be subject to and shall adhere the following principles:
 - (i) The profits, if any, or other income and property of the Company, whosoever derived, shall be applied, solely for the promotion of its objects as set forth in this memorandum.
 - (ii) No portion of the profits, other income or property aforesaid shall be paid or transferred, directly or indirectly, by way of dividend, bonus or otherwise by way of profit, to persons who, at any time are, or have been, members of the Company or to any one or more of them or to any persons claiming through any one or more of them.
 - (iii) No remuneration or other benefit in money or money's worth shall be given by the Company to any of its members, whether officers or members of the Company or not, except payment of out-of-pocket expenses, reasonable and proper interest on money lent, or reasonable and proper rent on premises let to the Company.
 - (iv) Nothing in this clause shall prevent the payment by the Company in good faith of prudent remuneration to any of its officers or servants (not being members) or to any other person (not being a member), in return for any services actually rendered to the Company.
 - (v) Nothing in sub-clauses (iii) and (iv) above shall prevent the payment by the Company in good faith of prudent remuneration to any of its members in return for any services (not being services of a kind which are required to be rendered by a member), actually rendered to the Company.
6. No alteration shall be made to this Memorandum of Association or to the Articles of Association of the Company which are for the time being in force, unless the alteration has been previously submitted to and approved by the appropriate governmental authority pursuant to the provisions of the Act or such other law as may be prevalent at that time.
7. The liability of the Members is limited.
8. (i) Each member undertakes to contribute to the assets of the Company in the event of its being wound up, while he is a member or within one year afterwards, for payments of the debts or liabilities of the Company contracted before he/she ceases to be a member and of the costs, charges and expenses of winding up and for adjustment of rights of the contributories among themselves such amount as may be required not exceeding a sum of INR 10,000.
9. (1) True accounts shall be kept of all sums of money received and expended by the Company and the matters in respect of which such receipts and expenditures take place, and of the property, credits and liabilities of the Company; and, subject to any reasonable restrictions as to the time and manner of inspecting the same that may be imposed in accordance with regulations of the Company for the time being in force, the accounts shall be open for inspection by the members of the Company.

(2) At least once every year, the accounts of the Company shall be examined, and the correctness of the balance sheet and the income and expenditure account ascertained by one or more properly qualified auditor or auditors.
10. If upon a winding-up or dissolution of the Company, there remains, after the satisfaction of all debts and liabilities whatsoever, the same shall not be distributed amongst the members of the Company but shall be given or transferred to such another company having objects similar to the objects of the Company, subject to such conditions as the Tribunal, as

constituted in accordance with the provisions of the Act, may impose, or may be sold and proceeds thereof credited to the Insolvency and Bankruptcy Fund formed under section 224 of the Insolvency and Bankruptcy Code, 2016, and the rules framed thereunder and any statutory modification or re-enactment thereof for the time being in force.

11. The Company can be amalgamated only with another company registered under Section 8 of the Act and having similar objects.

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THE COMPANIES ACT, 2013

ARTTICLES OF ASSOCIATION

OF

SHARE MEDICAL CARE FOUNDATION

COMPANY NOT FOR PROFIT LIMITED BY GUARANTEE
NOT HAVING A SHARE CAPITAL

1. Interpretation

1.1 In the interpretation of these Articles, unless the context requires otherwise, the following terms and expressions shall have the meanings ascribed to them below:

- (a) "Act" means the Companies Act, 2013 including any statutory modifications or re-enactments thereof for the time being in force and the term shall be deemed to refer to the applicable section thereof which is relatable to the relevant Article in which the said term appears in these Articles and any previous company law, so far as may be applicable.
- (b) "Articles" means these Articles of Association of the Company.
- (c) "Board of Directors" or "Board", means the collective body of the directors of the Company.
- (d) "Company" means the company operating under the name of "Share Medical Care Foundation" or such other name changed in accordance with law, to which these Articles apply.

1.2 Unless the context requires otherwise, all terms and expressions used in these regulations shall have the meaning assigned to them under the Act, as applicable to the Company.

1.3 Words importing the singular shall, where the context admits or requires, include the plural and vice versa.

1.4 Words importing the masculine gender shall also include the feminine and the neuter gender and vice versa, as applicable.

1.5 Company limited by guarantee: means a Company having the liability of its members limited by the Memorandum to such amount as the members may respectively undertake to contribute to the assets of the Company in the event of its being wound up.

1.6 (i) The Company having been formed for promoting development and application of medical care services, intends to apply its profits (if any) or other income in promoting the said objects and intends prohibiting the payment of any dividend to its members in terms of Section 8 of the Act. The Government of India have accordingly issued a license directing that it be registered as a Limited Liability Company without the addition of the words "private limited" to its name and it is registered as such.

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(ii) The Company will comply with the conditions and regulations prescribed by the Government of India in the said license which conditions and regulations are binding on the Company. The Government of India may vary or revoke the said conditions and regulations, after giving the Company sufficient opportunity of submitting a representation in opposition to such variation or revocation.

(b) The income and property of the Company, when so ever derived, shall be applied solely for the promotion of its objects as set forth in the Memorandum. No portion of the income or property aforesaid shall be paid or transferred, directly or indirectly, by way of dividend, bonus or otherwise by way of profit, to persons who at any time are, or have been, members of the company or to any one or more of them or to any persons claimed through any one or more of them.

2. Private Limited Company

2.1 The Company is a Private Limited Company within the meaning of Section 2 (68) of the Act which defines Private Limited Company as a Company which:

- i. restricts the right to transfer its shares,
- ii. limits the number of its members to two hundred:

Provided that where two or more persons hold one or more shares in a company jointly, they shall be treated as a single member:

Provided further that –

- (A) persons who are in the employment of the company; and
- (B) persons who, having been formerly in the employment of the company, were members of the company while in that employment and have continued to be members after the employment ceased, shall not be included in the number of members; and
- iii. prohibits any invitation to the public to subscribe for any securities of the company

3. Transfer of Membership

3.1 The instrument of transfer of membership in the Company shall be executed by or on behalf of both the transferor and transferee.

3.2 No membership shall be transferred to any person who is not a member of the Company so long as any member or any person selected by the Board is willing to purchase the same at a value determined by the Board in their absolute discretion to be fair and reasonable.

3.3 The transferor shall be deemed to remain a holder of the Membership until the name of the transferee is entered in the register of members in respect thereof.

3.4 The Board may, subject to the right of appeal conferred by Section 58 of the Act, decline to register—

the transfer of a membership,

3.5 The Board may decline to recognise any instrument of transfer unless—

- (a) The instrument of transfer is in the form as prescribed in rules made under Section 56(1) of the Act;
- (b) The instrument of transfer is accompanied by the certificate of the membership to which it relates, and such other evidence as the Board may reasonably require to show the right of the transferor to make the transfer; and
- (c) The instrument of transfer is in respect of only one class of membership.

3.6 On giving not less than seven days' previous notice in accordance with section 91 and rules made thereunder, the registration of transfers may be suspended at such times and for such periods as the Board may from time to time determine:

Provided that such registration shall not be suspended for more than thirty days at one time or for more than forty-five days in aggregate in any year.

4. Transmission of Membership

4.1 On the death of a member, the survivor or survivors where the member was a joint holder, and his nominee or nominees or legal representatives where he was a sole holder, shall be the only persons recognized by the Company as having any title to his interest in the Membership.

4.2 Nothing in Article 4.1 shall release the estate of a deceased joint holder from any liability in respect of any membership which had been jointly held by him with other persons.

4.3 Any person becoming entitled to a membership in consequence of the death or insolvency of a member may, upon such evidence being produced as may from time to time properly be required by the Board and subject as hereinafter provided, elect, either—

- (a) To be registered himself as a member; or
- (b) To make such transfer of the membership as the deceased or insolvent member could have made.

4.4 The Board shall, in either case, have the same right to decline or suspend registration as it would have had, if the deceased or insolvent member had transferred the Membership before his death or insolvency.

4.5 If the person so becoming entitled shall elect to be registered as holder of the Membership himself, he shall deliver or send to the Company a notice in writing signed by him stating that he so elects.

4.6 If the person aforesaid shall elect to transfer the Membership, he shall testify his election by executing a transfer of the Membership.

4.7 All the limitations, restrictions and provisions of these regulations relating to the right to transfer and the registration of transfers of Membership shall be applicable to any such notice or transfer as aforesaid as if the death or insolvency of the member had not occurred and the notice or transfer were a transfer signed by that member.

4.8 A person becoming entitled to a Membership by reason of the death or insolvency of the holder shall be entitled to vote and other advantages to which he would be entitled if he were the registered holder of the Membership, except that he shall not, before being registered as a member in respect of the Membership, be entitled in respect of it to exercise any right conferred by membership in relation to meetings of the Company.

5. Members

5.1 The number of members with which the company proposes to be registered is 12 members, but the Board of Directors may, from time to time, whenever the company or the business of the company requires it, register an increase of members.

5.2 i. The subscribers to the memorandum and such other persons as the Board shall admit to membership shall be members of the company.

ii. Subject to the provisions of the Act and subject to the eligibility conditions as may be prescribed by the Board, not less than 40% of the total number of members of the Company, nominated by SHARE USA, a Society registered under Registry of Domestic or Foreign Non Profit Companies in compliance with the act of November 15,1972 P.L 1063 Act No.271, in the State of commonwealth of Pennsylvania, United States of America, to be the members of the Company

5.3 Application for membership:

- (i) Every application for membership shall be made in writing to the Board of Directors as per the form prescribed by the Board of Directors.
- (ii) The procedure and the regulations for admittance and appointment of Members shall be in the manner and upon the conditions specified in these Articles/the Act and in accordance with such additional regulations as may be prescribed by the Board of Directors.
- (iii) The Board of Directors may, from time to time create new classes of Members and prescribe the procedure and regulations for their admittance, the entry fees and subscription payable by them and the rights and privileges attached to such new class of Members.
- (iv) The Company may charge such membership fees or subscription fees for each class of Member as the Board of Directors may deem fit from time to time. The Board of Directors may from time to time enhance, reduce, alter or revise the membership fees or subscription fees payable by the various categories of Members or impose fresh fees on different categories of Members, subjected to the minimum of Rupees One Lakh.

5.4 Resignation/Termination of Members:

a. A Member may resign from the Company by:

- (i) Giving notice, in writing, to the Board of Directors to that effect; and
- (ii) Paying any outstanding levies due at the date of such notice.

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and upon receipt of such written notice and such payment, the Board of Directors shall remove the Member from the Company.

b. The Board of Directors may by resolution, and by following a process consistent with the principles of natural justice, remove any Member from the Company in the event of conviction for the commission of a criminal offence or for breaching the obligations laid down by the Board or for any other reason as may be prescribed by the Board of Directors from time to time.

6. Registered Office

6.1 Subject to the provisions of the Act and these Articles, the Company may change the location of the registered office to any suitable location in India.

7. Board of Directors

7.1 Subject to the provisions of the Act and these Articles, the powers and the control of the Company shall vest in the Board, who may delegate such powers or any part thereof to any Director or a committee of Directors.

7.2 Any committee/Advisory Board so constituted shall conform to any regulations stipulated by the Board in relation to such constitution, notices, quorum, periodicity of meetings and the manner of transactions.

7.3 At any time, the number of Directors of the Company shall not be less than 2 (two). However,

(a) Share USA has the right to nominate 40% of the Directors of the Section 8 Company.

(b) Subject to the provisions of the Act, the directors of the Company nominated by Share USA in accordance with Article 7.3 (a), can only be removed, replaced, or re-nominate by Share USA.

(c) All the members and the directors of the Company shall exercise their rights (including their voting rights) to enable Share USA to exercise its rights under Articles 7.3(a) and (b).

(d) The following persons shall be the first Directors of the Company:

(a) Dr. Madhu K Mohan, Non-Executive Independent Director- Chairman

(b) Mr. S T Prasad, Director

(c) Mr. T Srinivasa Rao, Director

7.4 Subject to the provisions of Sections 164, 167 and 169 of the Act, the above Directors shall hold office unless they voluntarily resign earlier or removed by the other Directors for due cause or until Members at a duly called meeting elect replacement Directors.

7.5 Subject to the provisions of the Act and the rules made thereunder, a meeting of the Board of Directors can if requested by any director(s), be held through audio-visual electronic communication facilities) provided that the number of Directors required to form a valid quorum participate at the meeting.

7.6 Subject to Section 174 of the Act, the quorum for a meeting of the Board of Directors of the Company shall be either 8 directors or 25% of its total strength whichever is less provided that the quorum shall not be less than two directors, in any case and the participation of the directors by video conferencing or by other audio-visual means shall also be counted for the purposes of quorum.

7.7 Board meetings should always include at least one director nominated by Share USA. The Board may meet for the consideration of business, adjourn and otherwise regulate its meetings, as it thinks fit, provided that at least two meetings shall be held in every six calendar months.

7.8 If a meeting of the Board could not be held for want of quorum, then the meeting shall stand adjourned in the manner provided in Section 174(4) of the Act.

7.9 Except where provided otherwise by the Act, all questions at any meeting of the Board shall be decided by a majority of the votes of the Directors present at the meeting provided, however, that, in the event that there is a deadlock between / amongst the directors, exclusive of the votes of the interested Directors, the Chairperson shall have a second or a casting vote.

7.10 Subject to the provisions of Section 179 of the Act, the Board may pass circular resolutions in the manner provided under Section 175 of the Act.

7.11 The Directors may from time to time and at any time by power of attorney or otherwise appoint any company, firm or person or any fluctuating body of persons, whether nominated directly or indirectly by the Directors, to be the attorney or attorneys of the Company for such purposes and with such powers, authorities and discretion (not exceeding those vested in or exercisable only by the Directors under the Act or these Articles) and for such period and subject to such conditions as they may think fit, and any such power of attorney may contain such provisions for the protection and convenience of persons dealing with any such attorney as the Directors may think fit, and may also authorize any such attorney to sub-delegate all or any of the powers, authorities and discretion vested in him.

7.12 The Board may in accordance with Section 161(2) of the Act, appoint (and replace or remove) an Alternate Director to act for a Director during his absence for a period of not less than three months, by passing a resolution in a General Meeting in India. Such Alternate Director shall be entitled to receive notices of all meetings of the Directors and to attend and vote thereat while he holds office as an alternate director.

7.13 Subject to the provisions of Section 149 of the Act, the Board shall have power at any time and from time to time to appoint a person as an additional Director in accordance with the provisions contained in Section 161(1) of the Act, who shall be liable to retire at the next Annual General Meeting.

7.14 Subject to the provisions of the Act and these Articles, the Board shall have the power to appoint and re-appoint a Managing Director of the Company upon such terms and conditions as the Board thinks fit.

7.15 Subject to the provisions of the Act and upon the necessary disclosures being made by the concerned Director(s), the Board may enter into contracts on behalf of the Company in which the Company's Director(s) may be interested.

7.16 The remuneration of Directors may be by way of salary, perquisites or commission or participation in profits or by any or all those modes subject to the provisions of the Act or as decided by the Board.

7.17 The Directors shall be entitled to be paid their reasonable travelling and hotel and other expenses incurred in consequence of their attendance at meetings of the Board or of any Committee of the Board or otherwise in the execution of their duties as Directors either in India or elsewhere.

7.18 Subject to the provisions of the Act, if any applicable place of profit shall be considered if a Director is called upon to perform extra services or to make special exertions or efforts (including without limitation as a member of a committee of the Board), the Board shall have the power to pay such Director special remuneration as may be determined by the Board for such extra services or special exertions or efforts, either in addition to or instead of all or part of the remuneration ordinarily paid to such Director.

7.19 No ownership of Membership of the Company is required for any person for being appointed as a Director to the Company and no Director shall retire by rotation.

7.20 The continuing directors may act notwithstanding any vacancy in the Board. But, if and so long as their number is reduced below the quorum fixed by the Act for a meeting of the Board, the continuing directors or director may act for the purpose of increasing the number of directors to that fixed for the quorum, or of summoning a general meeting of the Company, but for no other purpose.

8. Chairman, Vice Chairman, Secretary, Chief Executive Officer, Manager or Chief Financial Officer

8.1 Subject to the provisions of the Act, -

- (i) A chairman, vice chairman secretary treasurer chief executive officer, manager or chief financial officer may be appointed by the board of directors for such term, at such remuneration and upon such conditions as it thinks fit; and any chairman, vice chairman secretary treasurer chief executive officer, manager or chief financial officer so appointed may be removed by means of a resolution of the board of directors.
- (ii) A director may be appointed as chairman, vice chairman secretary treasurer chief executive officer, manager or chief financial officer.

8.2 A provision of the Act or these regulations requiring or authorizing a thing to be done by or to a director and chairman, vice chairman secretary treasurer chief executive officer, manager or chief financial officer shall not be satisfied by its being done by or to the same person acting both as director and as, or in place of, chairman, vice chairman secretary treasurer chief executive officer, manager or chief financial officer.

9. General Meeting

9.1 All general meetings other than annual general meeting shall be called extraordinary general meeting.

9.2 (i) The Board may, whenever it thinks fit, call an extraordinary general meeting.

(ii) If at any time directors capable of acting who are sufficient in number to form a quorum are not within India, any director or any two members of the company may call an extraordinary general meeting in the same manner, as nearly as possible, as that in which such a meeting may be called by the Board.

9.3 Sections 101-107, 109 of the Act shall apply to the Company to the extent not contrary with the provisions hereof.

9.4 Subject to the provisions of Section 96 and other applicable provisions of the Act, the Annual General Meeting shall be called during business hours between 9 a.m. and 6 p.m. on any day that is not a National Holiday at the registered office if the Company or any other place, city, town or village in which the registered office of the Company is situated.

9.5 Subject to the provisions of the Act or the Rules, a General Meeting may be held either at the Registered Office of the Company or at such convenient place as the Board may deem fit.

9.6 A General Meeting of the Company may be called by giving not less than 14 days' notice in writing or through electronic mode. In case of notice for any period shorter than 14 days as referred herein, prior consent of members in writing or through electronic mode shall be obtained.

9.7 The provisions of Section 102 of the Act shall not apply to the Company.

9.8 Subject to the provisions of the Act, the Rules made thereunder and these Articles, no business shall be transacted at any General Meeting unless a quorum of members is present at the time when the meeting proceeds to business and when called to vote. Two members present in person or through a duly authorised representative or through proxy shall be a quorum for the meeting including an adjourned meeting.

9.9 Subject to the provisions of the Act and the rules made thereunder, the member(s) may request for a General Meeting by video conference or by any other audio-visual means, provided the participation of the members by video conferencing or by other audio-visual means shall also be counted for the purposes of quorum.

9.10 If at any General Meeting no director is willing to act as Chairperson or if no director is present within fifteen minutes after the time appointed for holding the meeting, the members present shall choose one of their members to be Chairperson of the meeting.

9.11 The Chairperson may, with the consent of the members or at their direction, adjourn a General Meeting.

9.12 No business shall be transacted at an adjourned General Meeting other than the business left unfinished at the meeting from which the adjournment took place.

9.13 Every question submitted in a General Meeting shall be decided, by a show of hands unless a poll is demanded. The members or the Chairperson shall be entitled to demand a poll. In the case of equality of votes, the Chairperson shall have a casting vote in addition to his own vote.

9.14 A declaration by the Chairperson of the result of a vote (whether such vote be by show of hands or poll) shall be, in the absence of any evidence to the contrary,

conclusive evidence as to the outcome of such vote, without proof of the number or proportion of the votes cast in favour of or against the resolution.

9.15 The Chairperson shall have the sole discretion to decide on the validity of any vote cast by a member or a members' proxy.

9.16 The Board may decide, and such decision shall be given in the notice calling a General Meeting, that no member shall exercise any voting right in respect of any Membership registered in his name on which any calls or other sums presently payable by him have not been paid, or in regard to which the Company has exercised any right of lien.

10. Voting Rights

10.1 Every member shall have one vote.

10.2 A member of unsound mind, or in respect of whom an order has been made by any Court having jurisdiction in lunacy, may vote, whether on a show of hands or on a poll, by his committee or other legal guardian, and any such committee or guardian may, on a poll, vote by proxy.

10.3 No member shall be entitled to vote at any general meeting unless all sums presently payable by him to the company have been paid.

10.4 (i) No objection shall be raised to the qualification of any voter except at the meeting or adjourned meeting at which the vote objected to is given or tendered, and every vote not disallowed at such meeting shall be valid for all purposes.

(ii) Any such objection made in due time shall be referred to the Chairperson of the meeting, whose decision shall be final and conclusive.

10.5 A vote given in accordance with the terms of an instrument of proxy shall be valid, notwithstanding the previous death or insanity of the principal or the revocation of the proxy or of the authority under which the proxy was executed, or the transfer of the Membership in respect of which the proxy is given.

10.6 Provided that no intimation in writing of such death, insanity, revocation or transfer shall have been received by the company at its office before the commencement of the meeting or adjourned meeting at which the proxy is used.

10.7 A member may exercise his vote at a meeting by electronic means in accordance with section 108 and shall vote only once.

10.8 Any business other than that upon which a poll has been demanded may be preceded with, pending the taking of the poll.

10.9 The instrument appointing a proxy shall be deposited at or faxed (original to be produced at the time of the meeting) to the registered office of the Company not less than 24 hours before the time appointed for holding the General Meeting, except in case of General Meeting where shorter consents are obtained from the Membership, at which the person named in the instrument proposes to vote.

10.10 A proxy will be entitled to speak and also entitled to vote including on a poll.

11. Seal

11.1 The Board shall provide for the safe custody of the seal, if any.

11.2 The seal of the company shall not be affixed to any instrument except by the authority of a resolution of the Board or of a committee of the Board authorised by it in that behalf, and except in the presence of at least two directors and of the secretary or such other person as the Board may appoint for the purpose; and those two directors and the secretary or other person aforesaid shall sign every instrument to which the seal of the company is so affixed in their presence.

11.3 Reserved Matters: Company should obtain the written consent of Share USA for undertaking any of the following actions:

- (a) amending the articles of association or memorandum of association.
- (b) addition or removal members / directors.
- (c) sale, transfer or creation of encumbrance on the immovable property owned by the company.
- (d) availing any loan / financial assistance.
- (e) any restructuring of the company or any transaction involving any restructuring of the company

12. Secrecy

12.1 The Board shall take all reasonable steps to ensure that every Director, General Manager, Manager, Secretary, Auditor, Treasurer, Member of Committee, officer, servant, agent, accountant or other person employed in the business of the Company observes strict secrecy with respect to all transactions of the Company with its customers and the state of the accounts with the individuals and in matters thereto and wherever required, the Board shall have such Director, General Manager, Manager, Secretary, Auditor, Treasurer, Member of Committee, officer, servant, agent, accountant or other person employed in the business of the Company to sign a declaration pledging himself/herself not to reveal any of the matters thereto which may come to his/her knowledge in the discharge of duties except when required so to do by the Board of Directors or under applicable law.

13. Records and Information, Transparency

13.1 The Secretary shall maintain a register of all Members, including their full name and registered address (where applicable). The Board of Directors shall require all Members to provide the Company with all necessary information in this regard, regularly.

14. Indemnity

14.1 Subject to the provisions of and so far as may be permitted by the Act, every Director, auditor, Secretary or other officer of the Company shall be entitled to be indemnified by the Company against all costs, charges, losses, expenses and liabilities incurred by him in the execution and discharge of his duties or in relation thereto including any liability incurred by him in defending any proceedings, civil or criminal, which relate to anything done or omitted or alleged to have been done or omitted by him as officer or employee of the Company and in which judgment is given in his favour (or the proceedings are otherwise disposed of without any

finding or admission of any material breach of duty on his part) or in which he is acquitted or in connection with any application in relation thereto in which relief is under the Act, granted to him by the Court. The Company may advance sums to any Director or other officer for payment of any amounts for which he would be entitled to indemnity hereunder in advance of judgment if he undertakes to reimburse the Company if judgment is finally not rendered in his favor.

15. Modification of the Articles

15.1 Subject to the provisions of the Act, Company may add, modify or delete any of the provisions of these Articles, subject to previous approval by the appropriate governmental authority pursuant to the provisions of the Act or such other law as may be prevalent at that time.

15.2 Subject to the provisions of the Act, a proposal for any amendment, addition, modification or deletion of these Articles may be placed before a General Meeting by any Member. Any amendment to the Articles will be valid only if approved by three-fourth (3/4th) majority of the votes recorded at the General Meeting with previous approval by the appropriate governmental authority pursuant to the provisions of the Act.

16. Winding Up

16.1 If upon a winding up or dissolution of the company, there remains, after the satisfaction of all the debts and liabilities, any property whatsoever, the same shall not be distributed amongst the members of the company but shall be given or transferred to such other company having objects similar to the objects of this company to be determined by the members of the company at or before the time of dissolution or in default thereof by the National Company Law Tribunal that has or may acquire, jurisdiction in the matter.

17. Dispute Resolution

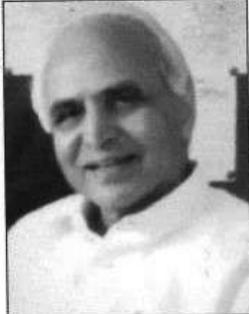
17.1 Any dispute between the Company, the members or the directors in respect of any matters contained herein shall, if not resolved through mutual discussion, be resolved through arbitration in accordance with the provisions of the Arbitration and Conciliation Act, 1996. The arbitration shall be held in English and the arbitration shall be conducted in the city where the company is located at the time of dispute. In case the Company is operating from multiple locations or branch offices across India, the arbitration shall be conducted in the city where the head office of the Company is located at the time of dispute.

18. General Authority

18.1 Wherever in the Act, it has been provided that any company shall have any right, privilege or authority or that any company cannot carry out any transaction unless it is so authorized by its Articles, then and in that case this Article hereby authorizes and empowers this Company to have such right, privilege or authority and to carry out such transaction as have been permitted by the Act, without there being any other specific Article in that behalf herein provided.

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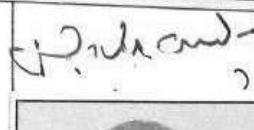
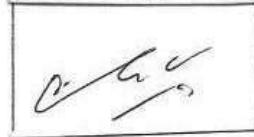
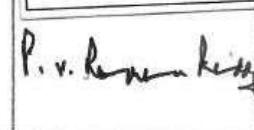
We the several persons, whose names, addresses and descriptions are subscribed here under are desirous of being formed into a Company not for profit in pursuance of the Articles of Association:

Sl. No.	Name, address, description and occupation of Subscriber	Photograph and signature of the subscriber	Signature, name, address, description and occupation of witness
1.	<p>Dr. Pesara Sudhakar Reddy S/o P.V. Narasimha Reddy 970, Powers Run Road, Fox Chappel, Pittsburg, 15238- Pennsylvania, USA Nationality: United States of America Occupation: Professor</p>		<p>I, Thaj Pasha witness to the subscriber who have subscribed and signed in my presence at Hyderabad on <u>17-01-2023</u>.</p> <p>Further, I have verified the Identity Details (ID) for his identification and satisfied myself of his identification particulars as filled in.</p> <p><i>(Signature of Thaj Pasha)</i></p> <p>Signed before me:</p>
2.	<p>Dr. Madhu Mohan Venkat Katikineni S/o Venkata Srihari Rao Katikineni 9316, Belleterre way, Potamac, MD 20584, USA Nationality: United States of America Occupation: Doctor</p>		<p>Thaj Pasha S/o. Khaja Mahamood Address: 44/1, Karkhana, Secunderabad, Hyderabad-09</p> <p>Occupation:</p> <p><i>(Signature of Thaj Pasha)</i></p>

Date: 17-01-2023
Place: Hyderabad

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Sl. No.	Name, address, description and occupation of Subscriber	Photograph and signature of the Subscriber	Signature, name, address, description and occupation of witness
3.	M.K. Agarwal S/o P.D. Agarwal 2A, 8-2-415/1, Road No. 4 Banjara Hills, Hyderabad - 500034 Nationality: Indian Occupation: Business	 	<p>, Thaj Pasha witness to the subscriber who have subscribed and signed in my presence at Hyderabad on <u>17-01-2023</u>.</p> <p>Further, I have verified the Identity Details (ID) for his identification and satisfied myself of his identification particulars as filled in.</p> <p>Signed before me:</p>
4.	Dr. A. Gopal Kishen S/o A. Laxminarayana Narayan Villa, 8-2-293/84/A/657, Road No. 33, Jubilee Hills, Hyderabad – 500033 Nationality: Indian Occupation: Doctor	 	<p>Thaj Pasha i/o. Khaja Mahamood address: 44/1, Karkhana, Secunderabad, Hyderabad-09</p> <p>Occupation: Employee</p>
5	P.V. Ramana Reddy S/o P. Sankar Reddy Plot No. 28, H.No. 393, Vivekananda Enclave, Road No. 2, Banjara Hills, Hyderabad – 500034 Nationality: Indian Occupation: Business	 	

Date: 17-01-2023
 Place: Hyderabad.

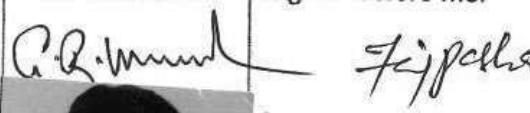
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Sl. No.	Name, address, description and occupation of Subscriber	Photograph and signature of the	Signature, name, address, description and occupation of witness
6.	A. B. Satyavas Reddy S/o A. B. Ramachandra Reddy 6-3-712/119, H.No. 2/3RT, Panjaguttan Colony, Hyderabad - 500082 Nationality: Indian Occupation: Business	 	<p>I, Thaj Pasha witness to the subscriber who have subscribed and signed in my presence at Hyderabad on <u>17-01-2023</u>.</p> <p>Further, I have verified the Identity Details (ID) for his identification and satisfied myself of his identification particulars as filled in.</p> <p>Signed before me:</p> <p><i>Thaj Pasha</i></p>
7.	G. Srinivasa Raju S/o G. Krishnam Raju Villa No. 34, Villa Greens, Gandipet K V Ranga Reddy District – 500075 Nationality: Indian Occupation: Business	 	<p>Thaj Pasha S/o. Khaja Mahamood Address: 44/1, Karkhana, Secunderabad, Hyderabad-09</p> <p>Occupation: Employee</p>
8.	Tirumala Prasad Siripurapu S/o Hariprasad Babu Siripurapu Plot - 306, New MLA/MP Colony, Road 10-C, Jubilee Hills, Shaikpet, Hyderabad – 500033 Nationality: Indian Occupation: Business	 	

Date: 17-01-2023
 Place: Hyderabad

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Sl. No.	Name, address, description and occupation of Subscriber	Photograph and signature of the Subscriber	Signature, name, address, description and occupation of witness
9.	G. Ramakrishna S/o G. Tata Rao H.No. 98/C, Sanjeeva Reddy Nagar, Hyderabad - 500038 Nationality: Indian Occupation: Business	 <<Signature of G Ramakrishna>>	I, Thaj Pasha witness to the subscriber who have subscribed and signed in my presence at Hyderabad on <u>17-01-2023</u> . Further, I have verified the Identity Details (ID) for his identification and satisfied myself of his identification particulars as filled in. Signed before me: 
10.	Srinivasa Rao Tella S/o Purnachandra Rao Tella 02, Teja Block, My Home Navadweepa Hitech City Road, Madhapur, Ranga Reddy District, Hyderabad – 500033 Nationality: Indian Occupation: Business	 <<Signature of T S Rao>>	Thaj Pasha S/o. Khaja Mahamood Address: 44/1, Karkhana, Secunderabad, Hyderabad-09 Occupation: Employee
11.	M. Ravinder Reddy S/o M. Ramachandra Reddy 8-2-293-82-NL-321, New MLA Colony, Jubilee Hills, Hyderabad – 500033 Nationality: Indian Occupation: Business	 <<Signature of M Ravinder Reddy>>	

Date: 17-01-2023
Place: Hyderabad

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Sl. No.	Name, address, description and occupation of Subscriber	Photograph and signature of the Subscriber	Signature, name, address, description and occupation of witness
12.	<p>Dr. Mohamed Maqbool-Ui Haq S/o Mohamed Manzoor UI Haq 207, Stanley CT, Friendswood, Texas-77546, USA</p> <p>Nationality: United States of America</p> <p>Occupation: Doctor</p>	 	<p>Thaj Pasha witness to the Subscriber who have subscribed and signed in my presence at Hyderabad on <u>17-01-2023</u>.</p> <p>Further, I have verified the Identity Details (ID) for his Identification and satisfied myself of his identification particulars as stated in.</p> <p>Signed before me:</p> <p></p> <p>Thaj Pasha S/o. Khaja Mahamood Address: 44/1, Karkhana, Secunderabad, Hyderabad-09</p> <p>Occupation: Employee</p>

Place: Hyderabad

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Key Academic and administrative personnel

1. Dr. P S Reddy
2. Dr. Madhu K Mohan
3. Prof. K Siva Rama Krishna
4. Dr. Subba Rao
5. Dr. Devendra Singh Negi
6. Dr. D Shailendra
7. Dr. Ch Mallikarjun Reddy
8. Dr. Geetha
9. Dr. Ram Kalyan Thukabandula
10. Dr. Hymavathi
11. Dr. Rafi
12. Dr. Rajive Kumar Sureka
13. Dr. Leo Sequeira Vaz
14. Someswara Rao Jayanti Rao
15. Nampalli Samaresh
16. A Venkata Rathnam
17. Srikanth Veldandla

DR. P.S. Reddy

Pesara Sudhakar Reddy

Professor of Medicine, School of Medicine, University of Pittsburgh, PA,

Chairman, SHARE (Science Health Allied Research & Education) Foundations, Mediciti Institute of Medical Sciences

P.S. Reddy, MD, Professor of Medicine, was born in Hanamkonda, Warangal District, State of Telangana on September 15, 1936. He completed schooling in Warangal and graduated (1962) from Gandhi Medical College, Hyderabad. In 1967 he passed MRCP examination and became a member of the Royal College of Physicians, Edinburgh, U.K. Thereafter, he migrated to the United States. In 1971, after completing medical residency and fellowship in cardiology at the University of Pittsburgh, Reddy became a member of the faculty of the University of Pittsburgh, and Director of the Cardiac Catheterization Laboratory, Presbyterian University Hospital, Pittsburgh. He became a tenured professor in 1987.

He is a very accomplished and successful clinical researcher. His original and innovative research has revolutionized many concepts in cardiology, particularly with respect to origin of 3rd and 4th heart sounds and hemodynamics of pericardial diseases. He has authored more than 100 articles in refereed journals as well as a book on Pericardial Diseases.

In 1983, he organized an International symposium on Auscultation and Phonocardiography in **Srinagar, Kashmir**. He always endeavored to bring new technology and knowledge back to India. He is an outstanding teacher and promoted first class CMEs in India. He received numerous awards from students, residents and fellows for excellence in teaching. He went to **Ain Shams University, Cairo, Egypt** five times in a period of 18 months and taught mitral valvuloplasty to local cardiologists. Since then, thousands of poor patients have benefited from the procedure.

- His expertise lead to his election as president of the Laennec Society, named after the inventor of the stethoscope. He was also nominated as Fellow of the Royal College of Physicians, Edinburgh, UK. In addition to awards from Telugu Association of North America and American association of Cardiologist of Indian origin, he was also honored with **Pulse of Pittsburgh award, the highest award conferred by American Heart Association of Pittsburgh for professional excellence (2010)**

P.S. Reddy's only passion is community service all through his life. He helped Indian community to build a **Hindu-Jain temple in Monroeville, PA**, a suburb of Pittsburgh to sustain Indian cultural values.

At the peak of his career he came into contact with visiting Prime Ministers Indira Gandhi and Rajiv Gandhi who exhorted Indian scientists in USA to contribute to their motherland. In collaboration with Padmavibhushan Prof. CR Rao and Padmabhushan Prof. Raj Reddy he co-founded SHARE (Science Health Allied Research Education) to establish Medical Science City- MediCiti- in Hyderabad. He inspired NRIs with his philosophy, "**Nature has created divided world of those who have capacity to give and those who need to receive. Let us thank God for blessing us with the capacity to give rather than to receive by giving.**" He raised more than three million dollars donations from NRIs for this mission. He himself dedicated more than 50% of his time for last 25 years to translate his dream into action. Consistent with his service motto, he founded SHARE MEDICAL CARE which established a rural, non-profit Hospital – Mediciti- in contrast to many for- profit commercial hospitals. It was later transformed into Mediciti Institute of Medical Sciences (MIMS).

Dr. Reddy saw a huge challenge and opportunity in the lack of basic health care services to rural populations and the lack of research capacity in Medical colleges. He, therefore, established SHARE INDIA, a research foundation recognized by SIRO (Scientific Industrial and Research Organization, GOI). He initiated the following research studies to train medical faculty in research as well as to deliver health care to rural population. The mother board for all research projects is the database about each citizen living in 40 villages of Medchal Mandal and 40 community health volunteers who weekly update the data with respect to any change in the status of any individual and whether intended health services are delivered to each individual. The secret of success of the program is timely identification and flagging individual failures with respect to each individual in the community, and taking immediate corrective action.

- **REACH (Rural Effective Affordable Comprehensive Health care):** The program identified women with 2 or more children eligible for tubectomy, pregnant women and children. Almost 100% Ante natal care and immunization was achieved. Total Fertility rate of less than 2 was achieved 15 years ahead of rest of the state.
- **REACH 2: (NCD and Telemedicine)** After having succeeded with ANC, immunization and family planning, technologically enabled health workers are screening every adult for Hypertension and Diabetes. Patients are counselled and medicines are prescribed by physicians of MediCiti using Skype. Thus Telemedicine is being practiced to deliver medical care to rural population for two commonest diseases- Diabetes and Hypertension. ICMR has approved the proposal in concept -**Implementation research combines service and research.**
- **CATCH (Community Access to Cervical Health);** Johns Hopkins University trained Mediciti faculty in evaluating multiple screening techniques to screen for cancer. Project was funded by NIH and Department of Biotechnology GOI.
- **APAIIDSCON: Andhra Pradesh Aids consortium** of 20 Private Medical colleges of Andhra Pradesh formed by SHARE INDIA has enabled private medical colleges to screen, treat and refer cases of HIV/Aids. Funded by CDC Atlanta, USA.
- **LIFE Study (Longitudinal Family hEalth study):** Faculty of Graduate School of Public Health (GSPH), University of Pittsburgh (UOP) initiated MIMS Faculty in doing an extensive and intensive prospective study based on national Children study of USA, which entails identifying married women, studying couples health and following them through pregnancy delivery and following physical and mental development of children to their adulthood- indeed very unique study for India. Twelve hundred families recruited and 1100 children born. The design paper is just accepted for publication by International journal of epidemiology
- **MILE Study:** GSPH-UOP faculty training MIMS faculty in conducting mobility and Independent living in the elderly. Design paper accepted for publication by International Journal of geriatrics.
- **Mycoplasma genitalium, differentiated Ureaplasma species, and pregnancy outcomes**

SHARE INDIA and University of Pittsburgh, Osmania Medical college to be included, -US\$ 42000 funded by NIH, USA .Willtest vaginal samples collected by LIFE study

- **Develop and Test 3D Printing Technology to Produce Innovative Limbs at Affordable Costs** for the Disabled in India, Collaborative project of SHAE INDIA and BITS PILANI, Rs 47 lakhs funded by BIRAC, Dept of Biotechnology, GOI
- **TETRA** (Technology enabled Health workers Extending Telemedicine Rural population at Affordable costs) Each citizen 20 years and above is being screened by health workers equipped with a Tablet, Printer, automatic blood pressure apparatus and a glucometer. If computer identifies an individual as hypertensive or diabetic, he/she is skyped with physician at Mediciti for medical consultation. Prescription is printed in patient's home.
- **HELP (HEaLthy Pregnancy project)**; Each pregnant woman is screened monthly for blood pressure, Creatinine and Uric acid to identify Pre-eclampsia patients by noticing early increases in those parameters compared to their own baseline values and not compared to population normal values or ranges. Thus foundation is being laid for personalized medicine.
- **FOGARTY INTERNATIONAL RESEARCH TRAINING GRANT**: A million dollar grant extended over a period of 5 years from the Fogarty International Center, NIH, USA was obtained by Drs. Bunker and Reddy to train MIMS faculty in research methodologies. Eighteen medical faculty members of MIMS have been so far trained both in India as well as USA at UOP and Johns Hopkins University. A meeting of all medical colleges in Telangana is planned for February 2016 to discuss how to seed research in other medical colleges of Telangana.
- **Indo American collaboration for development of Artificial Heart**.: Collaboration between University of Pittsburgh, Carnegie Mellon University, INTEGRIS Baptist Medical Center in Oklahoma City, BITS PILANI Hyderabad Campus, CBIT Hyderabad, Sreenidhi Institute of Science and Technology Hyderabad, Laxmen systems, Charlapalli and SHARE INDIA
 - Dr. Reddy received many awards for his humanitarian and community services;
 - American Telugu Association: the Award of Excellence for making quality medical care accessible to patients in developing countries. (1996).
 - American Association of Physicians from India: Distinguished Physician award in recognition of his outstanding professional and humanitarian services. (1995-96).
 - Tamil Nadu Dr. M.G.R. Medical University Madras: Doctor of Science degree (1996).
 - The University of Pittsburgh's Chancellor's Distinguished Public Service Award - 2000
 - American College of Chest Physicians outstanding community Service Award- 2001

CURRICULUM VITAE

MADHU K. MOHAN, MD

6510 Kenilworth Avenue, Suite 1200
Riverdale, MD 20737
(301) 927-7750

EDUCATION

Osmania University – Institute of Medical Sciences
Hyderabad, India
Medical Doctor

TRAINING

Osmania General Hospital, Hyderabad, India **1973-1974**
Rotating Intern

Whiston General Hospital Prescot, Liverpool, England 1975
Senior House Officer

Somerset-Morristown Hospital Program, New Jersey 1975-1976

Memorial Hospital, Morristown, NJ 1976-1978
Internal Medicine

Cornell Medical Center, Manhattan, New York 1978-1978
Senior Medical Resident, Cardiothoracic Intensive Care Unit

FELLOWSHIP

National Institutes of Health
Bethesda, MD 20205

**Research Associate, Section on Hormonal Regulation,
Endocrinology and Reproduction Research Branch**

National Institutes of Health
Bethesda, MD 20205

Bethesda, MD
Clinical Associate, Combined Inter-Institutes
Endocrinology Training Program

TEACHING & ADMINISTRATIVE EXPERIENCE

Prince Georges Hospital Center 1981-1997
Division Chief Endocrinology, PGHC Internal Medicine Residency Program

- Made teaching rounds, conducted journal clubs, weekly and monthly supervised endocrine conferences, arranged grand rounds. Also participated in the residency review committee and served on the Graduate medical education committee

Medical Director, Joslin Diabetes Center 9/2011-2019
Doctors Community Hospital, Lanham, MD

- Responsible for the day-to-day diabetes education, diabetes outpatient care and diabetes research in collaboration with Harvard Med School, Joslin Center.

Executive Medical Director, Doctors Community Practices, LLC 4/2016-Present
Doctors Community Hospital, Lanham, MD

- Assisted Doctors Community Hospital establish a robust ambulatory practice spanning the entire Prince Georges county with multiple sites with 20 providers, meeting physicians and NPs as required, conducted quarterly quality review meetings, participated in interviewing process to recruit new physicians and assisted DCH with community outreach programs, such as Diabetes on the Road.

PROFESSIONAL EXPERIENCE

President, Riverside Medical Group 9/1994- Present
6510 Kenilworth Avenue, Suite 1200 Riverdale, MD 20737

- Built the largest integrated multispecialty network in Prince George's County, which included a primary care & specialty network, an ambulatory surgery center, diagnostic x-ray facility, MRI & CT, nuclear medicine and a high complex clinical lab from 1996-2016 (20-years) serving at 12 locations in three counties

Private Practice, Riverside Medical Center 1981-1994
6504 Kenilworth Avenue, Riverdale, MD 20737

Investigator, Accelovance 5/2006-2018
Rockville, MD

Director, Riverside Clinical Research Center 2000-Present
6510 Kenilworth Avenue, Suite 1200, Riverdale, MD 20737

Chairman, Department of Medicine 1996-1998
Doctors Community Hospital, Lanham, MD

Clinical Consultant, National Institutes of Health, Bethesda, MD 1981-1983

PHILANTHROPY

Doctors Community Hospital Foundation
Public Health Foundation of India

LICENSURE AND CERTIFICATION

Maryland License No. D0023125
E.C.F.M.G.

FLEX (Licensed in Maryland, District of Columbia, and New Jersey)
Certified, American Board of Internal Medicine
Certified, Endocrinology and Metabolism
Fellow, American College of Physicians

AFFILIATIONS

The Endocrine Society
American Diabetes Association
American College of Physicians

PUBLICATIONS

Effect of Risedronate on the Risk of Hip Fracture in Elderly Women, Michael R. McClung, MD and et al. New England Journal of Medicine 2001; 344:333-340

Barry M. Brenner, Mark E. Cooper, Dick de Zeeuw, William F. Keane, William E. Mitch, Hans-Henrik Parving, Giuseppe Remuzzi, Steven M. Snapinn, Zhonxin Zhang, Shahnaz Shahinfar for the RENAAL Study Investigators. Effects of Losartan on Renal and Cardiovascular Outcomes in Patients with Type 2 Diabetes and Nephropathy. New England Journal of Medicine 2001; 345:861-869

Kevin J. Catt, Ernest Loumaye, Mohan Kitikineni, Camille L. Hyde, Gwen Childs, Abraham Amsterdam and Zvi Naor, Receptors and Action of GnRH on Pituitary Gonadotrophs. In Role of Peptides and Proteins in Control of Reproduction. S McCann (ed) Elsevier Biomedical 33-61, 1983.

H. Thomas Pretorius, Mohan Kitikineni, Timothy Kinesella, Sanford Barsky, Murray F. Brennan, Elizabeth Chu and Jacob Robbins, Thyroid Nodules After High Dose External Radiotherapy: Fine Needle Aspiration Cytology in Diagnosis and Management. JAMA 247: 3217-3220, 1982.

Zvi Naor, Mohan Kitikineni, Ernest Loumaye, Alfonson Garcia Vela, Marie L. Dufau and Kevin J. Catt. Compartmentalization of Luteinizing Hormone Pools: Dynamics of Gonadotropin Releasing Hormone Action in Superfused Pituitary Cells. Molecular and Cellular Endocrinology 27:213-220, 1982.

Vivian Chan, Mohan Kitikineni, Terry F. Davies and Kevin J. Catt. Hormonal Regulation of Rat Testicular Prolactin Receptors. Endocrinology, 108: 1607-1612, 1981.

Lipo T. Huhtaniemi, Mohan Kitikineni and Kevin J. Catt. Regulation of Neonatal Rat Gonadotropin Receptors and Steroidogenesis. Endocrinology, 108: 588-595, 1981.

Lipo T. Huhtaniemi, Mohan Katikineni, Vivian Chan and Kevin J. Catt. Gonadotrophin-induced positive regulation of testicular LH receptors. *Endocrinology* 108: 58-65, 1981

Lipo T. Huhtaniemi, Mohan Katikineni, Kevin J. Catt. Regulation and activation of testicular LH receptors. In Functional Correlates of Hormone Receptors in Reproduction, V.B. Mahesh (Ed), Elsevier-North Holland, New York 12:367-394, 1980

Mohan, Katikineni, Terry F. Davies, Lipo T. Huhtaniemi and Kevin J. Catt. LH receptor interaction in the testis: Progressive decrease in reversibility of the hormone-receptor complex.

Mohan, Katikineni, Terry F. Davies and Kevin J. Catt. Regulation of adrenal and testicular prolactin receptors by ACHT and LH. *Endocrinology* 108: 2367-2374, 1981.

Terry F. Davies, Mohan, Katikineni, Vivian Chan, James P. Harwood, Maria L Difau and Kevin J. Catt. Lactogenic receptor regulation in hormone-stimulated steroidogenic cells. *Nature* 283: 863-865, 1980.

Richard N. Clayton, Mohan Katikineni, Vivian Chan, Maria L Dufau and Kevin J. Catt. Direct inhibition of testicular function by GnRH: Medication by specific GnRH receptors in interstitial cells. *Proceedings, National Academy of Sciences, USA* 77: 4459-4463, 1980.

Kevin J. Catt, James P. Harwood, Richard N. Clayton, Terry F. Davies, Vivian Chan, Mohan Katikineni, Kaoru Nozu and Maria L. Dufau: Regulation of Peptide Hormone Receptors and Gonadal Steroidogenesis. In Recent Progress in Hormone Research, 36: 557-622, 1980.

PRESENTATIONS

Mohan Katikineni. Multiple states of hormone-receptor complex formation in the rat testis. 61st Endocrine Society Meeting Abst, 1979.

Mohan Katikineni, Terry F. Davies. Mechanisms of heterologous regulation of prolactin receptor. 62nd Endocrine Society Meeting Abst, 1980.

Mohan Katikineni, John Fakunding, Ernest Loumaye, Avi Naor. Dynamics of Gonadotropin secretion: Evaluation of short-term kinetics of action of GnRH and analogs. 63rd Endocrine Society Meeting Abst, 1981.

ABSTRACTS

Jennifer K. Sun, Ruth S. Weinstock, Mark Warren, Marcel B. Twahirwa, Joshua I Barzilay, Madhu K. Mohan, Traci Clemons, DME Found Study Group, Diabetic Macular Edema Identified by Optical Coherence Tomography (OCT) Screening During Diabetes Primary Care Visits. 2016-LBA-5903 – Diabetes, 2016. American Diabetes Association

Mohan Katikineni. Multiple states of hormone-receptor complex formation in the rat testis. 61st Endocrine Society Meeting Abst, 1979.

Mohan Katikineni, Terry F. Davies. Mechanisms of heterologous regulation of prolactin receptors. 62nd Endocrine Society Meeting Abst, 1980.

Mohan Katikineni, John Fakunding, Ernest Loumaye, Zvi Naor. Dynamics of Gonadotropin secretion: Evaluation of short-term kinetics of action of GnRH and analogs. 63rd Endocrine Society Meeting Abst, 1981.

L. Tamarkin, Mohan Katikineni, V. Chan, S. Yellow, D. Klein, B. Goldman. Photo Period and Pineal Regulation of Testis Function in the Syrian Hamster Mediated by Prolactin and by Testicular Prolactin and LH Receptors. 63rd Endocrine Society Meeting Abst, 1981.

K.J. Catt, Z. Naor, E. Loumaye, M. Katikineni, M. Knecht, A. Amsterdam, J.P. Harwood, R.N. Clayton. GnRH Receptors and Actions in the Pituitary and Gonads. In International Symposium on Pituitary Hormones and Related Peptides: From Cell Biology to Clinical Applications, San Marino, 1981.

Zvi Naor, Mohan Katikineni, Ernest Loumaye, Alfonso Garcia-Vela, Maria Dufau and Kevin Catt. Identification of three pools of luteinizing hormone in Pituitary Cells during stimulation by GnRH. Clinical Research, 29:297A, 1981.

G. Aguilera, C.C. Chiueh, M.K. Mohan and K.J. Catt. Role of Angiotensin II in the Regulation of ACTH Secretion. 65th Endocrine Society Meeting Abst, 1983.

V.M. Varma, S. Samtani, M.C. Hill, M.K. Mohan, A. Frost and A. Kahn. George Washington University Hospital, Washington DC; Comparative Study of Tc-99m Sestamibi/Subtraction Scintigraphy and Ultrasonography in the Localization of Parathyroid Adenomas. Society of Nuclear Medicine 40th Annual Meeting, Toronto, Ontario, Canada, 1993.

CLINICAL TRIALS/RESEARCH

Jennifer K. Sun, Ruth S. Weinstock, Mark Warren, Marcel B. Twahirwa, Joshua I Barzilay, Madhu K. Mohan, Traci Clemons, DME Found Study Group, Diabetic Macular Edema Identified by Optical Coherence Tomography (OCT) Screening During Diabetes Primary Care Visits. 2016-LBA-5903 – Diabetes, 2016.

Madhu K. Mohan, MD, A Multicenter Study to Evaluate Performance of an Automated Device for the Detection of Diabetic Retinopathy. Protocol: IDX-DR1, Site IDX01

Barry M. Brenner, Mark E. Cooper, Dick de Zeeuw, William F. Keane, William E. Mitch, Hans-Henrik Parving, Giuseppe Remuzzi, Steven M. Snapinn, Zhenxin Zhang, Shahnaz Shahinfar for the RENAAL Study Investigators. Effects of Losartan on Renal and Cardiovascular Outcomes in Patients with Type 2 Diabetes and Nephropathy. 2001; 345:861-869

A Randomized Double-Blind, Placebo-Controlled, Parallel-Group, Phase 3 Study of XXXXX in Adult Migraineurs for a Single Migraine followed by Open-Label Extensions to 26/52 Weeks. (MAP002) 2008

A Double-Blind, randomized, Placebo-Controlled Study to Evaluate the Efficacy and Safety of XXXXX When Co-Administered with XXXXX 5 mg in Subjects with Essential Hypertension. (TKA001) 2008

Gastrointestinal Randomized Event and Safety Open Label NSAID Study: A Randomized, Open-Label Blinded-Endpoint, Parallel-Group Trial of GI Safety of XXXXX Compared with Non-Selective Nonsteroidal Antiinflammatory Drugs (NSAIDS) in Osteoarthritis Subjects. (BBA007) 2007

A Randomized, Double-Blind, Multiple-Site, Placebo Controlled, Parallel Design, Clinical Study to Evaluate the Bioequivalence of XXXX Creme 0.1% (XXXX) Compared to XXXX (XXXX 0.1%) Topical Cream (XXXX) in Patients with Acne Vulgaris. (NVM011) 2007

A Phase 3, Randomized, Double-Blind Trial to Evaluate the Safety, Tolerability and Immunogenicity of a Pneumococcal Vaccine When Administered Concomitantly with Trivalent Inactivated Influenza Vaccine in Healthy Adults Aged 50-59 years Naive to XXXXX and to Evaluate the Immune Response of a Second Dose of XXXXX Administered 5 years after Initial XXXXX Immunization. (I3R004) 2007

A Prospective, Multicenter, Double-Blinded, Randomized Study to Evaluate Bleeding Patterns in Women Using XXXXX Compared to XXXXX Oral Contraceptive Regime. (DMP003) 2007

A Multi-Center, Randomized, Open-Label, Active Controlled, Parallel Arm Study to Compare the Efficacy of 12 Weeks of Treatment with XXXXX 100 mg, qd to XXXXX as Add On Therapy in Patients with Type 2 Diabetes Inadequately Controlled with XXXXX in a Community Based Practice Setting. (I3R002) 2007

Evaluation of the Safety and Tolerability of a New Intravenous Anti-D Immunoglobulin Preparation (XXXX) and Pharmacokinetics Equivalence to XXXXX (NAB001) 2007

A Randomized, Double-Blind Study Evaluating the Safety and Tolerability of a 600-mg XXXXX and a 600-mg XXXXX of Oral XXXXX Oral Placebo for 14 Days in Volunteers. (SAL001) 2006

Phase III, Multicenter, Randomized, Double-Blind, Parallel arm, 52 week, Comparison Study of the Efficacy and Safety of 25mg QD and 50mg QD of [OPC-6535] Oral Tablets and 800 mg BID off[Asaco]I in the Maintenance of Remission in Subjects with Ulcerative Colitis. (KND078) 2004

A Safety and Efficacy Study Comparing Drug A 30mg and Drug A 45mg in Combination with Drug B.

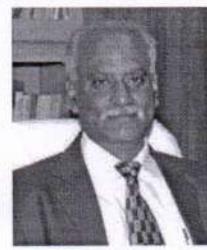
An Open-Label Extension Study to Assess the Long Term Safety, Tolerability and Efficacy of Drug A When Administered as Monotherapy, Once Daily, to Patients with Non-Insulin Dependent Diabetes Mellitus.

A 26-week Randomized, Double Blind, Multicenter, Placebo-Controlled, Study to Evaluate the Safety, Efficacy, and Tolerability of Drug A Therapy When Administered to Patients with Non-Insulin Dependent Diabetes Mellitus (NIDDM) Using Once Daily Dosing Regimen, and to Determine the Therapeutic Equivalence of the Once and Twice Daily Dosing Regimens.

A Double-Blind, Placebo-Controlled, Multicenter, Phase II Study to Evaluate the Effects of Drug A on Glycemic Control as Determined by Glycated Hemoglobin in Patients with Type I Diabetes Mellitus.

A Multicenter, Randomized, Double-Blind, Placebo-Controlled, Parallel Group Study to Determine the Efficacy and Safety of Drug A in the Treatment of Osteoporosis in Elderly Women.

CURRICULUM VITAE



Prof. KOLLA SIVA RAMA KRISHNA

Former Vice-Chancellor

GITAM (Deemed to be University),
Visakhapatnam-530 045, A.P.

EXECUTIVE SUMMARY

Aspires to create a distinctive world-class University, which would contribute to making India, a global leader, by producing competent graduates possessing well-integrated personalities, equipped with due technical, economic, managerial and leadership skills, and grounded in human values and ethics. His rich experience and achievements over the past three and half decades equip him with the necessary capacities to accomplish this mission.

*An academic topper, national level NCC para-trooper and athlete, he was awarded a specially instituted **Gold Medal for Best All-rounder** during his graduation, secured University third Rank for his post-graduation and won the **Andhra University Gold Medal for the Best Doctoral Thesis**. Subsequently, with over 36 years of experience as academician in the capacities of Professor, Associate Professor/Reader and Lecturer, and as academic administrator in the roles of Vice-Chancellor, Pro Vice-Chancellor, Principal, Dean, and Head in the University system, Prof. Kolla has a rich research experience in terms of completing independent national research projects and has guided 5 Ph.D. scholars to successful fruition. Besides publishing 13 books, and 17 papers in international and national journals/books, he also organized 45 national and international conferences and conducted 9 consultancy projects and 25 management development/training programs. He has combined his passion for teaching and administrative acumen in developing young minds, thus contributing to making the University, one of the best in the country.*

He is motivated by challenging assignments and believes in adopting a committed professional approach for comprehensive achievement of goals. Given his grounding in Human Resource Management, he considers human potential as the greatest asset and seeks to harness the unique talents and skills of employees for organizational growth. He enjoys networking with people and organizations and maintains active, professional and cordial relations with all stakeholders. A die-hard optimist, he believes in steady, incremental and inclusive growth, based on social consciousness and civic values.

Key Deliverables as Vice-Chancellor and Pro Vice-Chancellor

- **Strategic Support:** Oversaw academic planning, academic program review, and curriculum development; supervised budget preparation for the academic and academic-related programs, allocating and reallocating funds and resources to and from these programs. Ensured that academic policies effectively support the goals of the University's Vision and, as necessary, recommended changes in academic policy and programs to the Academic Senate. He has taken initiative in establishing Student Entrepreneurship Centre.

- ☛ **Budget Preparation:** Prepared annual budget requests for the portfolio, in alignment with the University's strategic plan, and managed resources in a way that most effectively advances the institution's strategic academic goals.
- ☛ **Curriculum Design and Development:** Developed a weekly schedule based on appropriate learning materials while being receptive to new teaching methods. Advised on academic committees that deal with institutional policies, departmental matters and academic issues.
- ☛ **Academic Leadership:** Provided leadership in creating and maintaining academic standards and policies and in ensuring an effective and compelling learning environment for students within the University. Oversaw the development & implementation of objectives and long-term plans for curriculum and instructional evaluation and improvement.
- ☛ **Liaison & Coordination:** Interacted and collaborated with students, parents, corporate sector, Government Agencies, and the community to build an environment that maximizes students' learning, academic performance, and social growth. Maintained liaison with other national and international Universities, business, Government departments, community, employers, high schools, colleges and other stakeholders based on supply-chain approach.
- ☛ **Academic Improvements:** Brought improvements in academic quality by ensuring that rigorous processes are in place for all academic activities. Also developed faculty recruitment, mentoring, performance review, and promotion policies and procedures so as to continuously elevate the level of teaching and learning.
- ☛ **Academic Resources:** Provided modern library (including on-line) and ICT facilities.
- ☛ **Administrative Support/Personal Advancement:** Upgraded himself with recent advancements in various subjects and conducted research on particular field of knowledge; advised on academic or administrative committees that deal with institutional policies, departmental matters, and academic issues.
- ☛ Additionally, mentored & monitored the performance of academic and non-academic staff members to ensure efficiency. Prof. Kolla created and sustained a dynamic work environment that fostered development opportunities and motivated high performance amongst staff members.

Significant Initiatives as Dean & Principal and Head of the Department

☛ As Dean & Principal- Years (2007-08 to 2015-16)

Several innovative initiatives were undertaken as Dean & Principal. Prominent among them include:

- **GITAM Management Excellence Meet:** Self- strategic management system by the students was introduced, which was institutionalized.
- **Increase in student Intake and Revenue:** Innovative initiatives bore fruits of attracting quality and financially affordable students that resulted in generating high and surplus revenue of Rs. 10 to 15 crores every year.

- **Widened Corporate Network** for Enhanced Placements that resulted in procuring job placements with higher pay.
- **Deputation of faculty to IIM, Ahmedabad:** Initiatives were implemented to depute two faculty members to IIM, Ahmedabad Faculty Development Programme for six months.
- **MoUs with Foreign Universities:** Phenomenal measures were implemented in signing MoUs with international universities (**University of Glasgow Business School and Central Michigan University**) that helped students to get foreign degree with exposure at an affordable fee.
- **MoUs with Industry:** Apt measure of establishing an English Language Learning Centre for mutual benefit was materialized by signing a MoU with HSBC.
- **Intensive Network with Professional Bodies:** Initiated and developed intensive network with professional bodies like AIMA, CII, Association of Chamber of Commerce, FICCI, ISTD, NIPM, NHRD, IEA, etc., that provided multi-dimensional academic events.
- **GITAM Journal of Management:** Initiative taken as Editor and Chief-Editor to publish GITAM Journal of Management which brought good reputation to the Institute and promoted research-culture.
- **NAAC Accreditation:** Obtained NAAC accreditation in 2005, first of its kind among management institutes and accredited with '**A**' Grade.
- **B-School Rankings:** Participated in all B-School Rankings of different agencies to know where we stand in different parameters and to work for further improvement. We used to be **No. 1** B-School in combined Andhra Pradesh, and one among **top 10** B-Schools in South India and **top 40** Best B-Schools in India.
- **Innovative programmes** like BBA (Business Analytics in 2015-16) and MBA FinTech in (2016-17) were introduced.
- **Introduced Professional Competency Development Courses** like Yoga, Outbound Training (OBT), Social Projects, Current Business Affairs, and Book-Review.
- **Introduced International Professional Certification Collaborative programmes** like ACCA, and CIMA.
- **Autonomous College Status** was granted by the UGC for the Undergraduate programme (BBM) first time in Andhra Pradesh in 2003-04.

• As Head of the Department (1998-99 to 2006-07)

Several innovative initiatives were taken as Head of the Department of Human Resource Management. Significant among them include:

- **HR Professional Meets:** HR Professional Meets were organized as annual events in different cities to develop professional networks. The students were asked to make presentations on the latest concepts and practices of Human Resource Management that provided an understanding about student potentials to HR Managers. It helped students in securing placements. The students also developed self-confidence in interacting with the HR professionals. These initiatives were later institutionalized and led to strong network with professionals who in turn helped in organizing guest lectures, curriculum development, student internships, job placements, etc.
- **Job Placements:** The culture of job placements in an affiliated college i.e., College of Management Studies was initiated by inviting Corporates to the college in order to conduct placement interviews or by sending the students to the Corporates for job placements. This enabled students in getting jobs in renowned organizations and that, in turn, attracted quality students to the Programme.
- **Results:** The students of MHRM program of College of Management Studies (affiliated to Andhra University) secured 100% first classes for three consecutive years which was a record in Andhra University.
- New Pedagogy was introduced and institutionalized.

I. ACADEMIC PROFILE

Academic Qualification

1. B.A. (Psychology, Industrial Relations, Economics); **I Class** (63%); Andhra University; Visakhapatnam; 1982.
2. M.A. Industrial Relations & Personnel Management (IR & PM); **I Class** (67%); Andhra University, Visakhapatnam; 1985.
3. Ph.D., HRM in Agriculture Sector, Andhra University, Visakhapatnam, 1993.
4. P.G. Diploma in Public Relations, Bharathiya Vidya Bhavan, 1985.

Medals and Distinctions

1. **Gold Medal** for Best All Rounder in BA for the year 1981-82.
2. **Third Rank** in M.A. (IR & PM), Andhra University 1985.
3. **Gold Medal** for the Best Doctoral Thesis in Humanities and Social Sciences for the year 1993 awarded by Andhra University.
4. Fellow of National Institute of Personal Management Kolkata, 2015

Academic Experience	:	Since 1985
Lecturer	:	Since 1985
Reader/Associate Professor	:	Dec. 1994 – June 2003 (8 1/2 Years)
Professor	:	Since June 2003
College of Management Studies / GITAM Institute of Management		
Experience in GITAM	:	Since 24 th April 1997
Associate Professor	:	April 1997 – June 2003 (6 Years)
Professor	:	Since June 2003
Specialization	:	Human Resource Management
Courses Taught	:	Management Theory and Practice; Human Resource Management; Human Resource Development, Industrial Relations; Wage and Salary Administration; Employment Laws; Organisational Behaviour; Entrepreneurship; Insurance Management; Performance Management.
Research Experience	:	Since 1987
Doctoral Research	:	1987 – 1993
Major Research Projects	:	2
1. UGC Major Research Project on “ Technical Education in the New Economic Order: Role of HRD Interventions ” awarded in 1999.		
2. UGC Major Research Project on “ Institute – Industry Interaction – An Empirical Study with reference to Interaction between Management Institutes and Industrial Organisations ” awarded in 2014.		
Doctorates Awarded: 5		
i) “ Women Workers in Agricultural Sector - A Study in the state of Andhra Pradesh ”, 2003.		
ii) “ Human Resource Development: A Study on the Perceptions of Software Professionals in Hyderabad ”, 2005.		
iii) “ Strategic Management in Business Enterprises – A Case Study of Rashtriya Ispat Nigam Limited ”, Visakhapatnam 2011.		
iv) “ Organizational Competence and Job Satisfaction: A Study of Business Management Institutions in the State of Andhra Pradesh, India ”. 2013.		
v) Emotional Intelligence and its Impact on Leadership Effectiveness of Middle Level Leaders in Banking Sector in 2019.		

Publications

Books: 13

1. **Human Resource Management in Agriculture Sector**, Discovery, Publishing House, New Delhi, 1995.
2. **Women Workers in Agricultural Sector**, Dominant Publishers and Distributors, New Delhi, 2005.
3. **New Deal in Insurance**, Excel Publishers, New Delhi, 2006.
4. **Doctoral Research in HRM Area – A compendium of Doctoral Degrees awarded by Indian Universities in HRM area from 1857 to 2006**, Excel Publishers New Delhi 2007.
5. **Strategic Management and Business Policy Text and Cases** – Excel Publishers, New Delhi, 2008.
6. **Research Methodology** – Excel Publishers, New Delhi 2008.
7. **Human Resource Management** – Excel Publishers, New Delhi, 2009
8. **Organisational Behaviour** - Excel Publishers, New Delhi, 2009.
9. **Human Resource Management for Competitive Advantage** – Excel Publishers, New Delhi 2009.
10. **Economic Turbulence: Shifts in Business Strategies and Practices** – Himalaya Publishing House – 2011.
11. **Doctoral Research in Human Resource Management in Indian Universities 1857 – 2011** – Excel Publishers 2012.
12. **Human Resource Development** – Paramount Published House 2011.
13. **Organizational Competence And Job Satisfaction** – Wisdom Press 2015

Papers: 17

1. “*Understanding Technology*” Indian Management, New Delhi, March, 1998.
2. “*Minimum Wages in Agricultural Sector*”, Modern Marketman, Institute of Management & Marketing Studies, Cuttack, May, 1998.
3. “*Technical Education and the New Millennium: Role of HRD Interventions*”, Proceedings of the International Conference on “Delivering Service Quality – Managerial Challenges for the 21st Century”, Indian Institute of Management, Ahmedabad, Dec, 1999.
4. Contributed a Chapter on “*Multinational Corporations*” to the book International Business authored by Prof. P. Subba Rao, Himalaya Publishing House, Mumbai, 2000.

5. "Human Resource Development Model for Technical Education Institution", The Indian Journal of Technical Education, New Delhi, Volume 24 No.4 October – December, 2001.
6. Major research project abstract on "Technical Education and the New Economic Order: The Role of HRD Interventions", GITAM Journal of Management, January – June, 2004.
7. Contributed two lessons on "Organisation Theory" for course material of Dr. B.R. Ambedkar Open University, Hyderabad, Jan, 2004.
8. Contributed five lessons on Business Communication and five lessons on Strategic Human Resource Management for course material of Dept. of HRM, School of Distance Education, Andhra University, Visakhapatnam, June 2006.
9. "Changing face of companies and Role of Internal Marketing" Journal of Contemporary Research in Management, Coimbatore, January – June 2007.
10. "Turnaround Strategies for Human Resources Management" - Indian Journal of Training & Development, New Delhi, July – September 2007.
11. "The Impact of Organizational Competence on Job Satisfaction of Management Faculty in the State of Andhra Pradesh" – GITAM Journal of Management, January – March 2013.
12. "Determinants of Job Satisfaction of Faculty in Higher Education" – The Indian Journal of Industrial Relations – A Review of Economic & Social Development – July 2013.
13. "Job Motivation among Faculty in Management Institutes" - International Journal of Research in Organizational Behaviour and Human Resource Management-September 2015
14. "Best Practices Strategy for Development and Sustainability of Indian Universities" published in University News (a weekly journal of Higher Education), Association of Indian Universities- February 2019.
15. "Talent Management in Universities" published in University News (a weekly journal of Higher Education), Association of Indian Universities- October 2019.
16. "Employability and Entrepreneurship Issues and Challenges for Indian Universities" published in University News (a weekly journal of Higher Education), Association of Indian Universities- August 2020.
17. "Financing of Higher Education in the Context of Implementing National Education Policy - 2020" published in University News (a weekly journal of Higher Education), Association of Indian Universities- February 2021.

Seminars /Conferences/Workshops Attended: 32

International: 5

1. Participated and presented a paper on “Technological Change and Management” at the International Conference on Management of Technology organized by IIT, New Delhi on December 21-23, 1997.
2. Participated and presented a paper on “Technical Education and the New Millennium: Role of HRD Interventions” at the International Conference on Delivering Service Quality – Managerial Challenges for the 21st Century organized by IIM, Ahmedabad on December 28-29, 1999.
3. Participated Asia-Pacific HRM Conference 2005 on “Leading Transformation in the 21st Century: New Paradigms, New Directions”, December 1-3, 2005, Chennai, organized by Asia Pacific Federation of Human Resource of Management and NIPM, Chennai Chapter.
4. Invitation received from School of Business Administration, University of Papua New Guinea as Visiting Professor in June 2011.
5. Participated in the International National Conference on “The Evolving New HR Agenda” organized by IPM Srilanka in June 2012.

National: 27

1. Workshop on “Industrial Relations – Challenges and Technological Changes”, NIPM (Visakha Chapter) held at Dolphin, 12th & 13th February, 1988.
2. Workshop on “Futurology” conducted by Andhra University at Sir C.R. R. College, Eluru, December, 1989.
3. Four weeks orientation course conducted by the Academic Staff College, Andhra University, July-Aug, 1991.
4. National Seminar on “Recent Trends in Human Resource Management” organized by Dept. of IR & PM, Andhra University, December, 1993.
5. Workshop on “Inter-Industrial Meet on Human Resource Management” organized by RINL – Visakhapatnam Steel Plant, October, 1998.
6. The All India Conference on “Blending the Best of the West in Management Education” organized by Ministry of Human Resource Development, Government of India, Association of Management Schools, Management Centre for Human Values, IIM, Kolkata and National Institute of Human Development, Vivekananda Nidhi, Kolkata – 18th March, 2001.
7. Quality Improvement Programme on Current Trends in Teaching Organizational Behaviour organized by Management Development Institute, Gurgaon from April 23rd to May 4th, 2001.

8. Workshop of the Stakeholders' of the ILO-IPEC-ABSBP relating to Sensitization and Capacity Building Strategy, Dr. MCR Human Resource Development Institute of A P, Hyderabad, 27th May, 2002.
9. Mini Programme-cum-Workshop of District Collectors and Partners in respect of Micro-Level Interventions in Pilot Areas and World Day against Child Labour, Dr. MCR Human Resource Development Institute of A P, Hyderabad, 12th June, 2002.
10. Workshop on "Review of HRM Curriculum" organized by Dept. of Industrial Relations & Personnel Management, Andhra University on 22nd January, 2004.
11. Workshop on "Industrial Relations Teaching and Research" organized by GITAM Institute of Foreign Trade, on 6th February 2004.
12. Workshop on Assessment & Accreditation organized by College Development Counsel, Andhra University on 13th March, 2004.
13. Seminar on "Learning From Each Other Eastern & Western Management Thoughts And Practices" Conducted By GIFT on February, 2004.
14. A Two day workshop on "Globalisation, Trade Union challenges and Labour Management Cooperation" organised by GIFT, 13-14, July, 2004.
15. National Seminar on Enhancing Competitiveness of Indian B-Schools with International Benchmarking" Conducted by XIME, ACITE, CII, Bangalore on 26th & 27th July, 2004.
16. "National workshop on Re-Accreditation of Colleges and Universities" organized at Bangalore from 7th to 11th May, 2005, by AAIDU and IQHE.
17. One day workshop on "Quality Improvement and Accreditation" organized at Visakhapatnam on 23rd July, 2005, by ITM, Andhra University and Association of Indian Management Schools (AIMS).
18. Seventeenth Annual convention on "Management 2025 New Paradigms for India's Competitiveness" held on August 28th – 30th, 2005, Hyderabad, Association of Indian Management Schools.
19. Participated in the 9th Annual Convention of Strategic Management Forum organized by Indian Institute of Management, Kozhikode, May 18 – 20, 2006.
20. 9th Annual Convention of Strategic Management Forum held on May 18th – 20th, 2006, IIM, Kozhikode.
21. Seminar on "Indo-American Education Summit 2009" organized by Indus American Education, Hyderabad on 10th November 2009.
22. 37th National Management Convention "Managing India: Issues and Challenges for the Corporate World" organised by AIMA, New Delhi on 22nd & 23rd September, 2010.

23. Annual National Conference organised by NIPM, New Delhi during 14 – 16 February 2011.
24. Conference on Leadership Imperatives for Emerging India conducted by CII, Visakhapatnam on 22nd December 2011.
25. Chairman for the Technical Sessions for the UGC Sponsored National Seminar on “Management Institute – Industry Interface organized by VRS & YRN College, Chiirala on 29th March 2012.
26. National Conference in association with Asia Pacific Federation of HRM conducted by NIPM during 26 – 28 September 2013 in Goa
27. National Research Conference “Managing Turbulence in Management Education: Aligning with the Needs of Industry” held on 19 – 20th March 2014 at New Delhi.

Seminars/Conferences/Workshops Organised: 45

1. National Seminar on “Human Resource Management for Competitiveness” on 28th June, 1997.
2. Industry - Institute Meet on “Human Resource Management”, 13th December, 1997.
3. A seminar on “Emerging Trends in Management Structure and Culture” on 11th March, 1998.
4. HR Professionals Meet on 18th May, 1999 at Hyderabad.
5. Round Table Conference on “Leveraging Human Resources for Competitive Advantage in the New Millennium” on 12th November, 1999.
6. Southern Regional Conference on “Agenda and Outlook for Jobs, Industries and Communities – Trade Union concerns and Industrial Relations Implications” on 10-11th April, 2000.
7. HR Professionals Meet on 20th June, 2000 at Hyderabad.
8. One day Conference on “Employment Relations: Agenda for Change – Tasks and Expectations before the Second National Commission on Labour” in association with International Management Institute, New Delhi on 16th September, 2000.
9. HR Professionals Meet on 28th June, 2001.
10. Co-ordinator, Confluence – 2001, an All India B – Schools’ Meet organized on 22nd, 23rd & 24th of November, 2001.
11. HR Professionals’ Meet at Bangalore on 30th May, 2002.
12. National Seminar on “The Recommendations of the Second National Commission on Labour” organised by NIPM – Visakha Chapter on 23rd November, 2002.
13. Workshop on “The Information Economy and Labour-Management Relations: Managing for Results” on 5th March, 2003.

14. Workshop on “Industrial Relations Teaching and Research “on 2nd February, 2004.
15. Served as a Judge for Continuous Learning Environment Competitions Conducted by Hindustan Zinc Ltd. On 28th June, 2003.
16. National Seminar on “Indian Insurance Industry: Trends and Challenges” on 26th & 27th November, 2004.
17. Vice-Chairman, Organizing Committee, GEM-2006, An All India B-Schools Student’s Meet held on 9th –11th January, 2006.
18. National Conference on “Competitive Advantage through Human Resources” held on March, 10th – 11th , 2006, College of Management Studies in association with NIPM, Visakha Chapter.
19. Seminar Coordinator, Seminar cum workshop on “Teaching Learning & Evaluation” workshop organized by College of Management Studies, GITAM, on 30th & 31st July, 2006.
20. Convener, National Seminar on “Judicial Pronouncement-- Implications on employer – Employee Relations jointly organized by College of Management Studies, GITAM, International Management Institute, New Delhi and National Institute of Personnel Management, Visakha Chapter on 1st & 2nd September, 2006.
21. Vice-Chairman, International Conference on “Going Global: Unleashing People Potential” January 20 - 21, 2007.
22. Seminar on Financial Risk Management on 14th November, 2008.
23. Conference Principal Convener, International Conference on “Global Economic Turbulences: Shifts in Business Structures and Systems” held on July 12–14, 2009.
24. Workshop on “Valuation of Stocks & Bonds, Technical Analysis and Portfolio Management” on 29th August to 3rd September, 2010
25. International Conference on Transformation of HRM held on 5th & 6th December 2010.
26. “National Seminar on Law and Management: Policy Perspectives” on 22nd & 23rd January 2011.
27. “National Seminar on Containing Violence: Measures for Resolution” on 29, 30 & 31st January 2011.
28. National Seminar on “Spiritual Aspects of Mahatma Gandhi’s Philosophy and Practices” held on 30th September 2011.
29. A three day Annual National Conference of NIPM on “Strategic Human Resources for Sustainable Competitiveness” during 8 – 10 December 2011.
30. Workshop on “Application of Gandhian Ideas in the Areas of Peace, Conflict Resolution, Rural Development and Higher Education” on 27th & 28th January 2012.

31. A Two day National Workshop on Social Entrepreneurship Development on 10th & 11th February 2012.
32. A two day National Workshop on “Institution Building” on 13th & 14th March 2012.
33. National Seminar on “Mahatma Gandhi and Current Scenes of Corruption in the Country” held on 28th August 2012.
34. FICCI Seminar on Budding Entrepreneurs along with Millennium Alliance on 18th September 2012.
35. National Seminar on “Financial Inclusion in India: Challenges and Strategies” on 12th October 2012.
36. A One Day Workshop for Faculty on “Financial Derivatives on 10th November 2012.
37. 95th Annual Conference of Indian Economic Association during 27 – 29th December 2012.
38. National Seminar on “Emerging Trends in Marketing” on February 1st & 2nd 2013.
39. National Seminar on “Employee Engagement for Organizational Excellence” on 15th & 16th March 2013.
40. National Seminar on “Peace and Conflict Resolution: Gandhian Perspective” from 4th to 6th October, 2013.
41. National Conference on “Rebuilding Microfinance in India: Issues and Challenges” held on 13th and 14th December, 2013.
42. Indian Institute of Management, Ahmedabad Faculty Development Programme Alumni Conference on “Ethics and Social Responsibility of Business” held on 20th and 21st December, 2013.
43. International Seminar on Indian Psychology: Where do we go from here? held during 23 – 25 January 2014.
44. National Seminar on “Opportunities in Rural Marketing” held on 21st & 22nd February 2014.
45. National Seminar on “Management of Employee Relations: New Manifestation” held on 19th & 20th March 2015.

FDPs & MDPs Organized: 25

1. Executive Development Programme on “Emotional Intelligence” to Officers of the Naval Dockyard, Visakhapatnam on 25th August, 2000.
2. Executive Development Programme on “Strategic Human Resource Management on 12 & 13th February, 2001.

3. Faculty Development Programme on "Strategic Human Resource Management on 17 & 18th February, 2001.
4. Supervisory Development Programme to Daspalla Hotels Ltd. on "Interpersonal Relations" on 23rd March, 2001.
5. Supervisory Development Programme to Dredging Corporation of India, Visakhapatnam on "Globalisation and need for Attitudinal Change" on 29th & 30th November, 2001.
6. A session for BHPV Ltd. HR Dept. Staff about "Globalisation and the role of HRM" on 2nd January, 2001.
7. Served as a Master Trainer to give training to Visakha Rural Mandal Enumerators/Supervisors of Census, 2001, O/o The Mandal Revenue Officer, February, 2001.
8. Conducted Supervisory Development Programme on "Transactional Analysis and Communication" to Employees of the Naval Dockyard, Visakhapatnam on August, 2002.
9. A three day training programme on "Workers Participation in Management" for Trade Union representatives of South Eastern Railway Division, Visakhapatnam on 4th February to 6th February organised by Central Board for Workers Education.
10. One Day Training Program For The Executives of L&T, Visakhapatnam on the Topic of "Emotional Intelligence" on 20th November, 2003
11. A two-day Programme on Organizational Behavior for Senior Executives of Visakhapatnam Municipal Corporation on 8th & 9th June, 2004.
12. A two day training programme on "Self-Development for Workers" on 17th August, 2004 for Naval Dockyard Employees.
13. Management Development Programme on Leadership for Change Management at Hindustan Zinc Ltd., on 24th, 26th & 28th October, 2005.
14. Executive Development Programme on Work Life Balance at NTPC-Simhadri Unit, on 16th November, 2005.
15. Management Development Programme on Change Management at Hindustan Coca-Cola Beverages (P) Ltd., on 30th November, 2005.
16. Management Development Programme on Importance of Team at MSTC on 11th February, 2006.
17. Management Development Programme on Project Management at Visakhapatnam Port Trust, on 25th April, 2006.
18. Management Development Programme on Managerial Effectiveness through Emotional Intelligence on 25th & 26th August, 2006 in College of Management Studies, GITAM.

19. Faculty Development Programme on Personal Effectiveness through “Creativity and Innovation” for middle level managers of NTPC on 27th & 28th February 2007.
20. Faculty Development Programme on Human Resource Management Policies and Strategies held from 14th 30th March 2007.
21. A Two Day Management Development Programme organized in association with NTPC on “Personal Effectiveness Through “Creativity and Innovation” for Middle Level Managers of NTPC on 27th & 28th February 2007.
22. A Two Day Training Programme on “Competency Development for Workmen of SC LPG Zone – HPCL” on 8th & 9th February 2010.
23. A Two Day Management Development Program on “Stress Management” was conducted on 28th and 29th November, 2013.
24. A Two Day FDP was organized on “Crafting and Publishing of Research” on 23rd and 24th December, 2013.
25. A Two Day Management Development Programme on “Coaching Skills for Women Employees: Key to drive change in self and others” organized on 13th & 14th February 2014.

Consultancy and Surveys Conducted: 9

1. A Major Fire Accident in HPCL – A Study on Safety Measures – 14th September, 1997.
2. A survey on Domestic Girl Labour – October, 1997.
3. Conducted “Micro Level Planning Survey” conducted in 12th Janmabhoomi Programme of Government of A.P. in January, 1999.
4. Conducted survey on “A Case Study on the success story of NTPC Simhadri Super Power Thermal Project Second Phase in April 2012.
5. Survey conducted on Need Assessment and Social Impact Survey for NTPC Simhadri Super Thermal Power Project, Visakhapatnam in 2011-12.
6. Consultancy Assignment on Employee Engagement Survey for VCTPL, Visakhapatnam in 2011- 12.
7. Consultancy Assignment on Employee Satisfaction Survey for ACC Cement, Duvvada in 2012 – 13.
8. Survey conducted on Sales and Customer Relation Management for Suvarna Bhoomi in 2012 – 13.
9. Consultancy Survey carried out on “Social Impact Evaluation Study in Panchayats under CSR CD Programme of NTPC Limited, Rajiv Gandhi Combined Cycle Power Project, Choolatheruvu, Kerala 2012 – 13.

Invited Lectures / Resource Person: 14

1. Speaker in the Seminar on Success Motivation for SSC & Intermediate Students held on 13th February 2008.
2. Participated as Judge at the Grand Finale of Train Green Program (TGP) organized by HSBC, Visakhapatnam during January 2010.
3. Inaugurating the Workshop on “Importance of SAP for MBA Students” organized by VITS Engineering College, 18th September, 2010.
4. Special Guest for One Day National Level Techno & Management Seminar organized by Avanthi Group of Colleges, Dept. of MBA & MCA, Visakhapatnam on 20th April 2012.
5. Chief Guest in May Day Celebrations on 1st May 2012 organised by NALCO Employees Union, Visakhapatnam.
6. Guest of Honour in the SOS Children’s Village Annual Day function held on 22nd June 2012.
7. Addressing the students on the topic Communications & Interpersonal Skills” in the seminar organised by VRS & YRN College, Chirala.
8. Resource Person for a Session on “Managing & Retaining Talent in a Competitive Environment organized by CII Visakha Zone during July 2013.
9. Addressed the Employees of Brandix Apparel City, Visakhapatnam on “Management and Professionalism” during February 2014.
10. Resource person for two day orientation programme on Basics of Pedagogy organized under TEQIP – II, GITAM Institute of Technology, GITAM University, April-2014.
11. Resource person for Two Day Orientation Programme on Basics of Pedagogy organized under TEQIP-II, GITAM Institute of Technology, GITAM University, 5-6th May-2014.
12. Special lecture on “Ease of Doing Business for higher productivity and sustainable growth” organized by BHEL regarding Productivity day on 12th February 2016.
13. Session Chairperson for Quality in Curriculum Design, Delivery and Evaluation through Innovative Practices and Leveraging Technology for Quality improvement organized by CII Visakhapatnam Zone on 23rd August 2016.
14. Nodel Officer for Cultural Committee of Partnership summit 2016 event being organized by CII, Govt. of A.P and the Department of Industrial Policy and Promotion, Govt. of India on 10th & 11th January, 2016 in Visakhapatnam.

II. ADMINISTRATIVE EXPERIENCE – SINCE 1997

Head of the Department	: 1998-2007
Dean & Principal	: 2007-2016
Pro Vice-Chancellor	: April 2016 to December 2018
Vice-Chancellor (I/c)	: December 2018 to June 2019
Vice-Chancellor	: June 2019 to June 2022
President	: August, 2024 onwards
Share Medical Care foundation	

Positions Held in Academic Bodies: 19

1. Member, P.G. Board of Studies, Dept. of HRM, Andhra University, Visakhapatnam.
2. Member, Expert Committee to Formulate Regulations and Syllabus for P.G. Diploma in PM, IR & Law in School of Distance Education, Andhra University.
3. Executive Editor, GITAM Journal of Management – a management journal of College of Management Studies – GITAM, Visakhapatnam.
4. Editor-in-Chief, GITAM Journal of Management – a management journal of GITAM Institute of Management – GITAM, Visakhapatnam.
5. Member, Board of Studies. BBM Autonomous Programme.
6. Member, Academic Council of BBM Autonomous Programme.
7. Member, Management committee of Autonomous Programme of College of Management Studies.
8. Member, Finance Committee of BBM Autonomous Programme of College of Management Studies, GITAM.
9. Coordinator, NAAC Coordination Committee.
10. Coordinator, Internal Quality Assurance Cell (IQAC).
11. Member, Managing Committee, Institute for Gandhian Studies, GITAM University.
12. Expert Member of the Selection Committee for selection of faculty members for MBA Programme of Visakha Institute for Professional Studies, Visakhapatnam.
13. Chairperson and member, Board of Studies in Commerce & Business Management (PG), Krishna University.
14. Examiner to adjudicate Dissertation for Award of Research Degree in Commerce & Management Studies, Andhra University.
15. Member, Board of Studies, NIPM Kolkata.

16. Member, Civil Societies Network of Visakhapatnam District for the cause of Elimination of Child Labour.
17. Advisory Committee Member, Institute for Gandhian Studies, GITAM University.
18. Honorary Member Advisory Board, Godavari Institute of Engineering and Technology, Rajahmundry
19. Member, Advisory Committee Committee MVGR College, Vizianagaram

Positions Held in Administrative Capacity: 18

1. Member, Planning & Monitoring Board, GITAM University.
2. Member, Advisory Committee, GITAM University.
3. DEAN, Faculty of Management, GITAM University.
4. Member, Academic Council, GITAM University.
5. Member, Board of Research Studies, GITAM University.
6. Dean & Principal, GITAM Institute of Management, GITAM University.
7. Member, Central Results Committee, GITAM University.
8. Principal, MBA Programme.
9. Head, Department of MBA.
10. Head, Department of HRM.
11. Coordinator – Yoga & Meditation Orientation Course for CMS students.
12. Convener, College Advisory Committee of CMS-GITAM
13. Coordinator, ILO-IPEC AP State Project on Elimination of Child Labour for CMS-GITAM – an executive agency of the project.
14. Member, Committee - Assessing the Candidature of Supporting Staff working in various Departments of GITAM University for regularization of Services.
15. Member for assessing Supporting Staff working in Institutes/CAO of GITAM University.
16. Member, Faculty Selection Committee.
17. Member, Selection Committee for Supporting Staff.
18. Member, Board of Studies for Management of Rajeev Gandhi University of Knowledge Technologies, Nuzvid.

Positions Held in Professional Bodies: 14

1. Life Member- NIPM, Chairman, during 2008 - 2012, Vice-Chairman, 2002-2004 & 2006-2008, Honorary Secretary, 2004-2006. Visakha Chapter.
2. Life Member- ISTD, Secretary, ISTD – Visakha Chapter, 1998-2001
3. Life Member, National HRD Net work – Hyderabad.
4. Life Member, Indian Industrial Relations Association, New Delhi
5. Associate Member, Forum of Free Enterprise, Mumbai.
6. Treasurer- CSO Network, Visakhapatnam- 2003-2004.
7. Member, The Association of Indian Management Scholars (AIMS), Vadodara, Gujarat.
8. Member, All India Management Association, New Delhi.
9. Life Member, Indian Economic Association, Patna.
10. Chairman, Educational Panel, CII Vizag Zone 2010 – 2013.
11. Member, Affirmative Action Sub Committee, CII Southern Region – 2012 – 2013.
12. Convener, Adhoc Committee of Civil Societies Organisation (CSO) Network, Visakhapatnam for ILO-IPEC-APSBP on Elimination of Child Labour.
13. Member, Validation Team of NIPM Awards August 2012.
14. Chairman, ISTD Visakha Chapter 2014 - 15

III. PROFESSIONAL ASSIGNMENTS

1. National Assessment and Accreditation Council (NAAC) Assessor since 2014 as Peer Team Chairperson, Member Coordinator and Member.
2. National Institute of Personnel Management (NIPM) Professional Body Assessor for selecting Best Industrial Organizations.

IV. COUNTRIES VISITED ON ACADEMIC ASSIGNMENTS: 04

UK, Australia, Papua New Guinea and Sri Lanka.

V. OTHER DISTINCTIONS

1. Indian Para Trooper.
2. NCC ‘C’ Certificate Holder.
3. Represented Andhra University in All India Inter Universities Athletic meet Gwalior 1981.

VI. PERSONAL INFORMATION

Date of Birth : 10-08-1956

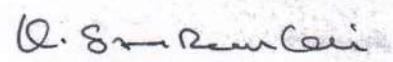
Residential Address : Prof. K. Siva Rama Krishna,
103, Wedge wood,
Jasti Square,
Pandurangapuram,
Visakhapatnam-530 003

Phone (Land line) : +91-891-2704950

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Email : kollasrk333@gmail.com

30 September, 2024
Hyderabad



(Prof. K. Siva Rama Krishna)

CURRICULUM VITAE

Name **Dr. M V Subba Rao**
Date of Birth **10/08/1954**
Present Designation **Principal and Professor**
Residential Address **7-1-58, Block-5, Flat-002, Divya Shakti Apartments, Opp Lal Bungalow, Ameerpet, Hyderabad-500016**

Contact Details **9394008118**
Mail ID **matlapudi@yahoo.com**

Educational Qualifications :

<u>Degree</u>	<u>Year</u>	<u>Name of College, University</u>	<u>Registration No & Council No</u>
MBBS	1978	Kurnool Medical College, Kurnool S V University	12343 / 09/07/79 AP Medical Council
MD / MS	1983	Kurnool Medical College, Kurnool S V University	12343 / 23/04/2004 AP Medical Council

Professional Experience

<u>Designation*</u>	<u>Department</u>	<u>Institution</u>	<u>From</u>	<u>To</u>	<u>Total</u>
Tutor					
Junior Resident	ENT	Kurnool Medical College, Kurnool	01/02/80	28/02/83	3(y) 1 (m)
Senior Resident					
Assistant Professor	ENT	MediCiti Institute Of Medical Sciences, Ghanpur	15/10/01	31/10/07	6(y) 1(m)
Associate Professor	ENT	MediCiti Institute Of Medical Sciences, Ghanpur	01/11/07	31/10/11	4(y)
Professor	ENT	MediCiti Institute Of Medical Sciences, Ghanpur	01/11/11	30/06/20	8(y) 8 (m)
Principal / Profesor	ENT	MediCiti Institute Of Medical Sciences, Ghanpur	01/07/20	09/08/2024	8 (y) 8(m)

UG Examiner Since : 27 years 3 months

PG Examiner Since : 27 years 3 months

Curriculum Vitae

A. PERSONAL DETAILS

NAME: Dr. DEVENDRA SINGH NEGI

POSITION TITLE: Principal, Professor & HOD of Physiology

ORGANISATION: MediCiti Institute of Medical Sciences

Address: H.No.1-3-49/17/1 Plot No. 16, St. No. 2, Janakinagar Colony, Near Masjid, Old Alwal, Secunderabad-500010, Hyderabad, Telangana,

India Mobile:

(+91) 9849039291

Email: singh524@bsnl.in

B. EDUCATION/TRAINING

Institution and Location	Degree/course	Completion Date YY	Field of Study
Deccan College of Medical Sciences, Hyderabad	MBBS	1996	Medicine & Surgery
Gandhi Medical College, Hyderabad	MD	2001	Physiology

C. TEACHING EXPERIENCE

Designation	Department	Institution	from	to	total
Tutor	Physiology	Gandhi Medial College, Hyderabad	01/04/98	30/04/01	3(y) 1(m)
Assistant Professor	Physiology	Mediciti Institute of Medical Sciences, Ghanpur	01/10/01	31/10/07	6(y) 1(m)
Associate Professor	Physiology	Mediciti Institute of Medical Sciences, Ghanpur	01/11/07	31/10/11	4(y) 0(m)
Professor	Physiology	Mediciti Institute of Medical Sciences, Ghanpur	01/11/11	09/08/24	12(y) 9(m)
Principal /Professor	Physiology	Mediciti Institute of Medical Sciences, Ghanpur	10/08/24	Till Date	2(y)5(m)

D. POSITION AND HONORS

- October 2001 to April 2007: Assistant Professor in the Department of Physiology, Mediciti Institute of Medical Sciences, Hyderabad, India.
- May 2007 to May 2011: Associate Professor in the Department of Physiology, Mediciti Institute of Medical Sciences, Hyderabad, India.
- November 2011 to Aug 2024: Professor in the Department of Physiology, Mediciti Institute of Medical Sciences, Hyderabad, India.
- 2019: HOD & Professor in the Department of Physiology, Mediciti Institute of Medical Sciences, Hyderabad, India.
- 2015: Vice Principal in the Mediciti Institute of Medical Sciences, Hyderabad, India.
- 2024: Principal in the Mediciti Institute of Medical Sciences, Hyderabad, India.

E. PUBLICATIONS

- Malika Noorjehan Samozai, Devendra Singh Negi, "**Influence of Menstrual Cycle on Pulmonary Function Tests in First Year Female Medical Students**" International Journal of Physiology, July-September 2018, Vol. 6, No. 3 Page No. 50-53.
- Yamini Devulapally, Devender Singh Negi, Kasturi Bai Pasul, "**Comparative study of anthropometric parameters in diabetic and non-diabetic human beings**" Natl J Physiol Pharm Pharmacol 2017;7(9):983-986.
- Yamini Devulapally, Devender Singh Negi, Kasturi Bai Pasula "**A comparative study of skeletal muscle fatigue in diabetic and non-diabetic human beings**", Natl J Physiol Pharm Pharmacol 2018;8(11):1529-1532.
- Pradeep Reddy Srikaram, Devender Singh Negi, Santhosh Palekar, "**A comparative study of skeletal muscle fatigue in Alcoholic and non-Alcoholic sedentary Human Beings**" National Journal of Physiology Pharmacy and Pharmacology, Manuscript No: NJPPP-2021-11-427, Letter dated 02.12.2021.
- Pradeep Reddy Srikaram, Devendra Singh Negi, Santosh Palekar "**A comparative study of skeletal muscle fatigue in alcoholic and non-alcoholic sedentary human beings**", National Journal of Physiology, Pharmacy and Pharmacology, 2022 | Vol 12 | Issue 07
- "**Correlation of body mass index with pure tone average values in type 2 diabetes mellitus**" Rajesh Paluru, Lakshmi Sumana Pakanati, Devendra Singh Negi, International Journal of Health and Clinical Research, 2020;3(11):154-159 e-ISSN: 2590-3241, p-ISSN: 2590-325X (Index Copernicus)

Curriculum Vitae

A. PERSONAL DETAILS

NAME: Dr.D.SHAILENDRA

POSITION TITLE: Professor of Pharmacology

Vice-Principal for Research

ORGANISATION: MediCiti Institute of Medical Sciences

Address: MediCiti Institute of Medical Sciences, Ghanpur Village, Medchal Mandal and District, PIN 501401,

Hyderabad, Telangana,

India Mobile:

(+91)9849145768

Email: shailendra962@gmail.com; shailendra@mims.edu.in

B. EDUCATION/TRAINING

INSTITUTION AND LOCATION	Degree/ Course	Completion Date MM/YY YY	FIELD OF STUDY
Gandhi Medical College, Hyderabad, India	MBBS	06/ 2002	Medicine & Surgery
Gandhi Medical College, Hyderabad, India	MD	02/2007	Pharmacology
Centre for Chronic Disease Control, New Delhi, India and Emory University, Atlanta, USA	Two year Postdoctoral Fellowship	08/ 2014	Non-communicable diseases- Prevention & control
SHARE INDIA Hyderabad and University of Pittsburgh, Pennsylvania USA	Two year Post-doctoral Training	07/31/2016	Non-communicable diseases- Prevention & control
Jawaharlal Nehru Medical College, Karnataka, India (Nodal Centre of the National Regulatory Agency for Medical Education in India)	One year Advanced Course in Medical Education	10/2016	Designing Curricula, Medical Education Technologies and Research

C. PERSONAL STATEMENT

Building on my education, training and experience, I have been engaged in mentoring medical undergraduate and postgraduate students in the broad specialty of Pharmacology and therapeutics, and conducting interdisciplinary health research primarily in the field of non-communicable diseases, vector borne diseases and community based screening for cancers –cancer cervix and breast cancer.in remote

and underserved areas of India. I strongly believe in the strategy encompassing “Prevention, Screening, Early Detection, Prompt Treatment and Consistent Follow-up” as key elements of initiatives to tackle both communicable as well as non-communicable diseases. The intensive and comprehensive strategy can be implemented through task shifting and task sharing by deploying technology enabled trained non-physician health workers remotely guided by physicians to establish a care continuum by providing healthcare at doorsteps of beneficiaries-cutting across barriers of accessibility, affordability and in-equity.

POSITIONS AND HONORS

- July 2007 to March 2013: Assistant Professor in the Department of Pharmacology, MediCiti Institute of Medical Sciences, Hyderabad, India.
- April 2013 to December 2015: Associate Professor in the Department of Pharmacology, MediCiti Institute of Medical Sciences, Hyderabad, India.
- December 2015–till date; Professor in the Department of Pharmacology, MediCiti Institute of Medical Sciences, Hyderabad, India.
- August 2012- August 2014, Postdoctoral fellow: This was a 2-year post-doctoral fellowship in Non-communicable disease Epidemiology, Prevention and Control at Centre for Chronic Disease Control, New Delhi, India and Emory University, Atlanta, USA. The fellowship was supported through a National Institutes of Health (NIH) USA, grant to Centre for Chronic Disease Control, New Delhi, India (Grant #1D43HD065249- 01).
- September 2014 to July 2016, Postdoctoral trainee: I was initially a trainee and subsequently a trainer for the non-communicable disease research methods workshop jointly organized by SHARE India-MIMS and University of Pittsburgh. During these workshops, I have mentored faculty and students from medical colleges across the state of Telangana, India to develop scientifically sound medical (clinical and public health) research proposals aligning with the thrust areas indicated by the national funding agency for medical research in India.
- Member of the Institutional Ethics Committee (IRB), MediCiti Institute of Medical Sciences, India.
- Member of a group of research mentees working on systematic reviews in Public Health under the Mentorship of faculty from Public Health Evidence South Asia (a satellite center of Cochrane Collaboration).
- Coordinator of the Medical Education Unit at MediCiti Institute of Medical Sciences, India.
- Head of the Pharmacovigilance Center at MediCiti Institute of Medical Sciences, India.
- Member of the Postgraduate Dissertation Committee at MediCiti Institute of Medical Sciences, India.
- Chief Mentor for postgraduate research projects/dissertations at MediCiti Institute of Medical Sciences, India.
- Member of the board of studies of the State University of Health Sciences, Telangana State, India

D. PUBLICATIONS

1. **Shailendra D**, Jeemon P, Reddy PS. Technology enabled non-physician health workers extending telemedicine to rural homes to control hypertension and diabetes (TETRA): A pre- post demonstration project in Telangana, India. *PLoS One* 2019; 14 (2)
2. Kusneniwar GN, Jammy GR, Shailendra D, Bunker CH, Reddy PS. Which obesity index is a better predictor for cardiometabolic risk factors in a young adult rural population of Telangana State, India? *J Family Med Prim Care*. 2020 Sep 30;9(9):4667-4672.
3. Nair D, Raju R, Roy S, Dandge S, Chethrapilly Purushothaman GK, Jayaraman Y, Kangusamy B, Shrivastava R, Arora NK, Rose W, Juvekar S, Jammy GR, Singh K, Mehendale S, Rajkumar P, Malik ST. Sero-Surveillance to Monitor the Trend of SARS-CoV-2 Infection Transmission in India: Study Protocol for a Multi-Site, Community Based Longitudinal Cohort Study. *Front Public Health*. 2022 Mar 24;10:810353. doi: 10.3389/fpubh.2022.810353. PMID: 35400044; PMCID: PMC8987192.
4. Pentareddy MR, **Shailendra D**. Effect of Methyldopa and Labetolol on Fetal Outcomes in Hypertensive Disorders of Pregnancy. *Int J Basic Clin Pharmacol* 2017;6: 2832-5
5. D.T.V Naresh, **Shailendra D**, Prasuna G. Drug utilization study among patients with Type 2 Diabetes Mellitus in a rural community in Telangana, India. *Poster Papers Indian J Pharmacol* 2014; 46, Suppl S1:62-113
6. Sapna Vyakaranam, Sindhu Kondaveedu, Srinivas Nori, **Shailendra Dandge**, Aparna V Bhongir: Study of Serum High-sensitivity C-reactiveProtein in Subclinical Hypothyroidism. *Indian journal of Medical Biochemistry*; volume 22, Issue 1, Jan-June, 2018; page 66-70
7. Yalamati, Padma, Aparna Varma Bhongir, Kalpana Betha, Ritika Verma, and **Shailendra Dandge**. "Relationship of serum uric acid, serum creatinine and serum cystatin C with maternal and fetal outcomes in rural Indian pregnant women" *International Journal of Reproduction, Contraception, Obstetrics and Gynecology* 4 (2015), 1505-1510
8. **Shailendra.D**, Kalani R, Narayan KMV, Prabhakaran D, Tandon N, P. S. R. Prevalence of vitamin B12 deficiency among individuals with type 2 diabetes mellitus in a South Indian rural community. *2018* 2018; 7(2): 6.
9. Chundru J, **Shailendra D**, Tirumalareddy RR, Kumari H, Kovilakonda VP. Knowledge, perception and attitude of under-graduate and post-graduate medical students about antimicrobial use, resistance and stewardship at a tertiary care teaching hospital in rural Telangana, India *Int J Basic Clin Pharmacol* 2019;8:193-9.
10. **Shailendra D**, Mrinal D, Subbaratnam Y, PrasunaG. Effect of Metformin on Thyroid Stimulating Hormone in Euthyroid Type 2 Diabetes Mellitus Patients *Journal of Evidence based Medicine and Healthcare*; Volume 2, Issue 19, May 11, 2015; Page: 2616-2621
11. Rajshekhar K, **Shailendra D**, Subbaratnam Y, Prasuna G. How Common is Antibiotic Resistance among Urinary Pathogens? *Poster Papers Indian J Pharmacol* 2014;46, Suppl S1:62-113.

12. Pentareddy MR, **Shailendra D**, Prasuna G, Subbaratnam Y, Naresh DTV, Katta R. Safety and efficacy of methyldopa and labetalol in controlling blood pressure in hypertensive disorders of pregnancy. *Int J Basic Clin Pharmacol* 2017;6: 942-7.

13. Janardhan B, Shailendra D. Prevalence and pattern of adverse cutaneous drug reactions presenting to a tertiary care hospital. *Int J Res Dermatol* 2017; 3:74-8.

14. Rajesh A, Kamtane, **Shailendra D**, Prasuna G, Subbaratnam Y. Safety and Efficacy of Tramadol Compared to Diclofenac in Relieving Postoperative Pain. *Journal of Evidence based Medicine and Healthcare*; Volume 2, Issue 21, May 25, 2015; Page: 3104-3111

15. D. T. V. Naresh, **Shailendra D**, Subbaratnam Y, Prasuna G, K. Rajashekhar, Mary Rohini. Profile of Poisoning Cases in Tertiary Care Hospital, Telangana, India *Journal of Evidence based Medicine and Healthcare*; Volume 2, Issue 20, May 18, 2015; Page: 3032-3038

16. Venkat A, Chaitanya P, Ravinder P, Shailendra .Protective role of Minocycline through zinc chelation in LPS induced Alzheimer's model. I. *Journal of Scientific Research in Pharmacy* 2013, 2(1)

17. Nair, D., Raju, R., Roy, **S., Dandge**, S., Chethrapilly Purushothaman, G. K., Jayaraman, Y., Kangusamy, B., Shrivastava, R., Arora, N. K., Rose, W., Juvekar, S., Jammy, G. R., Singh, K., Mehendale, S., Rajkumar, P., & Malik, S. T. (2022). Sero-Surveillance to Monitor the Trend of SARS-CoV-2 Infection Transmission in India: Study Protocol for a Multi Site, Community Based Longitudinal Cohort Study. *Frontiers in public health*, 10, 810353. <https://doi.org/10.3389/fpubh.2022.810353>

18. Kiru, G., Roy, A., Kondal, D., Chandrasekaran, A. M., Mukherjee, S., Mohan, B., Singh, K., Salwa, H., Christa, E., Lobo, A. S., Mahajan, G., Khanna, A., Malviya, A., Patil, S. G., Abichandani, V. K., Singh, B., Gupta, B. K., Yellapantula, B., **Shailendra, D.**, Sengupta, S., ... TOPSPIN Investigators (2024). Treatment optimisation for blood pressure with single-pill combinations in India (TOPSPIN) - Protocol design and baseline characteristics. *International journal of cardiology. Cardiovascular risk and prevention*, 23, 200346. <https://doi.org/10.1016/j.ijcrp.2024.200346>

19. Basany, K., Chaudhuri, S., Shailaja P, L., Agiwal, V., Angaali, N., A Y, N., D, S., Haggerty, C., & Reddy, P. S. (2024). Prospective cohort study of surgical site infections following single dose antibiotic prophylaxis in caesarean section at a tertiary care teaching hospital in Medchal, India. *PLoS one*, 19(1), e0286165. <https://doi.org/10.1371/journal.pone.0286165>

E. EXTRA MURAL RESEARCH GRANTS

1. Harnessing a Population-Based Cohort for an Epidemiological Study on Dengue and Chikungunya and Drive Capacities to Conduct Clinical Trials: Grant funded by: National Biopharma Mission (NBM), Bio-technology Industry Research Assistance Council (BIRAC), Department of Biotechnology (DBT), India. ***Funding: 815 Lakhs (1 Million USD***
2. Establish Serial Sero-Surveillance to Monitor the Trend of SARS-CoV-2 Infection Transmission in the General Population, India. **Grant funded by:** National Biopharma Mission (NBM), Bio-technology Industry Research Assistance Council (BIRAC),

Department of Biotechnology (DBT), India. Total Funding: **378 Lakhs (0.5 million USD))**.
Grant Period: 18 months (Date of Commencement: May, 2020)

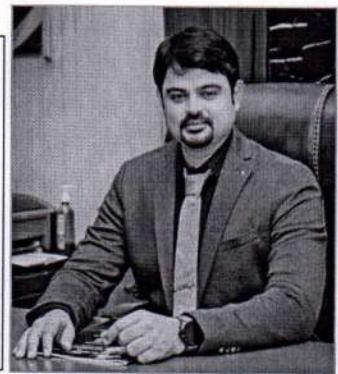
3. Fellowship award of USD 8000 for conducting a community based cross sectional study to estimate prevalence vitamin B12 deficiency among patients with type 2 diabetes mellitus in India. Source of Funding: Fogarty International Center (NIH, USA); Program #: 1D43HD065249-01.

4. Advanced in-country training grant of USD 20000 to conduct a study titled: 'A Technology Enabled Community Health Worker Led Intervention to Reduce Cardiovascular Disease Burden in India-A Pilot Study'. The period of the award was 1 November 2015 to 31 July 2016. Source of Funding: Fogarty International Center (NIH, USA); Program #: D43 TW009078

Prof. Dr. Mallikarjuna Reddy Chinthaparthi

Director of Academics | Administrator | Professor | Medical Microbiologist | Research Mentor: Hyderabad, India

Email: cpmreddy@gmail.com,
Mobile: +91-9059200928, 7207106720
DOB: 05/06/1980



PROFESSIONAL SUMMARY

A visionary **Academic and Healthcare Education Leader** with over **16 years of progressive experience** in teaching, research, administration, and strategic leadership across **Medical, Dental, Nursing, Physiotherapy and Allied Health Sciences** institutions. Proven track record in founding and scaling academic schools, designing innovative UG, PG & Ph.D. programs, and driving policy, curriculum, and institutional reforms aligned with national health education priorities and global academic standards. As **Director of Academics** (MediCiti Group of Colleges) and former **Director & Dean** (MallaReddy University), I have led transformative initiatives in **academic governance, faculty development, research promotion, and digital and infrastructural expansion** — resulting in measurable institutional growth and recognition. Recognized for strategic vision, quality assurance, people leadership, and student mentorship, I aim to contribute at a senior academic or administrative level to strengthen **India's healthcare education ecosystem through excellence, ethics, and innovation.**

POSITIONS HELD

Designation	Name of Institution	Year
Director of Academics & Professor of Microbiology	Share Medical Care Foundation (MediCiti Group of Colleges)	Mar 2025 to Till Date
	MediCiti Institute of Medical sciences	Mar 2025 to Till Date
Director	SOAHS, Mallareddy University	Mar 2023 to Mar 2025
Dean	SOAHS, Mallareddy University	Dec 2021 to Mar 2023
Director of Operations	Dept. Of Operations (CRDS), Mallareddy Health city	Jan 2020 to Dec 2021
Deputy Medical Superintendent	Mallareddy Institute of Medical Sciences & Hospital	June 2023 to Aug 2024
Professor/ Associate Professor/ Assistant Professor/ Tutor	Mallareddy Institute of Medical Sciences & Hospital	Dec 2012 to Aug 2024
Tutor/Demonstrator	MNR Medical College	July 2008 to Nov 2012

SCHOLASTICS

QUALIFICATION	NAME OF THE INSTITUTE	UNIVERSITY
Ph.D. Faculty of Medicine (Medical Microbiology)	Saveetha Medical College, Chennai.	Saveetha Medical University
M.M.Sc. Faculty of Medicine (Medical Microbiology)	MNR Medical College, Hyd.	Dr. NTR UHS
PG DHA (Hospital Administration)	Samahitha Research Solutions	Autonomous (ISO 9001 certified)
PG DCR (Clinical Research)	Samahitha Research Solutions	Autonomous (ISO 9001 certified)
PG DHLSM (Health Care Logistics & Supply Chain Management)	Samahitha Research Solutions	Autonomous (ISO 9001 certified)

Ph.D. THESIS: "Development and validation of diagnostic assays to detect Zoonotic infections of **Leptospirosis and Brucellosis**" under the guidance of **Dr. Rathnagiri Polavarapu, PhD. CEO & President, Genomix Bimolecular Pvt. Limited.**

ADDITIONAL POSITIONS HELD

POSITION	NAME OF THE INSTITUTION	UNIVERSITY
Member of Academic Council	Malla Reddy Engineering College for Women	JNTU
Member of Academic Council	Malla Reddy College of Engineering & Technology	JNTU
Member of the Research Advisory Board	Malla Reddy College of Engineering & Technology	JNTU
Chairperson (Student Research Club)	Mallareddy university	MRU
Co-Chairperson (Student research club)	MallaReddy institute of Medical Sciences	KNUHS
Deputy Quality manager	Clinical Microbiology Lab Mallareddy hospital	KNUHS

CORE COMPETENCIES

- Academic, **Institutional Leadership & Strategic Planning**
- **Medical & Allied Health Education Development**
- Institutional Research & Innovation
- **Faculty Development & Student Mentorship**
- Clinical Microbiology & Diagnostics

- Hospital Administration
- **Government & Regulatory Liaison**
- **Event Management (CME, Workshops, Conferences)**
- Student Affairs & Placement Coordination
- **Digital Strategy & Outreach**

LEADERSHIP EXPERIENCE:

DIRECTOR: School of Allied Health Care Sciences (SOAHS), MallaReddy University, Hyderabad

- After being promoted from Founder Dean to Director, I led the appointment and coordination of three Deans—**MD in General Medicine, MD in Microbiology, and Ph.D. in Physiotherapy**—to strategically restructure 12 UG, 14 PG, and 5 Ph.D. programs into Clinical and Non-Clinical streams to ensure continuity, leadership growth, and operational excellence.
- Courses were systematically allocated based on domain expertise to ensure focused academic oversight. I provided comprehensive leadership across **academic, administrative, and operational domains**, resulting in streamlined governance, improved academic outcomes, and effective implementation of institutional initiatives.
- Coordinated closely with them to drive the **academic, administrative, and institutional development** of the School.
- Oversaw and facilitated the planning and execution of **educational activities, policy implementation, and academic governance** to support the School's sustained growth and quality standards.

DEAN: School of Allied Health Sciences (SOAHS), Malla Reddy University, Hyderabad

Roles & Responsibilities:

- Founded and led the **School of Allied Health Sciences**—Hyderabad's first dedicated school in the field—with a strategic vision for academic excellence and institutional growth.
- Designed and implemented **13 UG, 14 PG, and 5 Ph.D.** programs, aligning curriculum with industry needs and future healthcare trends.
- Oversaw **student admissions, marketing, outreach, infrastructure development, and academic planning**.

- **Chaired key university-level committees:** Web Development, Curriculum Design, and Student Research.

Key Achievements:

- Successfully enrolled **3300+ students** within **three academic years** by conducting extensive promotional campaigns across cities, districts, and states.
- Personally supervised the design and construction of a **four-floor academic building**, equipped with state-of-the-art lecture halls and digital laboratories.
- Led the **recruitment and on boarding of top-tier faculty**, ensuring high-quality teaching standards.
- Organized numerous **National & International Conferences, Workshops, and Guest Lectures** to enhance student exposure and research culture.
- Established strong **placement partnerships** with hospitals and institutions to ensure employment pathways for graduates.
- **Mentored hundreds of students**, offering career guidance and counselling, especially to those seeking alternative career routes post academic setbacks.
- Spearheaded **digital transformation and online presence** as Chairman of the Web Development Committee, significantly enhancing the university's digital footprint across platforms.
- Coordinated university-wide curriculum development across disciplines in collaboration with other schools (Engineering, Management, Agriculture, Sciences).
- Under my leadership, the **Government of Telangana sanctioned 12 new PG courses and 5 Ph.D. programs**, further expanding academic capacity.
- Promoted sports and holistic development, with SOAHS winning the **University Women's Championship 2023**.

Impact:

- SOAHS earned **unique recognition among five founding schools** of the University for its rapid growth, innovation, and quality.
- Created a replicable model for building an academic institution from the ground up, balancing **academic rigor, infrastructure, faculty strength, and student success**.

PROFESSOR & DIRECTOR OF OPERATIONS – CENTER FOR RESEARCH, DEVELOPMENT & SUSTENANCE (CRDS):

Academic and Teaching Responsibilities:

- Taught **theory and practical classes** in Microbiology for **MBBS, BDS, BPT, B.Sc. MLT, DMLT, PGDMLT, General Nursing, B.Sc. Nursing**, and Allied Health Sciences students for **over 16 years**.
- Oversaw **scheduling of academic sessions** for MBBS and BDS programs, ensuring smooth execution of both theory and practical components.
- Guided **100+ undergraduate medical and dental students** in research activities, many of whom successfully published their work in indexed journals.

Clinical & Laboratory Contributions:

- Reported **bacteriological, fungal cultures, serological, and molecular diagnostics** in the Department of Microbiology at the Central Lab, Malla Reddy Hospital.
- Proficient in **external quality control systems (EQAS)** and laboratory best practices.
- Served as **NABL Coordinator**, instrumental in **setting up and maintaining accreditation standards** in the Microbiology department.

Research Leadership:

- As **Director of Operations (CRDS)**, coordinated with various institutions and agencies to **initiate and manage funded research projects**.
- Co-Chairperson of the **Student Research Club**, where I led the establishment of a dedicated **undergraduate research unit**, fostering a culture of scientific inquiry among medical students.

COMMITTEE MEMBERSHIPS:

- Member, **Medical Education Unit**
- Member, **Institutional Ethics Committee**
- Member, **Institutional Scientific Committee**
- Member, **Anti-Ragging Committee**
- Member, **Dissertation Committee**

ADDITIONAL LEADERSHIP ROLES:

- **Steering Committee Member, APAIDSCON** at MNR Medical College.
- Led all **MCI documentation and procedural compliance** for inspections at both MNR Medical College and Malla Reddy Institute of Medical Sciences.

POLITICAL OVERVIEW:

I had the opportunity to lead voter awareness and engagement campaigns in **Boduppal and Peerzadiguda Municipal Corporations**, Hyderabad. This involved **extensive fieldwork**, including door-to-door canvassing, community outreach, and coordination with **52 corporators and 600+ colony presidents** during an MLA election campaign. I actively engaged with caste- and religion-based associations to boost voter turnout and promote informed participation.

I also organized support for the '**Naa Vote**' app, helping citizens check voter status and polling details. My focus was on **inclusive, efficient, and eco-friendly strategies** to build an engaged and resilient community. I believe in the power of collective action to create a vibrant, empowered society that contributes to a stronger India.

PH.D. RESEARCH PROJECTS – GUIDE & CO-GUIDE:

1. **Evaluation of Rapid Diagnostic Procedures for Identification of ESKAPEE Pathogens in blood stream infection.** **Focus:** Molecular characterization of antimicrobial resistance genes, virulence genes, and biofilm **Researcher:** Mrs. Neelima Ogirala, Assistant Professor, Dept. of Microbiology, TRR Medical College, Hyderabad **University:** Saveetha University, Chennai
2. **Effectiveness of Music as a Coping Strategy Among Nurses with Burnout** **Researcher:** Mrs. Beula Philips, Principal, Malla Reddy Nursing College, Hyderabad **University:** Saveetha University, Chennai
3. **Challenges and Approaches in Preventing and Managing Microbial Infections at Cardiac Surgical Sites** **Researcher:** Mrs. Bharati, Assistant Professor, Dept. of Microbiology, SOAHS, Malla Reddy University **University:** Sunrise University, Alwar
4. **Production and Screening of Anticancer Activity of Bacterial L-Asparaginase** **Researcher:** Mrs. Neenu Lloyd, Assistant Professor, SOAHS, Malla Reddy University

RESEARCH PROJECTS – MBBS STUDENTS (GUIDE/CO-GUIDE)

- 1. Prevalence of Co-Infection of HIV, HCV, and HBV in seropositive cases in Suraram (ICMR-funded project)**
- 2. Changes in Lipid Profile in Post-Cholecystectomy Patients**
- 3. Microbiological Assessment of Quality and Safety of Raw Vs Pasteurized Milk**
- 4. Nasal Carriage of MRSA among Healthy Individuals in Hyderabad**
- 5. Visual Discrepancies in Young Children, with Special Reference to Amblyopia**
- 6. Comparison of Multidrug Resistance in Wound Infections in Diabetic Vs Non-Diabetic Patients (focus on MRSA & ESBL)**
- 7. Psycho-Social Problems in Epilepsy Patients in Semi-Urban Hyderabad**
- 8. Credibility of Platelet Count and Serological Markers in Diagnosing Dengue in Febrile Patients**
- 9. Risk Factors in Pediatric Dry Eye Disease**

PAPERS PUBLISHED:

Artificial Intelligence, Technology & Healthcare

- 1. Communication Technologies and Difficulties on 6G Networks for Internet: IoT-Based Personalized Healthcare, J. Pharmaceutical Negative Results, 2022–24; 100461.**
- 2. Role of Artificial Intelligence in Healthcare Data for Diabetic People Affected by COVID-19, J. Pharmaceutical Negative Results, 2022; 13(8).**

Antimicrobial Resistance & Diagnostic Microbiology

- 3. Antibacterial Effect of Titanium Dioxide with/without Silver on *Staphylococcus aureus*, Indian J Microbiol Res, 2021; 8(2):108–111.**
- 4. Prevalence of Inducible Clindamycin Resistance in *Staphylococcus aureus*, Int J Curr Microbiol App Sci, 2014; 3(3): 402–409.**
- 5. Antibiogram Study of Aerobic Isolates in UTI Patients, Int J Med Res Health Sci, 2014; 3(2): 250–253.**

6. **ESBL Production** in *E. coli* and *Klebsiella* spp., *Int J Curr Microbiol App Sci*, 2015; 4(3): 236–243.
7. In Vitro Antimicrobial Activity of **Cefsulodin and Kanamycin Combinations**, **IJRMS**, 2014; 2(2): 677–680.
8. Bacterial Isolates and Antibiotic Susceptibility in BSI, *Int J Curr Microbiol App Sci*, 2015; 4(7): 741–748.
9. Fluoroquinolone Resistance in *E. coli* from UTI Cases, *Int J Curr Microbiol App Sci*, 2015; 4(2): 799–805.
10. Imipenem-EDTA Double Disk Synergy Test for MBL-producing *P. aeruginosa*, *Int J Curr Microbiol App Sci*, 2015; 4(5): 866–871. *Public Health, Infectious Diseases & Epidemiology*.
11. Association Between **Obesity and CRP** in CVD Risk Patients, **IJIRM**, 2020; 6(2).
12. Risk Factors of **Community-Acquired Pneumonia** Among Elderly, **IJIRM**, 2020; 6(2).
13. Prognosis and Outcome of **Community-Acquired Pneumonia**, *Int J Curr Microbiol App Sci*, 2015; 4(8): 763–769.
14. Pulmonary **TB in Type II Diabetics**: Clinical and Radiological Study, **IJAM**, 2015; 2(4): 375–378.
15. Diagnosis of **Smear-Negative Pulmonary TB** Using Bronchial Methods, **AIMDR**, 2015; 1(3): 185–190.
16. **Leptospirosis**: Clinical Profile and IgM ELISA Validation, **AJMBES**, 2017; 19(4).
17. **Brucella Antibody Detection** Using In-house IgM ELISA, **AJMBS**, 2017; 19(4).
18. Clinical Profile of **Leptospirosis Patients**, *Int J Contemp Med Res*, 2016; 3(3): 826–828.

Other Infectious Disease Studies

19. Bacteriological Study from **Leprosy Lesions** (Hand & Feet), *Int J Curr Microbiol App Sci*, 2015; 4(6): 1111–1117.
20. Antibiotic Sensitivity of Uropathogens in Pregnant Women, *Int J Curr Microbiol App Sci*, 2015; 4(6): 689–695.

21. **Asthma and Vitamin D Association: A Prospective Study**, Indian J Immunol Respir Med, 2019; 4(4): 214–217.
22. **Aerobic Isolates in Atrophic Rhinitis and Their Antibiogram**, Int J Curr Microbiol App Sci, 2015; 4(2): 239–242.
23. **Aerobic Isolates in Pus Samples from a Teaching Hospital**, IJMSPH, 2015; 4(8).

Hematology & Women's Health

24. **Anemia Among Antenatal Women: Prevalence and Risk Factors**, IRPMS, 2015; 1(2).
25. **Hookworm-Related Anemia in Children**, AIMDR, 2015; 1(3): 225–228.
26. **Clinico-Hematological Profile in Dengue: Retrospective Study**, EJPBS, 2015; 2(5): 1539–1547.

Pathology

27. **Utility of FNAC in Thyroid Lesion Diagnosis with Histopathological Correlation**, 2020.

CONFERENCES, CME PROGRAMS & WORKSHOPS ATTENDED

Medical Education & Curriculum Development

1. Workshop on **Curriculum Implementation Support Program (CISP)**, Malla Reddy Institute of Medical Sciences (MRIMS), Hyderabad – May 2019
2. **Revised Basic Course Workshop** in Medical Education, Hyderabad – January 2018
3. Workshop on **Research Methodology**, Saveetha Medical University, Chennai
4. Workshop on Research Methodology, MNR Medical College, Sangareddy
5. Conference on **ICT in Medical Education**, MNR Medical College, Sangareddy

Clinical & Diagnostic Advances

6. **Scientific Interaction Program** – Meril Diagnostics, MRIMS – August 2018
7. **Workshop on Genetics Made Simple**, MRIMS, Hyderabad – March 2012
8. Workshop on **Stress Management**, MRIMS, Hyderabad – February 2012

9. CME on **Advanced Clinical Hands-on Training in HIV/AIDS**, Apaidscon, Hyderabad – July 2009
10. International CME on **Neuro Vascular Imaging**, MNR Medical College – June 2009

Public Health & Infectious Disease

11. State Chapter Conference on **Universal Health Coverage: Opportunities & Challenges**, MRIMS, Hyderabad – October 2018
12. CME on **Airborne Infectious Diseases** in Healthcare Settings, ESIC Medical College, Hyderabad – December 2017
13. CME on **Recent Trends in Immunization & Effective Vaccine Management**, Malla Reddy Medical College for Women
14. CME on **The Blood Glucose in Health and Disease**, MRIMS – February 2015
15. CME on **Recent Trends in Pharmacotherapy**, MRIMS – November 2014

Quality, Laboratory & Clinical Management

16. Training on **Quality Management Systems & Internal Audit in Medical Labs** (ISO 15189:2012), MRIMS – December 2015
17. CME on **Rational Use of Blood & Blood Components**, MRIMS – February 2017

Specialized Topics

18. State-Level CME on **Heterogeneity of Endothelium**, Malla Reddy College for Women – April 2019

PERSONAL STATEMENT

I believe in the power of **Courage, Confidence and Commitment** to transform institutions and inspire individuals. My mission is to **Mentor Healthcare Leaders, Build Strong Academic Ecosystems, and Contribute to India's Healthcare and Education Excellence**

Place: Hyderabad

Dr. C. Mallikarjuna Reddy

Dr. C. Geetha

Special Grade Civil Surgeon

geetha.1304@gmail.com

Hyderabad, Telangana

+919848320475

Profile

A Highly experienced Medical Professional with over 33 years in Insurance Medical Services, specializing in Paediatrics with a robust history of clinical excellence and administrative leadership. A proven track record of leadership and innovation, including the establishment of the first Neonatal Intensive Care Unit within the IMS department nationwide. Demonstrated ability to innovate and improve healthcare services, ensuring top-quality care for insured persons and their families. Highly commended for clinical excellence, administrative competencies, and commitment to patient care.

Career Summary

Medical Superintendent

Dec 2024 – Present

E.S.I. Hospital Nacharam, Hyderabad, Telangana

- Overseeing hospital operations and administration, ensuring seamless coordination across all departments.
- Strengthening hospital governance by optimizing administrative workflows and enforcing accountability measures.
- Ensuring staff discipline and operational efficiency through routine monitoring and surprise inspections.
- Implemented the District Rotation Programme (DRP) for the first time in ESI history, bringing postgraduate students and house surgeons to train and work, enhancing both patient care and in-house medical training.
- Resolved a four-year salary disparity for activity workers by coordinating with the District Collector, Hyderabad, ensuring salary equalization.
- Secured approvals and funding for critical medical infrastructure, including a CT scan and mammogram, improving diagnostic capabilities.
- Led the approval and initiation of a Respiratory Intensive Care Unit (RICU) and renovation of the casualty ward, addressing long-standing infrastructure issues.
- Optimized procedures at the nodal centre for drug procurement and distribution, ensuring timely availability of medicines and improved efficiency.
- Restructured the prosthetics committee, introducing a patient-centred assessment system to recommend suitable prosthetic solutions.

Medical Superintendent

Oct 2019 – Oct 2020

E.S.I. Hospital Nacharam, Hyderabad, Telangana

- Oversaw the daily functioning of the hospital, ensuring its smooth operation.
- Headed the administration, managing all doctors, paramedics, and other staff.
- Managed the budget and procurement of drugs and surgicals for the hospital and its attached 19 dispensaries.
- Handled all legal issues and court cases pertaining to the hospital.
- Conducted regular continuing medical programs and training sessions to ensure staff proficiency and development.
- Managed hospital operations during the critical COVID-19 pandemic, implementing a 50-bed COVID ward in just 10 days.
- Oversaw the design and implementation of a new Neonatal Intensive Care Unit and Labour room, enhancing patient care services.

G.M
HR

Prepare appointment letter

19/5/25

I issue offer letter as
Dr. Medie Admin as Consultant.

19/5/25

CORE COMPETENCIES

• Talent Management	• Rewards & Recognition	• Compensation & Benefits
• Employee Life Cycle	• Payroll & Attendance	• Performance Management
• Statutory Compliances	• Succession Planning	• Policy Making & Admin

SUMMARY OF EXPERIENCE AND EXPOSURE

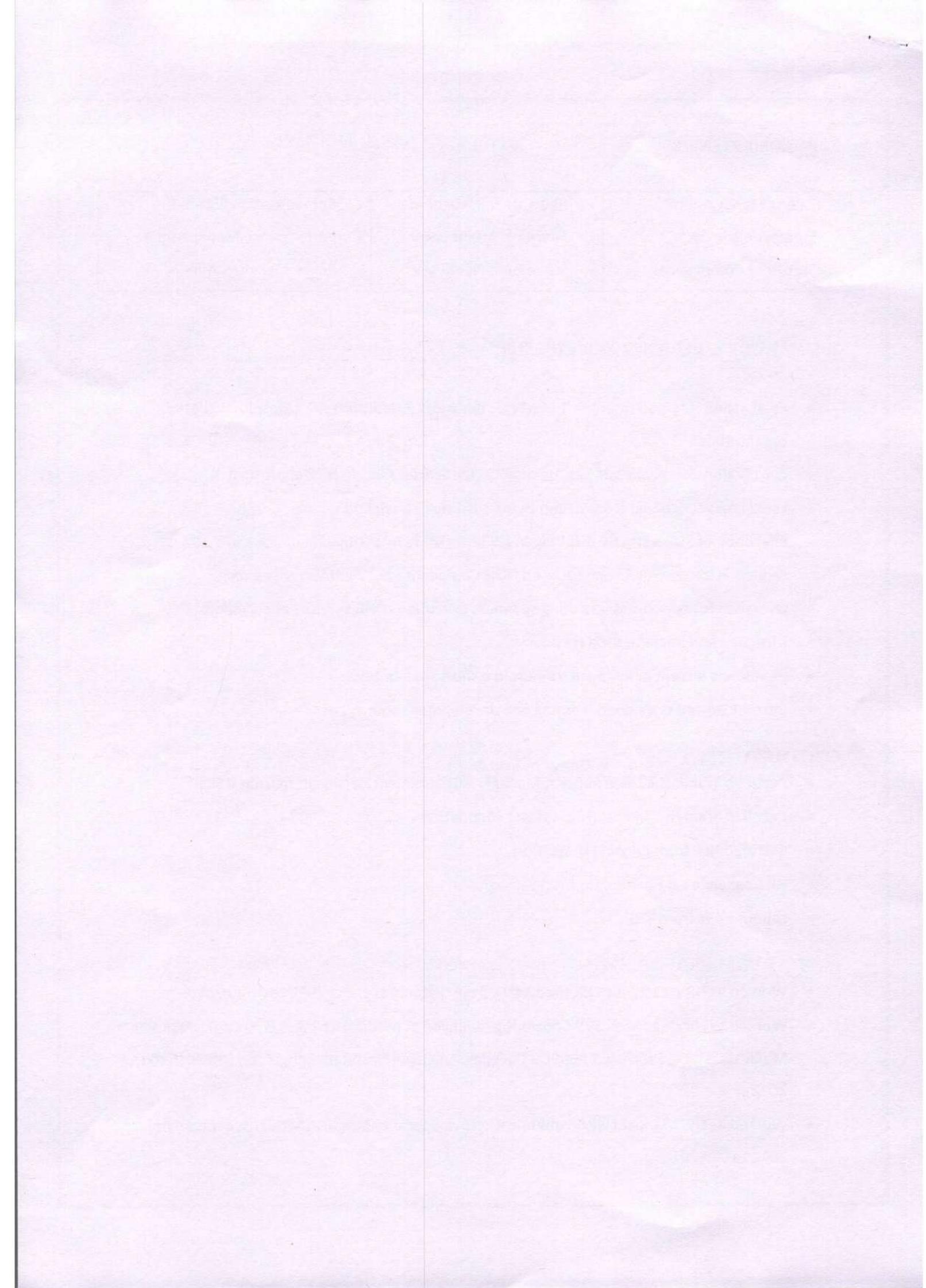
- Established HR department in 1 Medical Education, 2 Healthcare & 1 Hospitality based organizations.
- Zero % Non-compliance as per the quality standards bodies in HR Department
- Led a cross-functional team in improving customer satisfaction
- Execution of SOP's strictly resulting in a 50% increase in positive feedback and a 20% reduction in complaints and reduced NON Compliance during NABH assessment
- Overseen HR operations, ensuring seamless execution of HR services and support
- Designed and implemented HR policy
- Developed a team of In house trainers in a short span of time
- Introduced and developed learning and development operations

CERTIFICATIONS

- Certified Training & Development Manager - Government Certification from V Skills
- Certified Train the Trainer from Impact Foundation
- Certified NLP from Impact Foundation
- HR Challenges in Health Care from Sarvagna
- Labour Laws from TKS

PROFESSIONAL PROFILE:

- Worked as **HR Head** with **TRR Medical College**, Patancheru, Oct 2022 to Aug 2024
- Worked as **HR Head** with **SVS Consulting** deployed at Medical Colleges & Hospitals (Kamineni Medical College, Sapthagiri Medical College, Sanjeevini Hospital), Bangalore, Sep 2016 to Oct 2022
- Worked as **Dy. Manager HR& Admin** with **Nova Specialty Surgery (MNC)**, Hyderabad Apr 2012 to Sep 2016



Special Grade Civil Surgeon

E.S.I. Hospital, Nacharam, Hyderabad, Telangana

Sep 2018 - Present

- ❖ Executed numerous administrative duties, recognized for meticulous attention to detail and strategic planning.
- ❖ Served as the nodal officer for the Nodal Centre for Drugs and Dressings at Nacharam from February 2019 to October 2019.
 - Oversaw the scrutiny of indents received from 19 dispensaries, indenting the required drugs and surgicals, and maintaining meticulous records.
 - Scrutinized bills and ensured adherence to budgetary constraints and departmental regulations.
- ❖ Participated in key committees and inquiries, upholding department standards and improving operational efficiencies.

Civil Surgeon Specialist (Paediatrics)

E.S.I. Hospital, R.C. Puram and Sanathnagar, Hyderabad, Telangana

June 2009 – Aug 2018

- ❖ Developed and led a new children's ward and new-born care unit, at E.S.I. Hospital, R.C. Puram significantly improving service levels.
- ❖ Introduced M.M.R. and Typhoid vaccines for children, bolstering preventative care initiatives.

Civil Surgeon Specialist (Paediatrics)

E.S.I. Hospital, R.C. Puram and Sanathnagar, Hyderabad, Telangana

June 2009 – Aug 2018

- ❖ Developed and led a new children's ward and new-born care unit, at E.S.I. Hospital, R.C. Puram significantly improving service levels.
- ❖ Introduced M.M.R. and Typhoid vaccines for children, bolstering preventative care initiatives.

Deputy Civil Surgeon

ESI Dispensary Fatehnagar Hyderabad, Telangana

June 2006 to May 2009

- ❖ Promoted to Deputy Civil Surgeon and served as the In-charge Medical Officer.
- ❖ Managed both outpatient services and administrative duties, overseeing the daily operations of the dispensary.

Civil Assistant Surgeon

Various E.S.I. Dispensaries & Hospitals, Hyderabad, Telangana

March 1991 – May 2006

- ❖ Served in various high-traffic dispensaries, setting a departmental record by treating 276 patients in one day.
- ❖ Received specialized training and mentorship from distinguished doctors, enhancing skills in patient care.
- ❖ Spearheaded the establishment of the first Neonatal Intensive Care Unit in the IMS department nationwide, at the E.S.I. Hospital in Sanathnagar.

Education

- ❖ Served in M.D. Paediatrics - Gandhi Medical College, Hyderabad.
- ❖ M.B.B.S - Andhra Medical College, Visakhapatnam.

June 1997 – May 2000
Oct 1982-April 1987**Certifications and Professional Development**

- ❖ M.D. Paediatrics, Telangana Medical Council, Nov 2010.
- ❖ M.B.B.S. Telangana Medical Council, May 1988.
- ❖ Continuous professional development courses and seminars in healthcare management and paediatric care.

Professional Affiliations

- ❖ Member, Indian Academy of Paediatrics.
- ❖ Member Indian Medical Association, Telangana.
- ❖ Member Twin Cities Branch, I.A.P.

Awards and Recognitions

- ❖ Numerous accolades from E.S.I.C. officials for exceptional service and innovation in healthcare.
- ❖ Commendations from higher authorities for exemplary conduct and patient care.

- Worked as **Dy. Manager HR** with **GMR Varalakshmi CARE Hospital (CARE Group)**, Rajam Sep 2010 to Apr 2012
- Worked as **Assistant Manager HR** with **Pragati Herbal Garden Resort (Welcome Group)**, Hyderabad from Jan 2008 to Aug 2010
- Worked as **HR Executive** with **Medicity Medical College**, Medchal Jan 2007 to Jan 2008
- Worked as **In charge HR** with **CDR Hospitals**, Hyderabad Aug 1999 to Sep 2006

ACADEMIC PROFILE:

- PG Diploma in Personnel Management & Industrial Relations from Kakatiya University
- Bachelor of Business Management from Chaitanya Degree & P.G College, Kakatiya University

PERSONAL DETAIL:

Date of Birth : 01.08.1975
Languages known : English, Hindi, Telugu, Kannada (basic)
Marital Status : Married

Declaration:

I hereby declared that all of the above mentioned details are true and the best of my knowledge.

(NAMPALLI SAMARESH)

CURRICULUM VITAE

Name : Dr Ram Kalyan Thulabandula
Date of Birth : 9th April 1982
Sex : Male
Nationality : Indian
Martial Status : Married
Permanent Address : H.No. 2-2-1105/34, Flat No.203,
Shivarama Krishna Castle, Tilaknagar,
Nallakunta, Hyderabad 500044
Mobile No. : 9652556678
Email ID : kalyan0904@yahoo.com

Educational Qualification

Educational Qualification	Institute	year	Reg. No./Dated	Name of the Medical Council
MBBS	Sri Ramachandra Medical College and Research Institute, Chennai Sri Ramachandra University, Chennai	2004	62916 \ 16.06.2023	Telangana State Medical Council
MS-Orthopaedics	Sri Ramachandra Medical College and Research Institute, Chennai Sri Ramachandra University, Chennai	2009	62916 \ 16.06.2023	Telangana State Medical Council

Teaching Experience

Designation	Institution	From	To	Total Exp
Jr. Resident	Sri Ramachandra Medical College and Research Institute, Chennai	10/04/2006	30/04/2009	3 (y) 1(m)
Sr. Resident	MediCiti Institute Of Medical Sciences, Ghanpur	07/09/2009	30/09/2012	3 (y) 1(m)
Asst. Prof.	MediCiti Institute Of Medical Sciences, Ghanpur	01/10/2012	31/08/2018	5 (y) 11(m)
Assoc. Prof.	MediCiti Institute Of Medical Sciences, Ghanpur	01/09/2018	31/12/2021	3 (y) 4(m)
Professor	MediCiti Institute Of Medical Sciences, Ghanpur	01/01/2022	Till date	4 (y) 4(m)

List of Publications done by Dr T Ram Kalyan, during Assistant Professor

Kalyan Kaushik Bharam, Ram Kalyan T, R Siva Prasad, Rithika Singh “**Management of Displaced Middle Third Clavicular Fractures with Superior Reconstruction Plating**” International Journal of Orthopaedics Traumatology & Surgical Sciences, Volume- 03, Issue- 02, June-November 2017 Page 573-577 (Index Copernicus)

Ram Kalyan T, Kalyan Kaushik Bharam, R Siva Prasad, Yeshwanth Nandhimandalam “**Management of Diaphyseal long Bone Fractures in Paediatric age group by Flexible Titanium Elastic Nails**” International Journal of Orthopaedics Traumatology & Surgical Sciences, Volume- 03, Issue- 02, June-November 2017 Page 667-670. (Index Copernicus)

List of Publications done by Dr T Ram Kalyan, during Associate Professor

Dr. T Ram Kalyan, Dr. Kalyan Kaushik Bharam and Dr. Kushal Verma “**A study on surgical management of anterior cruciate ligament injuries by arthroscopic reconstruction using semitendinosus and gracilis tendon**” National Journal of Clinical Orthopaedics 2021; 5(4): 06-11, ISSN(P) 2521-3466, Indexed in Index Copernicus.

Dr. Kalyan Kaushik Bharam, **Dr. T Ram Kalyan** and Dr. Kushal Verma “**Management of fractures of radius and ulna using dynamic compression plating**” International Journal of Orthopaedics Sciences 2021; 7(4): 180-187 , P-ISSN 2706-6630, Indexed in Index Copernicus

Workshop and Courses attended:

1. AO introduction program on December 2007 in Coimbatore, India.
2. AO advanced trauma symposium on September 21st, 2008, Chennai, India.
3. Course in Limb Reconstruction Surgery in September 10, 2006, Chennai, India.
4. Basic Life support in December 2006, in SRMC.
5. Workshop on Diabetic Foot Risk Assessment at SRMC on 4th June, 2008.
6. Workshop on Arthroplasty at OASISCON-2008.
7. CME on Bone tumors on 6/7/2008 at Cancer Institute, Chennai.
8. CME on "Basics of Musculoskeletal Imaging", October 2008 at SRMC.
9. Indo European Arthroscopy/Arthroplasty Foundation Symposium, 7-8th September 2007, Chennai.

Conferences:

1. INOACON 2009, 13th-15th February 2009, Coimbatore.
2. International seminar on sports science at SRMC on 21st January 2009.
3. 26th Mangalore Orthopaedic Course, 20,21,22 June 2008 at Mangalore.
4. Orthopaedic Association of South Indian States Conference (OASISCON-2008) at Pondicherry.
5. IGOF Indo German Orthopaedic Federation, at Chennai, 2008.
6. Participated as delegate in Hyderabad Orthopaedical Medical Education on January 2007.
7. Participated as delegate in Hyderabad Orthopaedical Medical Education on January 2009.
8. Participated as delegate in Sri Ramachandra Continuing Orthopaedic Revision Education (Score) in 2006, 2007, 2008, and 2009.
9. Participated as Delegate in SRMC Joint Replacement Course 2007.

Date:

Signature

Education

- **MBA (Finance) (Pursuing)** - Andhra University, Guntur, Andhra Pradesh
- **Bachelor of Commerce** - Andhra University, Guntur, Andhra Pradesh
- **Intermediate** - Sri Majeti Guravaiah Junior College, Guntur, Andhra Pradesh
- **Secondary Schooling** - Sri Majeti Guravaiah High School, Guntur, Andhra Pradesh

Skills

- Tally ERP/Prime
- Hospital Information and Management System
- MIS Reporting
- MS Excel
- Workflow Coordination
- Financial Statement Preparation
- Project Oversight

Languages

- **Telugu**: Native
- **English**: Fluent
- **Hindi**: Intermediate

Look's very confident
well versed with hospital procedure
good & pleasant person
we may take him as a guide
for 1.25 [day] ✓
Jyoti
19/2/25

Team Lead - Internal Audit

R. B. Associates, Chartered Accountants
Hyderabad, Telangana
Client - Omega Hospitals
February 2015 - November 2017

- Verified statutory payments, including TDS, PF, ESI, PT, and GST.
- Scrutinized expenses against income tax provisions and prepared provisional financial statements.
- Done physical stock verifications and drafted system improvement reports.
- Coordinated and led a team of five.

Assistant Manager

Udbhav Projects Private Limited
Hyderabad, Telangana
May 2012 - January 2015

- Prepared books of accounts for group companies and financial statements.
- Monitored vendor payments, TDS payments, and statutory compliances.

Accounts Executive

Univercell Telecommunications India Pvt Ltd
Hyderabad, Telangana
September 2009 - April 2012

- Managed utility bills and imprest accounts for showrooms.
- Prepared budgets, provisions, and bank reconciliation statements.
- Reported to commercial head and internal auditors.

Accomplishments

- Successfully spearheaded a comprehensive Financial and Operational Due Diligence process with Deloitte, facilitating a private equity investment. Demonstrated exceptional organizational and analytical skills in evaluating financial data, ensuring transparency, and addressing investor requirements.
- Played a crucial role in enabling a major investment of Rs. 500 Crores from Morgan Stanley by preparing detailed financial models, projections, and reports that highlighted the organization's growth potential. Collaborated with stakeholders to ~~present a compelling case for investment, which significantly strengthened the company's financial stability and expansion prospects.~~
- Contributed to long-term planning by preparing CMA data and projections, which were instrumental in securing working capital and funding for pipeline projects.
- Achieved a 100% compliance rate for statutory filings, including GST, TDS, Income Tax, ensuring adherence to regulatory requirements and minimizing risks.

CURRICULUM VITAE

Prof. S HYMAVATHI, MSc N
 Principal
 MediCiti College of Nursing,
 Ghanpur Village, Medchal Mandal,
 Medchal District, Telangana – 501 401
 Mobile: 9848254121
 E-mail id : hymavathisriramula@gmail.com



EDUCATION:

Year	Degree	Institution	Location
2003	M.Sc. Nursing	Government College of Nursing, Hyderabad/ Dr NTRUHS	Hyderabad, Telangana, India
1995	B.Sc. Nursing	Government College of Nursing, Hyderabad/ Dr NTRUHS	Hyderabad, Telangana, India
1990	Intermediate	Government Junior College	Bhabrachalam, Telangana
1988	SSC	Zilla Parishad Girls High School	Bhabrachalam, Telangana

CURRENT LICENSE AND CERTIFICATION

RN - 15433 Telangana Nursing Council
 RM - 15344 Telangana Nursing Council
 PHN - 1111 Telangana Nursing Council

Additional Qualification Serial Number **M000119** Telangana Nursing Council

PROFESSIONAL EXPERIENCE

Designation	Institution	From	To	Total Experience
Principal	MediCiti College of Nursing	01.04.2008	Till Date	18 years 5 Months
Principal	Global Kasturba College of Nursing, Hyderabad	28.03.2007	23.02.2008	1 Year
Principal	MediCiti Schhol & College of Nursing	07.03.2005	26.03.2007	2 Years 19 days
Lecturer/ Asst Professor	Apollo College of Nursing	12.11.2003	04.03.2005	1 Year 4 Months
Staff Nurse	Government (AP Vidhya vidhana parishad Area hosoital, Bhadrachalam)	24.11.1998	19.09.2003	5 Years (including 2 years deputation for MSc Nursing)

Nursing Tutor/ Principal	Rohini School of Nursing, Hanamkonda	16.09.1995	23.11.1998	3 years 2 months

EDUCATIONAL ACTIVITIES

- Appointed as Member –Board of studies-Kaloji Narayana Rao University of Health Sciences
- Appointed as External Examiner for Dr.NTR UHS, Vijayawada for B.Sc. (N) students from 2004 till date.
- Appointed as Internal & external Examiner for KNR UHS, Warangal for B.Sc. (N) students from 2016 onwards.
- Appointed as Examiner for NIMS College of Nursing/ NIMS Deemed University, Hyderabad for BSc N & MSc Nursing Students since 2008 onwards.
- Appointed as Question paper setter for NIMS College of Nursing/ NIMS Deemed University, Hyderabad for BSc N & MSc Nursing Students from 2008 onwards.
- Resource person for a national level workshop conducted by JMJ College of Nursing, Hyderabad
- Appointed as Chief Examiner in valuation of answer papers at Regional Valuation Centre, Hyderabad, Dr NTRUHS

BOOK PUBLICATIONS: Author of a text book: Essentials of Community Health Nursing Volume I & Volume II, Frontline Publications

Journal Publications : 3

PRESENTATIONS / ORGANIZED WORKSHOP

1. Sensitizing people on Schizophrenia
2. Uniting nurses against complex communicable disease – time to act
3. Insight into infertility “time to shed myths of surrogacy”
4. Battling Bipolar disorder - Your mind is at war with your mind
5. Global warming - Modern Technology owes – “ecology and Apology”
6. Nursing education and Nursing Practice on Quality innovation in nursing practice
7. Optimizing Obstetrics & optimum breast feeding
8. Poshak Aahar, Desh Ka Aadhar (National Nutritional Week Celebration – 2014)
9. “Emerging technologies & entrepreneurial opportunities.

10. Conducted school health programme at Ghanpur & Aliyabad in Govt. Zillaparishad high school. Eenadu Newspaper (Dt.02.04.2011) Sakshi (Dt.12.07.2012)
11. Samuhika Srimantham at Anganwadi Center – Aliyabad.
12. Health Camp - Aganwadi Center – Lambadithanda – Ghanpur.
13. Theme - " Every School Child a vehicle of health information." In Govt.Zillaparishad High School.
14. Theme- "Every School Child – A Health Worker". In Govt. Zillaparished High School.
15. Conducted Breastfeeding week at MIMS Hospital (Postnatal Ward)
16. "Healthy Children-Healthy Village – Healthy Nation." Sakshi Newspaper (Dt.28.06.2012)
17. Alternative Therapies: Exploring the gap between evidence and usage.
18. Alarming stage of our country – Fragile Mother. Sakshi Newspaper (2013)
19. Antenatal Clinics - At Anganwadi Center with Theme "If a woman is educated, entire family is educated." Sakshi Newspaper (Dt.05.07.2012)
20. Resource person
21. Paper Presentation on –
 - Career opportunities in nursing
 - Quality & innovations in nursing education.
 - "Sensitizing people on Schizophrenia."
 - "SCAM'S: IS THIS THE INDIA WE NEED?"

List of Webinars Attended:

Date	Institution conducted
28.07.2020& 29.07.2020	GNP CON, Kottayam
29.07.2020	AMITY UNIVERSIY
04.08.2020	Apollo college of nursing, chennai
07.08.2020	TNAI, TELANGANA
23.07.2020	APOLLO COLLEGE OF NURSING, HYDERABAD
18.08.2020	VINAYAKA MISSIONS UNIVERSITY
23.08.2020	PSG COLLEGE OF NURSING
21.08.2020	GOVT COLLEGE OF NURSING, THRISUR
31.08.2021	KLE SOCIETY COLLEGE OF NURSING
28.08.2020	BISHOPS COLLEGE OF NURSING DHARMAPURAM
22.08.2021	NAINA (NRI)

20.08.2020	MANIPAL COLLEGE OF NURSING
14.08.2020	ROYAL GLOBAL UNIVERSITY, GOUHATI

REFERENCES

Dr.Prof. Devi Buela Janet (Dean)

MediCiti College of Nursing

Medchal, Telangana.

#9885720654

Prof. C R shanshad Begum (Principal)

Mamatha college of Nursing

Bachupally, Hyderabad

Prof. C R Shamsheer Begum (Principal)

Maharaja College of Nursing

Vijayanagaram and

President, TNAI, AP Branch

#9848375760

PERSONAL DETAILS

Name : S Hymavathi

Father's Name : S V R Narsaiah

Hus=band Name : A. Chandramouli

Date of Birth : 23.10.1972

Marital Status : MARRIED

Languages Known: ENGLISH, HINDI, and TELUGU

DECLARATION

I hereby declare that the above information furnished by me is true to the best of my knowledge.

(S HYMAVATHI)

Date:

Place: Medchal



Dr. Mohammed Rafi, Ph.D.

Objective

To seek a position where I can utilize my knowledge and experience to provide quality services to the organization, conceive and implement new ideas and plans in accordance with the vision and mission of the institute and to provide high standard of education to the students



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F.No.207-D,
Aditya Empress towers,
Toli Chowki, Hyderabad-
500008

Education

Ph.D. - M.V. Global University, Jaipur (2018)

MPT - KIMS Deemed University, Karad (2009)

BPT - MGR Medical University, Chennai (1999)

PROFESSIONAL SUMMARY

- **Ph.D.** in Physiotherapy with strong research background
- More than 24 years of work experience (Academic/Administration/Clinical/Research).
- Activities related to accreditation/certification (NAAC/other recognitions)
- Presently working as Dean in School of Physiotherapy, Malla Reddy University, Hyderabad

WORK EXPERIENCE

1. **Dean** - School Of Physiotherapy, Mala Reddy University, Hyderabad. - 01 Dec 2022 till date
2. **Principal** - Maharashtra Institute of Physiotherapy, Latur, MH. - 24 Dec 2013 to 26 Nov 2022
3. **Principal** - MGM Institute of Physiotherapy, Aurangabad, MH. - 14 May 2012 to 20 Dec 2013
4. **Professor** - Kasturi college of Physiotherapy, Anantapur, AP. - 01 Dec 2011 to 10 May 2012
5. **Associate Professor** - Krishna College of Physiotherapy, Karad, MH. - 01 Jul 2009 to 20 Jul 2011
6. **Assistant Professor** - Krishna College of Physiotherapy, Karad, MH. - 01 Jan 2005 to 30 Jun 2007
7. **Lecturer** - Padmavathi College of Physiotherapy, Dharmapuri, TN- 01 Feb 1999 to 24 Dec 2004

Other positions held:

1. Vice-chancellor nominee for staff selection committee at various institutions under Maharashtra University of health Sciences, Nashik
2. Chairperson of Local Inspection committee for 'Impact assessment' of institutions under Maharashtra University of health Sciences, Nashik.
3. Member of Local Inspection Committee in the 'Directorate of Medical Education and Research' (DMER), Mumbai for granting first affiliation to start post-graduation courses.
4. Served as member of 'Academic Council', Mahatma Gandhi Mission Institute of Health Sciences, Navi Mumbai.
5. Served as Chairperson of 'Board of Studies' (BOS) - Physiotherapy, Mahatma Gandhi Mission Institute of Health Sciences, Navi Mumbai.
6. Served as member of 'Board of Studies' (BOS), physiotherapy, D.Y. Patil Education Society (Institution Deemed to be University), Kolhapur.
7. Held a position of Chairperson of Institutional Research Committee, Maharashtra Institute of Physiotherapy, Latur, MH

JOB RESPONSIBILITIES

- Oversee well-coordinated administration and overall smooth functioning of the institute/department
- Activities related to accreditation/certification (NAAC and other recognitions)
- Curriculum planning, development and implementation for under graduate and postgraduate students
- All arrangements necessary for holding examinations and evaluation
- managing research programs and various research related affairs
- Planning and organizing workshops, seminars and conferences
- Able to work under pressure and manage work site risks
- Efficient in handling various operations related to the job
- Any other activity or work as directed by the authorities for the welfare of the students and institution.

RESEARCH PUBLICATIONS

1. Balance Enhancement in Older Adults: Is Functional-Task Training Better Than Resistance Training in Enhancing Balance in Older Adults?. *Cureus*, 13(11).
2. Influence of Age, Gender, and Body Mass Index on Balance and Mobility Performance in Indian Community Dwelling Older People. *Physical & Occupational Therapy In Geriatrics*. 39:2, 144-156.
3. Effect of Functional Task Training versus Resistance Training in improving Activities of Daily Living Performance in Indian Community-Dwelling Older Adults. *Physiotherapy Quarterly*, 30(3), 86–90
4. Type 2 Diabetes Mellitus Prevalence and Associated Risk Factors in Postmenopausal Women. *Cureus*. 2024 May; 16(5)
5. Comparative efficacy of cervical retraction exercises (McKenzie) with and without using pressure biofeedback in cervical spondylosis. *International Journal of Therapy and Rehabilitation*. Vol. 20, No. 10 , pp 501–508.
6. The immediate effect of induced muscular fatigue on static and dynamic balance and core strength in male volleyball players: An experimental study. *International Journal of Health Sciences*, 6(S5), 11507–11515.
7. The effectiveness of single leg mini squat and straight leg raise on pain intensity, muscle strength and physical function in patients with osteoarthritis KNEE in geriatric population: A comparative study. *International Journal of Health Sciences*, 6(S6), 7696– 7710.
8. Effect of Functional Task Training versus Traditional Strengthening Exercises in Improving Functional Reach among Elderly Population. *Indian Journal of Physiotherapy& Occupational Therapy*. Vol. 11 Issue 3, p227-232.
9. Correlation of neck pain and low back pain with Physical activity among dentists in Latur City. *International Journal of Advance Research, Ideas and Innovations in Technology*. Volume-7, Issue-4, 2021
10. A Comparative Study of Perturbation and Proprioceptive Circuit Exercises in Knee Osteoarthritis Patients. *International Journal of Science and Research*, Vol. 8 Issue 4.
11. Effect of Jack-Knife Stretching Versus Active Stretching to Improve Hamstring Flexibility in Students with Hamstring Tightness. *International Journal of Science and Healthcare Research*. Vol. 10; Issue: 2; April-June 2025

DECLARATION

I hereby declare that the above furnished details are true to the best of my knowledge.



Curriculum Vitae

Dr.RAJIVE KUMAR SUREKA

Plot No.94, Hema Nagar colony,
Uppal, Hyderabad – 500039.

Ph : 9848603936

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E-mail: hod.rajive_microb@mims.edu.in
drrajivesureka@gmail.com

EDUCATIONAL QUALIFICATION:

M.D	:	Microbiology (Jan 1998) Darbhanga Medical College Laheriasarai (Bihar), India Dissertation title: “Role of Indirect Haemagglutination test (IHA) in the diagnosis of early cases of KALA-Azar”
M.B.B.S	:	March 1990 Darbhanga Medical College Laheriasarai (Bihar), India
B.Sc	:	Zoology (1984) Science College Patna, (Bihar), India

TEACHING EXPERIENCE:

- Working as Professor and H.O.D from Sept. 2014 to till date, Department of Microbiology ,Mediciti Institute of Medical Sciences, Hyderabad
- Worked as Professor from June 2014 to August 2014 , Department of Microbiology ,Mediciti Institute of Medical Sciences, Hyderabad
- Worked As an Associate Professor from April 2013 to June 2014, Department of Microbiology ,Mediciti Institute of Medical Sciences, Hyderabad
- Worked as Associate professor, Department of Microbiology from Jan 2005 to Nov 2007.
 - Deccan college of Medical sciences, Hyderabad.
 - Owaisi Hospital and Research centre, Hyderabad.
 - Princes Eshra Hospital, Sah Ailibanda, Hyderabad
- Worked as Assistant professor, Department of Microbiology from April 1998 to Dec 2004.
 - Deccan college of Medical sciences, Hyderabad
 - Owaisi Hospital and Research Centre, Hyderabad
 - Princes Eshra Hospital, Sahailibabda, Hyderabad

PROFESSIONAL EXPERIENCE:

- Presently working as Professor and HOD in Department of Microbiology at Mediciti Institute of Medical Sciences, Hyderabad and also as Principal of MediCiti College of Medical Lab Technology
- Worked with **Composite Hospital , CRPF, Chandrayangutta Hyderabad**, as **Consultant Microbiologist** from Feb 2010-Jan 2013

Job description:

- In charge of Microbiology, serology, Hematology and Biochemistry sections.
- Verification of test results.
- Monitoring of day to day operations in the individual sections
- Monitoring of bio safety measures and waste disposal.
- Training of technical persons.

- Worked with **Vimta Labs Ltd (ISO/IEC 17025, NABL, WHO, CAP accredited company) Hyderabad** as **Consultant clinical Microbiologist in CRL Division** from Feb 2008 – Jan 2010.

Job description:

- In charge of Microbiology, serology and Molecular biology sections.
- Verification of test results.
- Monitoring of day to day operations in the individual sections.
- Monitoring of quality control of sections, test procedures according to ISO 15189.
- Monitoring of bio safety measures and waste disposal.
- Training of technical persons.
- Develop and monitor cost effective measures in operations.
- Technical support to marketing team.
- Customer care and support.
- Active participation and support for vimta goals.

QUALITY SYSTEM EXPERIENCE :

Trained in : NABL 112

CONFERENCE ATENDED :

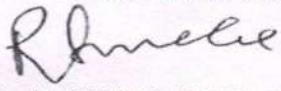
- Recent Advances in diagnosis and Clinical Management of Leptospirosis Osmania Medical college, Hyderabad, India, Oct 2005.
- Work shop on Parasitology at Govt. Medical College, Kakinada, A.P, India. April 2005
- Indian Association of Medical Microbiologist, AP state Chapter, 5th Annual Conference, 9th and 10th Feb 2002.
- Indian Association of Medical Microbiologist, AP State Chapter. 6th and 7th Feb 2000.
- Indian Association Pathologist and Microbiologist, South Zone, Hyderabad. 27th and 29th Aug 1999.

PRESENTATION S AND PUBLICATIONS:

- Indian Association of Medical Microbiologist (AP Chapter) – Feb 1999.

“ Survey of TST in Health care workers for Tuberculin Skin test in relation to Immunology of Mantox test.”

- Indian Association Pathologist and Microbiologist (AP Chaoter) – Sept 1998.
- “ Detection of Anti Tuberculosis (IgG, IgM, IgA) and Anti Cysticercosis (IgG) Anti bodies in Blood and C.S.F.”
- Dr. Rajive Kumar Sureka*, Dr. Priyadarshini M. Deodurg, Dr. Praveen Kumar Doddamani. ANTIBIOPGRAM OF PSEUDOMONAS AERUGINOSA ISOLATED FROM VENTILATOR ASSOCIATED PNEUMONIA IN A TERTIARY CARE HOSPITAL. WJPR 2014;3(2):2834-2841
- DR.RAJIVE KUMAR SUREKA* AND DR.A.J NANDESHWAR. PREVALENCE AND ANTIBIOPGRAM OF METHICILLIN RESISTANT STAPHYLOCOCCUS AUREUS FROM VARIOUS CLINICAL SAMPLES IN RURAL TEACHING HOSPITAL - ANDHRA PRADESH. Int J Pharm Bio Sci 2014 ; 5 (3) : 181 - 184
- Priyadarshini M. Deodurg*, Rajive Kumar Sureka, Ravi D. Mala. Prevalence and antibiogram of extended spectrum β - lactamase producing Klebsiella pneumoniae in a tertiary care hospital. Journal of Scientific and Innovative Research 2014; 3 (2): 155-159
- Dr. Priyadarshini M. Deodurg*, Dr. Rajive Kumar Sureka. ANTIBIOPGRAM OF SALMONELLA TYPHI AND SALMONELLA PARATYPHI A IN A TERTIARY CARE HOSPITAL. WJPR 2014;3(4):1162-1168
- Phenotypic Detection of Extended- Spectrum Beta- Lactamases in Enterobacteriaceae from Clinical Samples at a Tertiary Care Hospital.” T. Ashita Singh, S. Kiranmai, Rajive Kumar Sureka, K. Jaya Krishna Singh, International Journal of Pharmaceutical and Clinical Research 2023; 15 (1); 653-659.
- “Intensive Case Finding of Tuberculosis and Diabetes Mellitus-Bidirectional Screening of Patients Attending a Tertiary Teaching Hospital in Rural Telangana, India.” Kiranmai Sannithi, T ASHITA Singh, Neelima Angali, Raghuram Prasad, Rajive Kumar Sureka. Journal of Clinical and Diagnostic Research. 2022 Aug, Vol-16(8): DC16-DC21.
- “Effective reaction of the medical students on introduction of interactive teaching methods.” Dr. S. Kiranmai, Dr. T. Ashita Singh, Dr. K. Rajashekhar, Dr. Rajive Kumar Sureka. International Journal of Microbiology and Mycology. Vol. 14, No. 6, p. 1-7, 2022
- Evaluation of Syphilis Rapid Diagnostic Test to Rapid Plasma Reagins, Treponema Pallidum Haemagglutination Assay, and Fluorescent Treponemal Antibody-Absorption Test for Serodiagnosis of Syphilis. Dr. Hena Marryam, Dr. T. Ashita Singh, Dr. Abdul Rahman and Dr. Rajive Kumar Sureka. European Journal of Cardiovascular Medicine, vol. 15, no. 3, 2025, pp. 52-55
- Screening for Dengue in Acute Febrile Illness Patients. Dr. Mahendrakar Naga Sangeetha et al. Int. J. Med. Pharm. Res., 7 (1): 563-567, 2026


(Dr. RAJIVE KUMAR SUREKA)

Hyderabad
25.07.2023

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BIO – DATA : Dr(Brig) LEO SEQUEIRA VAZ

1. Date of birth : 05 May 1956
2. Previous Appointment : Commandant, Military hospital, Secunderabad
3. Contact Address : C106, Patels Green Park, Yaprak
Secunderabad – 500087(Telengana)
Mob:8185823503
4. Present Appointment Professor & HOD, Community Medicine, Mediciti Institute of Medical Sciences
5. Professional Qualifications: (a) MBBS,
(b) MD (Preventive & Social Medicine),
(c) Diploma in Industrial Health,
(d) Certificate Course in Hospital Administration
- 5(a) Additional Qualifications : (i) Training course on Hospital Administration for Senior Hospital Administrators organized by National Institute of Health and Family Welfare, New Delhi.

(ii) Training Programme in Educational Science and Technology for teachers in Medical Sciences conducted by Armed Forces Medical College, Pune

(iii) Training Programme on Quality Management System as per ISO 9001:2008 standards conducted by Army Medical Corps Centre & College, Lucknow.

(iv) Automated Data Processing Systems conducted by Military College of Technical Education, Mhow
6. Experience : 48 Years of experience in Medical field with Public Health Experience of 37 Years.
7. Teaching Experience : A total of 28 years teaching experience
(a) 26 years Teaching experience for Graduates & Post Graduates.

(b) Additional teaching experience of 2½ years in Institution recognized for DNB.

(c) Additional teaching experience of 3 years in Institutions training Paramedics.

(d) Guide for number of students of Pune University & Maharashtra University of Health Sciences for MD (PSM), DIH,DPH.

(e) Guide for Diploma in Family Health for Christian Medical College, Vellore and Pune University.

8. (a) Examiner MBBS : Pune University, MUHS, Rajiv Gandhi University, NTRUHS, KNRUHS
(b) Examiner DPH MUHS
(c) Examiner MD : Pune University, MUHS, Rajiv Gandhi University, NTRUHS, KNRUHS
(d) Examiner DIH : MUHS
(e) Examiner Paramedics: Pune University, MUHS, Symbiosis University

9. MCI Inspector

10. Major Achievements. : (i) Increase in Post Graduate seats at Armed Forces Medical College from 137 to 202 seats in 2010.
(ii) Planning, Structuring & Introduction of Degree courses "Bachelor of Para Medical Sciences" by Maharashtra University of Health Sciences at Armed Forces Medical College, Pune .
(iii) Recognition to the Army Course by the Maharashtra University of Health Sciences as a "Certificate course in Military Medicine".
(iv) Organizing Secretary of two National level Conferences in collaboration with the US Pacific Command.

11. Member of Associations : (i) Indian Public Health Association
(ii) National Institute of Health and Family Welfare

12. Appointments held in :-

(a) Public Health Field (i) Commanding Officer of a Field Health Organization. (from Dec 1987 to Feb 1991) -Responsible for provision of health cover to a large garrison in a hilly terrain.
(ii) Officer Commanding, Station Health Organization Secunderabad (from Dec 1994 to Apr 1998) - Responsible for health cover to Secunderabad Cantonment.
(iii) Joint Director, Management Information System Organization, Additional Directorate General (IT), Army Headquarters (from Feb 1991 to Dec 1994). Responsible for compilation of all health related data, epidemiological & publication of Annual Health Report of the Army.
(iv) Director Health of a Corps (from Jan 07 to Mar 2008) Responsible for health of a large body of troops & families spread over 2 States.
(v) Public health teaching experience

-3-

(b) Teaching

For Graduates& Postgraduates (Recognized by MCI) :

- (i) Dec 1997 to Feb Command Hospital (NC) .(recognized by MCI/NMC)
- (ii) Feb 1991 to Dec 1994 Research & Referral Hospital, Delhi.
- (iii) Dec 1994 to Apr 1998 and Feb 2014 to May 2015 Military Hospital, Secunderabad.(recognized by MCI/NMC)
- (iv) Apr 1998 to Sep 2002 : Department of Preventive & Social Medicine, Armed Forces Medical College, Pune.
- (v) Mar 2008 to Jan 2010 Department of Community Medicine, Armed Forces Medical College , Pune.
- (vi) June 2015 to date MediCiti Institute of Medical Sciences

For DNB Students(Recognized by NBE Board):

Feb 2010 to May 2012 at Base Hospital, Tezpur.

For Paramedics :

- (i) May 2012 to Feb 2014 at Army Medical Corps Centre & College, Lucknow : Training of about 5000 Paramedics in various fields leading to Diploma in Nursing **recognized by the Govt of India, Symbiosis Institute of Health Sciences & UP Board.**
- (ii) Feb 2014 to 31 May 2015: Military hospital Secunderabad Training Institute for male nurses

(c) Administration

- (i) Officer Commanding of a Field Health Organization from Dec 1987 to Feb 1991.
- (ii) Officer Commanding, Station Health Organization, Secunderabad from Dec 1994 to Apr 1998.
- (iii) Director Medical Services of a Division (from Jan 2005 To Jan 2007) - Provided Administrative cover to troops & families through a network of a 100 bedded hospital and two 45 bedded field hospitals.
- (iv) Brigadier (Medical) of a Corps. (from Feb 2010 to May 2012) - Administrative cover to a large body of troops and families spread over 3 States through a large 450 bedded hospital and eight 45 bedded Field Hospitals. Job also

entailed provisioning of medical cover through a number of doctors in various border posts in high altitude.

(v) Brigadier In-charge Administration, Army Medical Corps Centre & College, Lucknow (from May 2012 to Feb 2014) – In-charge of administration of a large training institution where training for 200 medical graduates in basics of hospital & health administration & training of about 5000 Paramedics in various fields leading to Diploma in Nursing recognized by the Govt of India, Symbiosis Institute of Health Sciences & UP Board.

(vi) Commandant, Military Hospital, Secunderabad (from Feb 2014 to till 31 May 2015). Functioned as Director of a 490 bedded multi speciality Hospital, which is also a Training Institute for male nurses. The institute is also training Undergraduates & Post Graduates of Army College of Dental Sciences.

13. Awards : Recipient of Chief of Army Staff Commendation Card twice for outstanding contributions to the Medical profession.

14. Chapters in Books : Has contributed a number of chapters to two books:-

(a) "Public Health and Preventive Medicine" for the Indian Armed Forces .

(b) World Health Organization sponsored "Text Book of Public Health and Community Medicine".

16. Papers Published (11)

(a) A Psychosocial profile of inmates of orphanages at Pune – Health & Population – Perspectives and issues 11(1) :21-30, 1988.

(b) Knowledge, Attitude & beliefs about measles & vaccination coverage in a rural area - Journal of Communicable Diseases 21 (4) ;285-289, 1989.

(c) A prevalence study of eye diseases amongst inmates of orphanages in Pune - Indian Journal of Preventive & Social Medicine Vol 19, No 2 1989 : 129-132.

(d) Psychosocial Problems of Orphans – An overview- Journal of Communicable Medicine;31-42. Aug 1990.

(e) Sociodemographic profile of Tubectomy acceptors – An Army experience –Journal of Family Welfare Vol 36 No 1 56-61, 1992.

(f) A study of factors associated with decision making among Tubectomy acceptors – Journal of Communicable Diseases- 178-182, 1993.

(g) Profile of Tuberculosis – An Army experience -Journal of Communicable Diseases 27 (2) 107-111, 1995.

(h) Contribution of Armed Forces to Malaria Control – a review MJAFAI Vol 56

- (i) Bioterrorism : An Emerging Public Health Problem -MJAFI Vol 58, No 4, 325-330, 2002.
- (j) Action childhood for healthy adulthood - MJAFI Vol 69, No 1, 2002.
- (k) Biological Warfare and Terrorism – A situational analysis NBC Defence Journal 48-58, Jun 2002.
- (l) Outbreak of Scrub Typhus in Jammu – A report - MJAFI, Vol 62 2006.
- (m) Bioterrorism : An Emerging Public Health Problem -MJAFI Vol 58, No 4, 325-330, 2002.
- (n) Knowledge and attitude of mothers about diarrhea, ORS and feeding practices in unc five children in a rural area of rangareddy, Telangana , Journal of medical science a clinical research vol 4 issue 1013201-13209. Oct 2016
- (o) Prevalence of Overweight, Obesity and Diet related factors among high school children urban and rural areaasofMedchal Mandal, Rangareddy districtJournal of medical scien and clinical research vol06, issue 2 Feb 2018
- (p) A study on menstrual practices and hygiene among adolescent girls in a government hi school. Indian Journal of Medical Research and Pharmaceutical sciences Vol3, No 6, 5 60 Jun 2016
- (q)

17 **Papers Read/Guest Lectures/ Resource Person at Conferences**

- (1) "Contribution of AFMS towards Malaria Control in India – A review" - Paper presented at Armed Forces Medical College during Armed Forces Medical Research Conference, Feb 1998.
- (2) "Life style diseases" - Paper presented at VII Annual Conference of Maharashtra Chapter of Indian Association of Preventive&Social Medicine and Indian Public Health Association- Maharashtra Branch Pune , 25-26 Feb 2000.
- (3) Resource person at Workshop on IEC Activities HIV/AIDS Prevention conducted by Armed Forces Medical College Pune, 25-25 Mar 2001.
- (4) "Malaria in the Indian Army – Secular trends" -Poster presentation at Asia Pacific Military Medical Conference Delhi 2001.
- (5) "A study of physical activity, food choice amongst college students" – Paper read at Bombay Medical Congress 2001.
- (6) "Training the Trainer - The Challenges" : Paper read at 1st National Conference on Medical Education Technology 'Medical Education Vision 21' conducted by Armed Forces Medical College Pune, 11-12 Aug 2001.
- (7) WHO/ICMR Sponsored MOEF-NIOH Training workshop on Environmental Epidemiology at National Institute of Occupation Health, Ahmedabad 29 Oct to 02 Nov 2001.
- (8) Resource person at National Workshop on "IEC in HIV/AIDS" by Armed Forces

- (9) "EPIC-2003 : Health Care Facility Planning" by Armed Forces Medical College Pune , 08 - 09 Aug 2003.
- (10) "Scrub Typhus - A report on 12 suspected cases in Jammu Region" – Paper read At Armed Forces Medical College during Armed Forces Medical Research Conference, Feb 2004.
- (11) "Scrub Typhus and the Soldier – An overview" : Paper read at National Conference on Vector biology 21-26 Mar 2004.
- (12) "Safe Sex & HIV" – Paper read at International Conference & CME on HIV/AIDS : The Military Face Organized by DGAFMS and US Pacific Command held at Armed Forces Medical College, Pune, 02 – 06 Sep 2004.
- (13) "HIV and Trauma, the threat perception" – Paper read at CME on Low Intensity conflict and Trauma at Military Hospital , Jammu 20-21 Nov 2004.
- (14) Resource person at International HIV/AIDS Workshop for peer leaders organized at New Delhi, 27 30 Aug 2005.
- (15) Resource person at CME on Advanced Trauma Life Support held at Base Hospital, Bengdubi, 10 – 11 Sep 2005.
- (16) "Prevention of HIV in the Armed Forces" – Paper read at International UNAIDS CME on Training of Peer Group Leaders in HIV, Military Hospital Shillong sponsored by WHO, 30 Aug to 02 Sep 2005.
- (17) "Latest trends in malaria vaccines" - CME on Environmental Medical Sciences, Military Hospital Panagarh, 28-29 Jan 2006
- (18) "Recent Advances in Malaria" – Paper read at CME on Vector borne diseases at 158 Base Hospital, 2006.
- (19) Resource person at XVI Asia Pacific Military Medicine Conference organized at Delhi, 26 – 31 Mar 2006
- (20) "Simulated Altitude for prevention of effects of High Altitude" – paper presented at AFMC during Armed Forces Medical Research Conference, Feb 2007.
- (21) Resource person at Workshop on Suicide and Attempted Suicide by Armed Forces Medical College Pune, 23-24 Jun 2007.
- (22) "Climate change and Malaria in Rajasthan – Paper presented at AFMC during Armed Forces Medical Research Conference, Feb 2008.
- (23) "Prevention of Effects of Heat" – Paper read at Conference on problems in the Desert at Desert Medicine Research Centre, Jodhpur, Jun 2008.
- (24) "Prevention of Accidents" - Paper read at CME on Trauma Surgery at Military Hospital, Jodhpur 2008.
- (25) Resource person at US Pacific Command Train the Trainers Workshop on HIV/AIDS by Military Hospital Secunderabad , 09 - 11 May 2008

- (26) "Real Life Issues in Palliation" – Paper read at HIV/AIDS Palliative care workshop At Command Hospital, Pune organized in collaboration with US Pacific Command , 23-25 Apr 2009.
- (27) Guest lecture at CME on Medical Boards : Policies, Processes and Disability Administration by Armed Forces Medical College Pune, 10 - 11 Apr 2010.
- (28) Guest lecture at CNE on Emergencies in Counter Intelligence Operations Scenario. Organized by 155 Base Hospital - Oct 2010.
- (29) Resource person at National Conference on Preventive Strategies in Public Health : An Update organized by Department of Community Medicine, Armed Forces Medical College Pune Jul 2011.
- (30) CME on "Pharmacovigilance" conducted by Armed Forces Medical Stores Depot Lucknow & Command Hospital (Central command) Lucknow, 19-20 May 2012.
- (31) CME on Holistic Perspective of Management & Quality Issues in Service Hospitals conducted by Army Medical Corps Centre and College, 16-17 Sep 2013.
- (32) CME on "Human Performance Optimization" held at Institute of Aerospace Medicine, 12-13 Apr 2014
- (33) Guest lecture in CME on occupational health in Kameneni Instiute of medical sciences Feb 2017
- (34) Guest lecture in CME in Gandhi Medical College in Sep 2017

PROFILE OF MR. J.S. RAO

Mr Someswara Rao Jayanti, 68 years, is a postgraduate in Commerce and a qualified Chartered Accountant and Company Secretary.

In the beginning of his career, he joined the then State Bank of Hyderabad (SBH) as a Probationary Officer and served for 5 years in their Head Office in the Credit Department. During this tenure, he was exposed to credit appraisal, monitoring, credit rating, management of non-performing loans, etc.

Later he started independent practice as Chartered Accountant. During his 18 years of independent practice, he gained deep insights into Accounting, Auditing, taxation, Banking, Finance and various other industries. He helped various industries to raise funds by way of debt as well as equity through public issues.

Subsequently, he joined corporate sector and has been serving as Chief Financial Officer (CFO) with different companies for the last 20 years. During this period, he has been handling cash flow, financial planning, budgeting, and taxation issues. He has played a vital role in the companies' strategic initiatives.

NAME: NAMPALLI SAMARESH

Applied for the post of HR (MANAGER)

MOBILE: 9701004495

E-MAIL: sam.nampalli@gmail.com

ADDRESS: HYDERABAD.

SUMMARY:

Experienced HR Leader seeking opportunity to lead HR domain area to Strategies, Develop & Implement programs at Strategic and Operational Level for smooth functioning of HR Operations

PROFILE HIGHLIGHTS:

- Having 7 years of experience in handling HR Operations in Medical Colleges, out of 17 years of Healthcare.
- Specialist in Medical Faculty Recruitment – All Broad Specialties & Super Specialties
- Led HR Functions - Talent Management, PMS, Payroll, L&D across the HR career span
- Worked across Hospital, Medical Colleges and Hospitality sectors
- Extensively worked on Medical College related Accreditations - NABH, NMC, DCI, NCI

ACHIEVEMENTS:

- Successfully worked in 4 Medical Colleges and handled HR Operations, Accreditations and contract labour management
- Recruited 50+ Super Specialty Teaching Faculty – Sapthagiri Medical College in 30 days span... 200+ in 3 Months
- Software update for payroll, resulting in 80% reduction in system errors and improving application performance by 25%
- For the Startup Hospital (GMR Care) approximately 250+ staff were on-boarded in 2-3 months' time

HR -
Appoint. min. of
GMR H.P
3/1/12

15

A.VENKATA RATNAM
Flat no 101,Sai Krishna's Mansion
H.no:1-1-230/9, Vivek Nagr
Chikkadpally, Hyderabad-20,
E-Mail:ratnam_1970@yahoo.com
Voice: +91-40-27651981, cell-9985021425

OBJECTIVE:

- To become a professional Civil Engineer by Executing time bond construction projects and maintained of projects best way.

PROFESSIONAL DETAILS:

- Presently working as Chief Project Officer at MediCiti Group of Hospitals, Hyderabad since 7th March 1994.
- Worked as site Engineer in Newtone Construction private Ltd, surat, Gujarat from 3rd March 1993 to 28th February 1994.

COMPUTER PROFICIENCY:

- Packages : All windows operating packages.
- Operating Systems : Auto cad 2025, Staad 7, Office xp.

JOB FUNCTIONS AT MEDICITI HOSPITALS:

- Construction of 1000 bedded super speciality hospital of plinth area is 4.00 lakh sq-ft costing Rs.120 crores. Multistoried structures of 4 floors. As for the following specifications.
 - Design and execution of RCC frame structures such as footings, columns, beams and slabs etc.
 - Super structures such as walls, sunshades and plastering to ceiling and walls.
 - Design of intensive care units and wards.
 - Design and laying medical gases lines.
 - Design and laying internal and external water and drainage lines.
 - Design and laying internal and external electrical lines.

- ➡ Design and laying A.C units for operation theatres, ICCU, ICU and other areas.
- ➡ Design and constructing RCC over head tank of 1.00 lakh capacity.
- ➡ Design and construction of 40 bedded pediatric and neonatal units including necessary electrical points, 20 tones capacity air conditioning system, 10 Kva ups and also plumbing etc.,
- ➡ And Maintenance of above i.e. civil, plumbing, electrical, and other.

- Construction of Medical College of plinth area is 2.00 lakh sq-ft and costing of Rs.30 crores Nature of work is multistoried building of 4 floors with three continuous blocks.
- Construction of patient attendant and staff nurse quarters of plinth area is 35,000 sq-ft and costing of Rs.7 crores Nature of work is multistoried building of 3 floors with two blocks.
- Construction of School of Nursing building of plinth area is 15,000 sq-ft and costing of Rs.3 crores Nature of work is multistoried building of 2 floors with two blocks.
- Construction of Hostels building of plinth area is 1,20,000 sq-ft and costing of Rs.24crores Nature of work is multistoried building of 3 floors with two blocks.
- Construction of six blocks of Residential staff quarters of plinth area is 60,000 sq-ft and costing of Rs.12 crores Nature of work is multistoried building of 4 floors with six blocks.
- Design and construction of 800 users septic tank Costing about Rs.15 lakhs.
- Construction of STP 750 KLD for the sewage disposal of the hospital and other areas.
- Conducting surveys for preparing layouts for the sites such as location of buildings, roads, power lines, telephone lines etc and also markings plots.
- Preparing estimations of buildings including rate analysis of all such items.
- Several miscellaneous works such as construction of incinerator, septic tanks, soakpits, storm water drains and also maintenance works of staff quarters, patient quarters, nurses quarters etc.,
- Using AUTO CAD 2007 designed and drawn layout plans for Hospital buildings and other allied buildings such as staff quarters, patient quarters, nurses quarters etc.,
- Preparation of project report.
- Preparation of tender documents for civil, Electrical Air- conditioning, Ups and telecom.
- Discussing with Architects and consultants for finalizing layouts.
- Finalization of construction plans for civil, Electrical Air-conditioning, Ups and telecom.
- Preparation of project time schedule etc for entire group of works.

JOB FUNCTIONS AT NEWTONE CONSTRUCTION PVT LTD:

- Construction of Residential and commercial complex's of 10 stories with 1 lakh sq-t area.

ACADEMIC QUALIFICATIONS:

- **Bachelor of Engineering (CIVIL)** from **University of Mysore** passed in **first class with Distinction.**

PERSONAL SUMMARY:

- A Professional with strong analytical, interpersonal and communication skills, ability to learn new skills quickly, ability to work in team or individually.

PERSONAL DETAILS:

Father's Name : A.V.V. Satyanarayana Murthy
Date of Birth : 19-12-1970
Marital Status : Married
Nationality : Indian
Religion : Hindu
Languages known : English, Hindi, and Telugu
Hobbies : Book reading
Passport no : T 293993
E-mail: ratnam_1970@yahoo.com

REFERENCES:

1. Mr.V.Malakonda Reddy- Executive Secretary, MediCiti Hospitals, Hyderabad, and Ph: 040-23214674, 23399188 and 23243127 cell: 9848021315.
2. Dr.G.Surendra Reddy-Principal, MIMS, Ghanpur, and Medchal (mandal) Ph: 08418-256235, cell: 9848040887.

Resume

Dob - 30.07.1986

Age 38 years

Srikanth Veliandla

♀ Gouthami Nagar, Nizampet, Hyderabad, Telangana
 ✉ srikanth6859@gmail.com | ☎ +91 9553484999

Professional Summary Amicable and adaptable professional with robust experience in Finance and Accounts Management. Skilled in analytical thinking, decision-making, and achieving challenging targets. Demonstrated ability to work both independently and collaboratively, with a passion for continuous learning and improvement.

Employment History**General Manager - Finance & Accounts***Omega Hospitals (A Unit of Hyderabad Institute of Oncology Pvt Ltd)*

Hyderabad, Telangana

December 2017 - Present

- **Financial Oversight:** Executed comprehensive financial management for the organization, ensuring accuracy and compliance in accounting practices across multiple branches.
- **Statutory Compliance:** Managed the timely verification, reconciliation, and filing of statutory returns, including GST, TDS, and Professional Tax, adhering to regulatory deadlines and standards.
- **Management Reporting:** Compiled detailed MIS reports to support executive decision-making, including insights into operational performance, financial trends, and areas for improvement.
- **Loan Processing & Financial Analysis:** Prepared CMA data, operational metrics, and provisional financials with detailed assumptions for term loans and working capital requirements. Collaborated with banks and NBFCs to secure financing for existing units and new projects. Forex Payments and Forex Letter of Credits processing to Import Medical Equipment. Bank Guarantees of Empanelment with Corporates and Govt. Organisations.
- **Reconciliation:** Ensured rigorous and systematic reconciliation of cash, card, bank accounts, payables, and receivables to maintain financial integrity. Revenue and COGS reconciliation with HIMS, Purchase reconciliation with GSTR 2A.
- **Team Leadership:** Directed cross-departmental coordination and branch finance activities to optimize operational efficiency.
- **Board Presentations:** Developed comprehensive financial statements, projections, and presentations for board meetings, providing actionable insights to stakeholders.
- **Annual Reporting:** Led the preparation of annual financial statements, including Income Tax and GST returns, ensuring precise and timely submissions.
- **Strategic Initiatives:** Played a pivotal role in driving financial strategy, including resource allocation, and long-term financial planning to support the hospital's growth and expansion. Dealing with Credit Rating Agencies and Strategically positioning the company's financial health, growth prospects, and risk management practices to maintain or improve its credit rating.



PROF. K SIVA RAMA KRISHNA <president@mims.edu.in>

Sub: Request for Issue of No Objection Certificate - Reg

1 message

PROF. K SIVA RAMA KRISHNA <president@mims.edu.in>
To: knruhswgl15@gmail.com

Wed, Jan 21, 2026 at 5:02 PM

Respected Sir,

SHARE Medical Care Foundation, was established with a vision to advance research, strengthen public health, promote excellence in medical education, and serve the community. The Foundation comprises MediCiti Hospital, the MediCiti Institute of Medical Sciences offering Undergraduate (MBBS) and Postgraduate (MD/MS) programmes, and the MediCiti College of Nursing. It has further expanded its academic portfolio with the establishment of the MediCiti College of Physiotherapy, MediCiti College of Medical Laboratory Technology and MediCiti College of Public Health.

The Management of SHARE Medical Care Foundation is applying for the conferment of “Deemed to be University – Distinct Category” status by bringing all its institutions under a unified academic and governance framework. Over the years, the Foundation’s institutions have demonstrated strong academic credentials, state-of-the-art infrastructure, advanced research capabilities, highly qualified faculty, active community health outreach, and a sustained commitment to excellence in multidisciplinary healthcare education and services.

In accordance with the Gazette of India Notification No. F-1/2021 (CPP-I/DU) dated 2nd June 2023, issued by the University Grants Commission regarding Regulations for conferment of “Deemed to be University” status, we are in the process of submitting our proposal to the UGC.

we respectfully request your esteemed office to issue a No Objection Certificate (NOC) in favour of SHARE Medical Care Foundation to enable the submission of our proposal to the University Grants Commission (UGC).

We shall be highly obliged if the No Objection Certificate is kindly issued at the earliest.

Thanking you,

Yours faithfully,

Sd/-

Prof. Kolla Siva Rama Krishna
President
Share Medical Care Foundation
Ghanpur (V), Medhcal - 501401
Hyderabad, Telangana