SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MALABAR MEDICAL COLLEGE HOSPITAL AND RESEARCH CENTRE

MMC CAMPUS, ULLIYERI, MODAKKALLUR
673323
www.mmchospital.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Malabar Medical College Hospital and Research Centre is established in the year 2010 as the first private medical college in Kerala to have 150 seats at inception. After a decade of dedicated and untiring commitment for grooming the best kind of medical professionals and creating many top ranks for MBBS examinations, the institution is recognized as first kind of it in entire Kerala and is now been elevated to the status of a 200 seated private medical college. The necessary permissions from Government of Kerala, National Medical Commission and Kerala University of Health Sciences are all obtained for facilitating the additional intake effective from academic year 2022 -23.

The medical college has been offering post graduate courses (DNB) in General Medicine and General surgery since 2013 and since the year 2021 MD/MS courses are started in various specialties after discontinuing DNB courses. There are currently an altogether of 54 post graduate seats among 18 different specialties and they are MD General Medicine(4 seats), MS General Surgery(4 seats), MS OB& G(4 seats), MD Paediatrics (4 seats), MS Orthopaedics (4 seats), MD Radiodiagnosis (2 seats), MD Dermatology (3 seats), MD Respiratory Medicine (2 seats), MD Anaesthesiology (2 seats), MD Emergency Medicine (3 seats), MS ENT(3 seats), MS Ophthalmology (3 seats), MD Psychiatry (2 seats), MD Community Medicine (5 seats), MD Pathology (3 seats), MD Microbiology (2 seats), MS Anatomy (2 seats) and MD Biochemistry (2 seats).

Kozhikode is known for its pool of best talented doctors of the country and the Government Medical College, Kozhikode is recognized as one of the top medical school with handful of highly talented doctors, Malabar Medical College which is popularly known as MMC is also regarded as an annex of Government Medical College. Kozhikode as majority of reputed doctors who are from Government Medical College, Kozhikode retired or took volunteer retirement prefers to have MMC as their next destination.

It would be not exaggerating if we say that Malabar Medical College stands among the top private medical colleges of the state when the past results of the MBBS students in their university examinations and overall performance of the institution in various activities including cultural, sports, research of the students and faculties speaks volumes about the institution

Vision

Malabar Medical College Hospital and Research Centre is accomplished to be recognized as an institution of eminence in India for providing excellent medical education, medical care and medical research.

Mission

Malabar Medical College Hospital and Research Centre is committed to provide excellent infrastructure, renowned faculty and learning environment to nurture new medical professionals with moral values and ethics with an attitude to serve the community selflessly and with compassion.

04-07-2025 08:10:34

The institution is obligated to house innovative medical research activity to unfold the scientific truth beneficial for the human race.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1.   **Pioneering Medical Education:** Kerala's first private medical college to offer 200 MBBS undergraduate seats, setting a new benchmark in medical education in the region.

2.   **Abundant Clinical Experience:** Provides a rich variety of clinical material for hands-on learning, enhancing practical training for students.

3.   **Sports Excellence:** Consistently won the University Sports Championship for three consecutive years (2014-2017), highlighting the institution's commitment to sports and physical education.

4.   **Student-Centric Approach:** Employs a student-centered teaching methodology, ensuring that educational strategies are tailored to enhance student engagement and learning outcomes.

5.   **Community Outreach:** Engages in extensive community outreach programs, strengthening ties with local communities and providing valuable health services.

6.   **Leadership and Management:** Demonstrates proactive management and effective leadership, fostering an environment of growth and development within the institution.

7.   **Skill Enhancement:** Offers dedicated programs aimed at skill enhancement, ensuring students and faculty continuously develop their competencies.

8.   **Academic Hosting:** Successfully hosted several state-level conferences across various medical departments, contributing to academic and professional discourse.

9.   **Modern Facilities:** Equipped with state-of-the-art academic halls designed to support effective classroom learning and facilitate doubt resolution.

10.   **State-Level Festivals:** Organized academic festivals at the state level, promoting academic excellence and engagement among students.

11.   **National Conference:** Hosted a national conference, reflecting the institution's commitment to contributing to the broader medical and academic community.

12.   **Student Publications:** Produces annual college magazines through the Students Union Council (SUC), providing a platform for student expression and achievement.

13.   **Cultural Engagement:** Conducts annual cultural events organized by student councils, fostering a vibrant campus culture with students divided into groups for diverse activities.

14.   **Faculty Engagement:** Hosts annual cultural and sports events for faculty members, promoting a balanced

work environment and team cohesion.

15. **MSN Unit:** Operates a Medical Student Network (MSN) unit under the guidance of the Indian Medical Association, Kozhikode (IMA), to support outreach activities.

16. **Sports Facilities:** Maintains a well-equipped badminton court with proper lighting and quality flooring, encouraging physical fitness and recreational activities.

17. **Practical Learning Emphasis:** Focuses on practical knowledge and bedside learning in alignment with the Competency-Based Medical Education (CBME) curriculum.

18. **Electronic Health Records:** Implements an electronic health records system to streamline patient information management and enhance data accessibility.

19. **Community Engagement:** Continuously engages in extensive community outreach programs to address public health needs and build strong community relationships.

20. **Skill Development:** Provides dedicated skill enhancement programs to continuously improve both student and faculty expertise.

Institutional Weakness

1.   **Pedestrian Access:** Challenges related to pedestrian access due to the high terrain, potentially impacting ease of movement around the campus.

2.   **Internet Connectivity:** Issues with low-speed internet in certain campus areas due to geographic limitations, affecting digital access and online learning.

3.   **Forensic Facilities:** Absence of forensic autopsy facilities and limited hands-on exposure to medico-legal cases, potentially impacting forensic training.

Institutional Opportunity

1.   **Research Encouragement:** Opportunities for faculty members to engage in research, fostering academic and scientific advancements.

2.   **Job Opportunities:** Potential for excellent job prospects for students through enhanced industry-institution collaborations, bridging the gap between education and employment.

3.   **Urbanization Benefits:** Increased patient output resulting from growing urbanization, offering more opportunities for clinical training and community service.

4.   **Outreach Expansion:** Potential to extend patient-centric outreach initiatives to nearby and remote villages, improving healthcare access in underserved areas.

Institutional Challenge

1.   **Patient-Doctor Relationship:** Stigmas affecting patient-doctor relationships in private healthcare settings, impacting the quality of interactions and care.

2.   **Auditorium Construction:** Need for a new, fully equipped auditorium to accommodate celebrations, gatherings, and formal functions, enhancing event management capabilities.

3.   **City Accessibility:** Challenges related to accessibility to Calicut City, affecting ease of travel for students, faculty, and visitors.

4.   **Land Levelling:** Requirement for land leveling in certain areas to address terrain challenges and improve campus infrastructure.

5.   **Transportation Facilities:** Need to improve transportation facilities to enhance connectivity and ease of access to and from the campus

1.3 CRITERIA WISE SUMMARY

Medical Part

Malabar Medical college Hospital and Research centre places a strong emphasis on various aspects of medical education and healthcare quality. The institution has the NMC approval to admit 200 students annually to the MBBS program. Students are admitted through NEET entrance exam. are The NEET percentile scores of students admitted in the previous academic year ranged from 40.55 to 96.66, with an average percentile of 94.66. Prior to beginning their clinical rotations, undergraduate students participate in sessions focused on patient safety and quality of care. Additionally, the Hospital Infection Control Committee provides training on infection prevention and control practices. The hospital adheres to NABH guidelines for quality of care and patient safety. Students receive practical training in patient care and safety procedures at the Simulation Centre. Over the past five years, exit exams for graduating interns have been administered twice annually.

1.   **Education and Training**: Students receive training in quality of care, patient safety, infection prevention, and control practices during their clinical postings. They also undergo didactic and practical sessions.

2.   **Faculty Expertise**: Many of the eminent teaching faculty have acquired additional postgraduate degrees, diplomas, or fellowships from recognized centers in India or abroad.

3.   **Clinical Competency Assessment**: Objective methods are used to impart knowledge, measure and certify specific clinical competencies of MBBS students and interns.

4.   **Ethical and Legal Training**: Instructional sessions cover medical, legal, ethical, and social issues related to organ transplantation.

5.   **Immunization Practices**: Students are exposed to the operational features of the Immunization Clinic in the hospital, adhering to WHO guidelines for childhood immunization.

6. **Medical Graduate Attributes**: The institution defines and implements medical graduate attributes, with emphasis on roles such as clinician, leader, communicator, lifelong learner, and professional, with evaluation methods in place.

7. **Faculty Development**: The Medical Education Unit conducts faculty development programs focusing on emerging trends in medical education technology . The MEU of Malabar Medical College focuses on expanding the horizons of learning by empowering the faculty with necessary tools of teaching..

8. **Accreditations**: The institution is ISO 2009-2015 certified.The laboratory is accredited by NABL, and NABH accreditation for the hospital is in progress.

9. **Healthcare Safety Measures**: Prophylactic immunization against Hepatitis-B and Injection Tetanus Toxoid is provided to all undergraduate and postgraduate students, as well as teaching and non-teaching staff working in clinical environments.

Curricular Aspects

Malabar Medical College Hospital and Research Centre ,one of the only private medical college in Kerala, granted permission under Kerala Health university of sciences(KUHS) by NMC, with a student intake of 200 students from past 3 years. It has maintained its success in obtaining the highest level of academic achievement by providing its students with an abundance of curriculum-based materials. The institute offers excellent facilities, teaching staff of highly qualified and effective educators, and well-equipped classrooms that introduce students to a healthy, competitive environment. Under the direction of a strong Curriculum committee, which includes faculty members who have completed advanced courses in medical education, an annual academic calendar is created. Faculties adopt various innovative methods of teaching learning like Interactive lecture, Skill based and experiential learning for teaching medical students. Assessments for students at the institute aims at providing competent graduates with constant guidance under mentors bringing out the best in them.Subject-related materials, including e-books and e-journals, are available at the Institutional Central Library, giving users access to cutting-edge research and development in their subjects.

The Institute has consistently acted in the best interests of the students by offering a variety of training courses that are up to date with medical advancements, arousing their curiosity.

With the help of the institution, students can now freely engage in interdisciplinary activities and benefit from a well-organized schedule that includes additional courses on public health and welfare, value added courses in life skills and add on courses which helps them in guiding them for future practise. The college prioritizes professional training in the medical field with an emphasis on innovation, scientific thinking. Through programs for equality and gender sensitization, the institute promotes gender equality and creates programs that promote environmental consciousness, bioethics, and human values. Partnerships with industries, research organizations, and other educational institutions enhance the curriculum and provide students with real-world exposure

Through various community outreach activities students learn to a part of community and are exposed to the basis of role of a doctor as a health care worker, communicator and leader thus achieving the roles of an Indian Medical Graduate. The institution maintains a robust feedback system regarding the curriculum ,which centres in maintaining standards of teaching and aims at constant improvement in making teaching learning a learner centric and learner friendly method.

Teaching-learning and Evaluation

In Malabar Medical College Hospital and Research Centre the student enrollment process is done legitimately by giving due consideration to equity and inclusiveness by providing reservations to all categories during the admission process in compliance with the guidelines of the state/central government. Admission to MMCH&RC is through the NEET-based counseling process at Kerala University of Health Sciences. Once the students are enrolled, the institution appraises the learning levels and planned process of special programmes for slow performers mid term policy and advanced learners. The institute emphasizes on various student-centric methods to improvise the learning experience. MMCH&RC has adopted advanced teaching aids for an effective teaching, use of skill lab and learning process on par with changing technological advancements like ICT enabled tools. There is regular conduct of examinations and assessment of our student population. The student's of our institute are in a position to apply the concepts taught in the basic sciences to the clinical scenarios and use this scientific foundation to unfold themselves into better health care professionals and thus become an asset to society. Our institution firmly believes in the overall progression of the students, and they are given the opportunity to enthusiastically participate in a variety of extra-mural activities at inter-college and interuniversity levels. The students have won the college many accolades by participating in competitions in different platforms. The college employs qualified and vastly experienced faculty to implement the recommended academic curriculum with professionalism. The teaching faculty of the college is competent, conduct regular mentorship programmes and is well trained and updated on a regular basis for the development and delivery of e-content and courses to simplify student's understanding. The institution adheres to the academic calendar for the conduct of continuous internal evaluation and ensures that it is robust and transparent. All the examinations (internal assessments and university final exams) conducted in the institute, strictly follow the regulations of the examinations cell of the institute and the regulatory bodies like the NMC and the university. MMCH&RC also conducts regular parent teacher meetings and receive feedback to take necessary measures for enhancing the academic standards.

Research, Innovations and Extension

The institution boasts well-equipped research laboratories and departments that provide the necessary facilities for conducting research. It has established committees such as the Ethics Committee, and Scientific Committee, overseeing and guiding research activities, ensuring adherence to ethical standards, and maintaining scientific rigor.

Institutional Ethics Committee (IEC) monitors and ensures the ethical implementation of all research projects. This includes ethical guidelines for research ethics, publication ethics, and the submission of dissertations and synopses.

MMCH&RC regularly organizes workshops and seminars aimed at enhancing the research capabilities of both students and faculty. Topics covered include research methodology, intellectual property rights, good clinical practices, good laboratory and collection practices. These initiatives are designed to empower researchers with necessary skills and knowledge.

The establishment of an innovation cell underscores the institution's commitment to fostering innovation and facilitating the transfer of knowledge among students and faculty. This initiative aims to support the creation of new ideas, technologies, and solutions that can contribute to advancements in healthcare and beyond.

Faculty members and students have made significant contributions to academia through publications in various national and international indexed journals. The institution publishes its own scientific journal, MMC Chronicle, twice a year. This journal serves as a platform for disseminating research findings, promoting scholarly dialogue, and showcasing the institution's research capabilities.

Malabar Medical College collaborates with social service organizations to extend its impact beyond academia aimed at community welfare and development. NSS volunteers actively engage in raising awareness on important healthcare issues and government support programs contributing to community health education and empowerment.

The institution conducts a variety of extension and outreach activities focusing on education, environmental issues, health and hygiene awareness, and socio-economic development in collaboration with different agencies.

Malabar Medical College Hospital and Research Centre exemplifies a comprehensive approach to research, innovation, ethical practices, and community engagement in the field of healthcare and beyond. By fostering a conducive environment for research, promoting knowledge transfer, and actively engaging with the community, the institution not only enhances its academic reputation but also fulfills its social responsibility and contributes positively to societal well-being.

Infrastructure and Learning Resources

Malabar Medical College Hospital and Research Centre with its humongous infrastructure and learning resources is a benchmark to most of the medical colleges in the state of Kerala. The entire campus is surrounded by greenery, creating an environment that is ideal for learning and patient care The infrastructure facilities of clinics, laboratories, seminar halls, simulation labs etc., are in accordance with NMC guidelines. All the class rooms are equipped ICT facilities . The campus has LAN connection and a full-fledged IT support team to maintain the facilities.

The institution hosts well ventilated, spacious hostels, mess and cafeteria. 24 hr CCTV surveillance vantage points with high security measures provide a secure environment for all. A power backup generator provides an uninterrupted power supply to the campus. The institution takes care of health and wellbeing of the hostel inmates with consultant gynaecologist.

The institution nourishes overall development of students and is always a step ahead in providing adequate facilities for both outdoor and indoor sports. Separate well equipped gymnasium for both girls and boys in the hostels are worth mentioning. A qualified physical director is appointed to organize and monitor these sports activities.

The institution believes that library is the back bone of its education system and hence it consistently procures a wide range of text books, reference volumes, national and international journals with back volumes. The library is fully automated and is monitored by the library committee for smooth functioning .MMC always stands out in procuring advanced equipment and surgical devices to cater the needs of the remarkable patient flow and thus training undergraduate, postgraduate students and PhD scholars. To ensure smooth and organized department functioning the institute uses electronic health record system. MRD maintains the OP and IP records through manorama software system.

MMC have postings for students in PHC,CHC , rural and urban health training centre undertaken by the department of community medicine.Health campus and awareness programmes are conducted regularly.

MMC has a dedicated team for maintenance of campus infrastructure. Maintenance and upgradation of infrastructure are given high priority with appropriate budgetary provisions .

Student Support and Progression

Malabar Medical College Hospital and Research Centre is dedicated to the comprehensive development of its students, providing strong support in both academic and extracurricular areas. Through a combination of government-endowed scholarships and institutional fee waivers, MMCH&RC offers financial assistance that fosters an equitable and inclusive academic environment.

Recognizing the importance of well-rounded development, the institute offers a variety of programs designed to enhance personal and professional skills. These initiatives include workshops on communication skills, expert-led talks on health and wellbeing, and platforms for public speaking. Such programs are aimed at building students' confidence, refining their professionalism, and equipping them with the tools needed to navigate future challenges successfully.

In addition to supporting personal growth, MMCH&RC is deeply invested in helping students pursue higher education and advance their careers. The college has established comprehensive training and guidance programs to prepare students for competitive examinations at both national and international levels. These programs, which are particularly beneficial during internships, have enabled many students to secure placements in prestigious institutions for further studies. Consequently, graduates of the institute have successfully secured employment in academic institutions, corporate organizations, and private medical practices.

The safety and well-being of students are top priorities at MMCH&RC. The institution maintains a secure academic environment through active committees such as the Anti-Ragging Committee, Grievance Redressal Cell, and Anti-Sexual Harassment Committee. These committees work diligently to prevent incidents and address grievances promptly and impartially, ensuring a safe and supportive campus environment.

The Student Council at MMCHRC plays a crucial role in promoting student welfare and ensuring active engagement in the continuous growth of the institution. The college also encourages students to participate in national competitions by providing necessary resources and support.

Regularly organized cultural activities and sports competitions foster extracurricular involvement, balancing academic pursuits with personal interests. Additionally, the Alumni Association at MMCHRC actively contributes to the welfare of both alumni and current students. Through employment referrals, study materials, and other essential resources, the association supports students in thriving within their chosen fields.

Governance, Leadership and Management

Malabar Medical College and Research Centre aspires to offer top-notch medical care, research, and education. The mission and vision statements are derived via an inside-out methodology, incorporating many stakeholders at the relevant level. The principal is administrative and academic head of the institution guided and monitored

by Governing Council. The principal is assisted by Vice Principal. To achieve our vision, the college has implemented various committees. The Principal holds meetings with members of the various committees to address the institutional development needs in accordance with the college's vision and mission. The college has established and developed the internal quality assurance cell (IQAC). Academic audit, alumni contribute in the functioning of the IQAC.

Academic departments are granted autonomy. Stakeholders from several departments take part. Heads of non-academic units are appointed by qualified individuals. Every year, the departments undertake a SWOC of their departments, and they have a system in place to create prospective plans for the following five years. E - governance architecture is designed to enhance the institutional functioning in all spheres like administration, academics and finance.

There is a grievance redressal cell, an action plan, a perspective plan document, a feedback system, and an efficient organizational structure. A suitable welfare system is in place for both teaching and non-teaching personnel. To improve the competency in a healthy way, teaching and non-teaching faculties have a self-appraisal mechanism. The college offers a variety of faculty development programs in an effort to raise the caliber of its workforce and offers financial support to attend FDP.

support academic and clinical audit are conducted regularly. The budgetary provisions are made for both administrative and academic expenses and have a mechanism for both internal and external audit performance. Budgeting is practiced, finance management is computerized and audit income expenditure treatment maintained

The Malabar Medical College and Research Centre established an internal quality assurance cell with the goal of enhancing and maintaining quality in patient care, research, administration, and academics, among other areas. Various committees of the institute send their reports to IQAC, which then makes recommendations for improving quality.

Institutional Values and Best Practices

To be enter

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MALABAR MEDICAL COLLEGE HOSPITAL AND RESEARCH CENTRE
Address	MMC Campus, Ulliyeri, Modakkallur
City	Kozhikode
State	Kerala
Pin	673323
Website	www.mmchospital.in

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

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	01-01-2010

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Kerala	Kerala University of Health Sciences	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition / approval by statutory / regulatory bodies other than UGC (MCI, DCI, PCI, INC, RCI, AYUSH, AICTE etc.)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
NMC	View Document	03-07-2023	60	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	MMC Campus, Ulliyeri, Modakkallur	Rural	47	71573.52

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	MBBS,Mbbs ,	66	HSC	English	200	200
PG	MD,Anaesthesiology,	36	MBBS	English	2	2
PG	MD,Community Medicine,	36	MBBS	English	5	5
PG	MS,Orthopaedics,	36	MBBS	English	4	4
PG	MS,General Surgery,	36	MBBS	English	4	4
PG	MS,Ophthalmology,	36	MBBS	English	3	3
PG	MD,General Medicine,	36	MBBS	English	4	4
PG	MS,Otorhino laryngology,	36	MBBS	English	3	3
PG	MD,Dermatology Venereology And Leprosy,	36	MBBS	English	3	3
PG	MD,Psychiatry,	36	MBBS	English	3	2
PG	MD,Paediatrics,	36	MBBS	English	4	4
PG	MD,Radio Diagnosis,	36	MBBS	English	2	2
PG	MS,Obstetrics And Gynaecology,	36	MBBS	English	4	4
PG	MD,Anatomy,	36	MBBS	English	2	0

04-07-2025 08:10:34

PG	MD,Biochemistry,	36	MBBS	English	2	2
PG	MD,Emergency Medicine,	36	MBBS	English	3	3
PG	MD,Microbiology,	36	MBBS	English	2	1
PG	MD,Pathology,	36	MBBS	English	3	3
PG	MD,Respiratory Medicine,	36	MBBS	English	2	2

Position Details of Faculty & Staff in the College

Teaching Faculty

	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	58				39				83			
Recruited	41	17	0	58	22	17	0	39	37	46	0	83
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	58				39				83			
Recruited	41	17	0	58	22	17	0	39	37	46	0	83
Yet to Recruit	0				0				0			

	Lecturer				Tutor / Clinical Instructor				Senior Resident			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	1				13				69			
Recruited	0	1	0	1	0	13	0	13	25	44	0	69
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	1				13				69			
Recruited	0	1	0	1	0	13	0	13	20	37	0	57
Yet to Recruit	0				0				12			

04-07-2025 08:10:34

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				890
Recruited	177	713	0	890
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				890
Recruited	177	713	0	890
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				184
Recruited	52	132	0	184
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				184
Recruited	52	132	0	184
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	5	1	0	4	1	0	4	2	0	17
Ph.D.	2	0	0	0	1	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	34	0	0	18	15	0	33	44	0	144
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	25	44	0	71
UG	0	1	0	0	13	0	0	0	0	14

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

04-07-2025 08:10:34

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Highest Qualification	**Lecturer**			**Tutor / Clinical Instructor**			**Senior Resident**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

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

Provide the Following Details of Students Enrolled in the College During the Current Academic Year

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	53	9	10	0	72
	Female	137	1	20	0	158
	Others	0	0	0	0	0
PG	Male	23	0	2	0	25
	Female	28	0	6	0	34
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	1	0	5	5
	Female	12	11	9	3
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	3	2	2	2
	Others	0	0	0	0
OBC	Male	7	6	3	2
	Female	0	0	0	0
	Others	0	0	0	0
General	Male	49	49	35	37
	Female	114	115	83	85
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		186	184	137	134

General Facilities	
Campus Type: MMC Campus, Ulliyeri, Modakkallur	
Facility	**Status**
• Auditorium/seminar complex with infrastructural facilities	**Yes**
• **Sports facilities**	
* Outdoor	**Yes**
* Indoor	**Yes**
• Residential facilities for faculty and non-teaching staff	**Yes**
• Cafeteria	**Yes**
• **Health Centre**	
* First aid facility	**Yes**
* Outpatient facility	**Yes**
* Inpatient facility	**Yes**
* Ambulance facility	**Yes**
* Emergency care facility	**Yes**
• **Health centre staff**	
* Qualified Doctor (Full time)	**251**
* Qualified Doctor (Part time)	**0**
* Qualified Nurse (Full time)	**520**
* Qualified Nurse (Part time)	**0**
• Facilities like banking, post office, book shops, etc.	**Yes**
• Transport facilities to cater to the needs of the students and staff	**Yes**
• Facilities for persons with disabilities	**Yes**
• Animal house	**Yes**
• Power house	**Yes**
• Fire safety measures	**Yes**
• Waste management facility, particularly bio-hazardous waste	**Yes**
• Potable water and water treatment	**Yes**

• Renewable / Alternative sources of energy	**Yes**
• Any other facility	**Pharmacy, Laundry, Fruit Shop, General Store, ATM**

Hostel Details

Hostel Type	No Of Hostels	No Of Inmates
* Boys' hostel	1	333
* Girls's hostel	7	1195
* Overseas students hostel	0	0
* Hostel for interns	0	0
* PG Hostel	0	0

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Malabar Medical College Hospital and Research Centre is actively promoting an outcome-based education system for students across different levels. For undergraduate students, the focus is on encouraging interdisciplinary short-term research projects. These projects aim to deepen their understanding and approach to specific medical treatment needs within society. Postgraduate students are engaged in research projects designed to broaden their perspectives and enhance their approach to addressing diverse societal medical treatment needs. The institution is also in the process of establishing a new department dedicated to interdisciplinary and multidisciplinary education. This department aims to bolster students' foundational knowledge and skill sets in various fields. To further enrich students' understanding of need-based and outcome-based research, the institute is forging strategic partnerships with various knowledge-sharing entities such as medical colleges, engineering colleges, technical education institutes, pharmaceutical institutes, and veterinary institutes. These collaborations have proven beneficial in broadening students' perspectives and fostering robust research relationships.
2. Academic bank of credits (ABC):	MMCH & RC and its faculty in the ABC department

	are actively accumulating their academic credits. To facilitate this, besides their regular curriculum, the institute encourages students and faculty to enroll in diverse online value-added courses. These courses are offered by various departments and institutions of higher learning, both nationally and globally, through platforms like SWAYAM and NPTEL. At MMCH & RC, our aim is to advance academically and contribute to India's transformation into a global knowledge superpower, as envisioned in the National Education Policy (NEP).
3. Skill development:	At MMCH & RC, we are committed to continuously enhancing the skills of both students and faculty members. Improving the skill sets of healthcare providers is crucial as it directly enhances patient care. In addition to clinical skills, the institute also focuses on developing other essential skill sets necessary for improving academic, personal, social, and financial outcomes. For instance, first-year MBBS students participate in various programs which conducted by MEU programs. This initiative aims to enhance communication skills, self-management abilities, and their orientation towards medical field. Furthermore, clinical year MBBS students, interns, and postgraduates of the institute attend programs on medical practice setup and management, along with courses offered at the Medical Education Unit within the college. These initiatives are designed to improve participants' academic prowess, social skills, and entrepreneurial abilities.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The Indian Knowledge System (IKS) has been introduced at MMCH & RC to foster interdisciplinary research and cultivate a sense of cultural connection among young Indians. In addition to the prescribed NMC and university syllabus, students at MMCH & RC are taught traditional Indian methods. This approach enables them to integrate better into society and improve knowledge and treatment outcomes for the overall benefit of the community. Regular yoga and meditation sessions are organized for both students and faculty at MMCH & RC to enhance concentration and effectiveness in their work. Furthermore, MMCH & RC is actively promoting knowledge about AYUSH (Ayurveda, Yoga & Naturopathy, Unani, Siddha, and Homeopathy) among its students and faculty. This is

	facilitated through partnerships and research collaborations with Ayurvedic and Yoga training institutes. These collaborations aim to develop sustainable solutions for the prevention and treatment of various communicalble and non-communicable diseases.
5. Focus on Outcome based education (OBE):	In accordance with the National Education Policy (NEP), MMCH & RC places significant emphasis on the Outcome-Based Education (OBE) system. The National Medical Commission (NMC) has defined specific attributes and knowledge outcomes for medical graduates, aimed at fostering their development into proficient medical care providers. MMCH & RC designs competency-oriented classes using problem-based and integrated approaches, where students engage with clearly defined scenarios. The introduction of critical point-based evaluation systems across pre-clinical, clinical, and practical scenarios aims to support these methodologies. Furthermore, faculty members are encouraged to participate in training programs designed to enhance their skills and abilities. This ensures they possess the necessary knowledge to effectively train students in these methods, thereby improving critical thinking, professionalism, and ultimately enhancing patient care.
6. Distance education/online education:	MMCH & RC has implemented a fully integrated Learning Management System (LMS) designed to accommodate future enhancements and new features as part of the National Education Policy (NEP). This LMS facilitates online and distance education, extending beyond our institute to include interested faculty and students from various medical colleges and practitioners across India. Since 2020, we have partnered with a professional service provider to conduct webinars and training sessions at different levels. Our website features an e-learning page that provides access to a wide range of knowledge-sharing videos covering aspects from foundational medical education to diagnosis, treatment planning, and best practices for various medical procedures. Additionally, we have utilized virtual platforms to deliver lectures aimed at enhancing student learning. During the COVID-19 pandemic, individual Google Classrooms were created for each year of MBBS students, enabling continued teaching and evaluation even during lockdowns. Lecture PowerPoint

	presentations (PPTs) are also made available on these platforms to ensure students have comprehensive access to each topic.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	MMC-ELCs, learning meets fun. Activities and Games are designed to stimulate and motivate students provoking them to think and ask questions. The club collaborates along with the Government, the District Collector who is also the District Election Officer (DEO) periodically participate and assign events to the club to create awareness on the importance of voting. Through ELC, Election Commission of India aims to strengthen the culture of electoral participation among young and future voters. MMC-ELCs, members will be part of interesting and thought-provoking, mostly classroom based activities and games. There are around 12 such activities and 3 games which have been carefully designed to impart specific learning which will help them become an 'Empowered (Prospective) Voter' Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by SVEEP (Systematic Voters' Education and Electoral Participation Program) as this will help develop their skills and confidence. Our students and staff have participated in the competitions. Our staff coordinator Dr Sobin Sunny, Assistant Professor – Epidemiologist, Department of Community Medicine has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the institution has designated faculty and student coordinators, as well as representatives from the administrative and non-teaching staff, to oversee and support the operations of the Electoral Literacy Club at MMCH & RC. Our staff coordinator is Dr Sobin Sunny, Assistant Professor – Epidemiologist, Department of Community Medicine. The club's activities involve organizing electoral awareness

	programs for people from all segments of society.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Every year the club conducts seminars to help students know about their rights and encourage them to exercise those rights by participating in the elections. The club also encourages students to take part in competitions conducted by SVEEP (Systematic Voters' Education and Electoral Participation Program) as this will help develop their skills and confidence. Our students and staff have participated in the competitions. Our staff Dr Sobin Sunny, Assistant Professor – Epidemiologist, Department of Community Medicine has actively involved the students in various innovative activities to encourage the students to use their voting rights and spread awareness about the importance of voting among the general public.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The college has actively engaged in several socially relevant initiatives related to electoral issues, contributing significantly to advancing democratic values and participation in electoral processes. The college organizes awareness campaigns and drives to educate students about the importance of voting, electoral rights, and responsibilities. These initiatives aim to increase voter turnout and promote informed voting decisions. This initiatives collectively underscore the college's commitment to fostering democratic values, enhancing electoral participation, and contributing to informed decision-making in electoral processes.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The club collaborates along with the District Collector office who is also the District Election Officer (DEO) periodically participate and assign events to the club to create awareness on the importance of voting through various programs like rally, surveys and conducting Competitions.

Extended Profile

1 Students

1.1

Number of students year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1099	977	990	987	950
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
176	170	54	129	96
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

1.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
240	178	168	150	150
File Description			Document	
Institutional data in prescribed format(Data templ			View Document	

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
343	314	250	237	160

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
343	314	250	237	160

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
4255.36	3472.83	3050.13	2738.64	1722.22

File Description	Document
Institutional data in prescribed format(Data templ	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The curriculum planning in the institution is a dynamic process aimed at producing competent and compassionate healthcare professionals capable of meeting the diverse healthcare needs of society.

The curriculum designing and development at Malabar Medical college is under the directives provided by the Kerala university of Health sciences (KUHS) by following the guidelines laid down by National medical Council(NMC).Fundamental principles guiding the curriculum lays emphasis on evidence-based practices, interprofessional collaboration, patient-centered care, and continuous quality improvement.

The college curriculum committee headed by the Principal ,Medical Education coordinator along with HOD of all the department along with the Curriculum committee are instrumental in planning and delivery of curriculum.The Curriculum committee inturn seeks guidance from regional and nodal centres of National medical Council.The development and review of the curriculum involve active participation from the various stakeholders including faculty members, medical professionals, students.

2.CURRICULUM DELIVERY: Under the able guidance of medical education unit(MEU) of the institution, all the departments set up a phase wise calendar which includes the competencies and the mode of teaching learning and duration of the teaching learning process. This phase wise calendar is scrutinized by the college curriculum committee for any changes and then forwarded to head of Institution for approval.

The curriculum framework is structured to provides a balanced blend of theoretical knowledge, practical skills, and clinical experiences across various medical disciplines. It encompasses core subjects such as anatomy, physiology, biochemistry, pathology, pharmacology, microbiology, forensic medicine, community medicine and clinical medicine, supplemented by specialized electives and research opportunities. An interdisciplinary approach is emphasized throughout the curriculum, facilitating the integration of basic science concepts with clinical practice.

Lesson plans are made for each topic to be delivered in the classes. Various specialized methods of teaching like Interactive lectures, role plays, small group discussions, Self directed learning are implemented for the better learning.Students are taught various clinical skills through bed side teaching , grand clinical rounds and by utilizing the institutional skill lab at the best. Communicational skill,ethical practices are professionalism are taught through AETCOM

Some of the specialized efforts in teaching learning include computer assisted learning,integrated teaching,clinical meetings, clinicopathological correlation and death audit meetings.

Undergraduate and post graduate students are encouraged to attend conferences , cme and workshops organized by the institution and outside for better exposure to the advances in medicine. Institute's digital library provides online acess to students and faculties to learn better practices and innovative ideas in the field of medical education and evidence based learning.

3.EFFECTIVE EVALUATION

Evaluation in the institution is a comprehensive and fair assessment of students' knowledge, skills, and professionalism.Formative assessments throughout the academic year to provide feedback to students and help them identify areas for improvement. For evaluating clinical skills and competencies direct observation of patient interactions/procedural skills{DOPS},using standardized patients or simulation-based assessments(skill lab),Objective structured Practical /clinicalexamination(OSPE/OSCE). The institute maintains transparency in the evaluation process by clearly communicating assessment criteria, grading methods, and expectations to students.

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

1.1.2

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

Response: 0.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	1	1	1	0

File Description	Document
Provide scanned copy of nomination letter such BoS and Academic Council From University/ Autonomous college	View Document
Institutional data in prescribed format	View Document
Link for details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1

Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years

Response: 0

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

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

Response: 252

File Description	Document
Minutes of relevant Academic Council/BoS meetings	View Document
List of Interdisciplinary /interdepartmental courses /training across all the the programmes offered by the University during the last 5 years	View Document
Institutional data in prescribed format	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2

Average percentage of students enrolled in subject-related Certificate/ Diploma / Add-on courses as against the total number of students during the last five years

Response: 81.61

1.2.2.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year-

wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
952	868	930	670	672

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of the students enrolled in subject-related Certificate/Diploma/Add-on courses	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Curriculum offered in Malabar Medical College has incorporated the cross-cutting issues relevant to Gender, Environment and Sustainability, Human Values, Health determinants, Right to health, emerging demographic issues and Professional Ethics along with the prescribed curriculum by the apex bodies.

Gender: From the most fundamental concept of Gender to the issues of physical and mental health of women as a vulnerable population is been taught in various courses. Additional to that there are programs such as seminars, workshops and conferences organized on women's' health. Students take an active role in organizing awareness programs in the community on women empowerment, women and child abuse, etc.

Environment and Sustainability: The multi-dimensions of environment and sustainability as a cross-cutting issue is carefully placed in the curriculum. Keeping in view the importance and need of environmental conservation and protection, various initiatives have been taken up by the college to sensitize students on these aspects by celebrating 'Vanamahotsava day' promoting 'Go Green' initiatives, 'Reduction of plastic use' and 'Utilization of solar energy' within the campus. Students have organized

various awareness programs on environmental sanitation, water conservation methods, pollution prevention and world water and forest day in the community. An Add on course on Environmental Science already started from this academic year for which the syllabus is already approved by the IQAC of college. Students also take part in various programs on these aspects organized by students union of the college.

Human Values: Malabar Medical College gives a lot of importance to impart education on human values and social commitment. A variety of programs on human values, social responsibilities, youth education, prolife, yoga and nutrition are organized by various departments of the college. Here it is perceived as a tool, a methodology, a help, in short, a way of life, to come face to face with the values and encounter values of the world around. Several programs on personality development, self-esteem and self- empowerment have been organized every year for the students to develop a positive personality in them with a good value system who can accept and adapt to people with value system as well.

Health determinants, Right to health and emerging demographic issues: The syllabus of UG and PG covers the majority of the aspects of health determinants, rights of patients and citizens and emerging demographic issues. Additional to that students organize community/hospital awareness programs to educate people about the right to health, health determinants and emerging demographic issues.

Professional ethics: As health care team members need a strong base of professional ethics, and thus we focus on training our students about ethics and professional ethics. This topic has been a part of our curriculum and other than the classes as per syllabus, students have attended workshops/seminars on professional ethics.

Thus Malabar Medical College strives to integrate various cross-cutting issues of societal importance into the curriculum of MBBS to equip them with more humane and societal values.

File Description	Document
Link for list of courses with their descriptions	View Document
Link for any other relevant information	View Document

1.3.2

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

Response: 20

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

Response: 20

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

1.3.3

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

Response: 41.41

1.3.3.1 Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills

2022-23	2021-22	2020-21	2019-20	2018-19
719	272	419	697	811

File Description	Document
Institutional data in prescribed format	
Attendance copy of the students enrolled for the course	
Any additional information	
Link for additional information	

1.3.4

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

Response: 77.64

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

Response: 736

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

1.4 Feedback System

1.4.1

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

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

Response: A. All of the above

File Description	Document
Stakeholder feedback reports as stated in the minutes of meetings of the College Council /IQAC/ Curriculum Committee	[View Document](#)
Sample filled in Structured Feedback to be provided by the institution for each category claimed in SSR	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for additional information	[View Document](#)

1.4.2

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

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

File Description	Document
Stakeholder feedback report	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)
Link for additional information	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories during the admission process.

Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 92.83

2.1.1.1 Number of students admitted from the reserved categories as per GOI or State Government norms year-wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
89	80	60	56	59

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
96	90	66	60	60

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

2.1.2

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

Response: 99.35

2.1.2.1 Number of seats filled-in for various programmes offered by the College as against the approved intake during the last five years:

2022-23	2021-22	2020-21	2019-20	2018-19
240	178	168	150	150

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

2022-23	2021-22	2020-21	2019-20	2018-19
248	178	168	150	150

File Description	Document
The details certified by the Head of the Institution clearly mentioning the programs that are not covered under CET and the number of applications received for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any other relevant information	[View Document](#)

2.1.3

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

Response: 2.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	7	2	7	0

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

2.2 Catering to Student Diversity

2.2.1

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

The Institution:

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

Response: B. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Criteria to identify slow performers and advanced learners and assessment methodology	[View Document](#)
Consolidated report of special programs for advanced learners and slow learners duly attested by the Head of the Institution	[View Document](#)
Any other information	[View Document](#)

2.2.2

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

Response: 3.2

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

2.2.3

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

Response:

INTRODUCTION:

Institution has actively been involved in sustaining and nurturing the innate talent of individual students, which in turn molds the students, to achieve the pinnacle in their profession.

Students of MMCH&RC are encouraged to inculcate the strong values of patient care, empathy, leadership roles in society and aims at enabling a strong foundation in medical studies and ethical values.

EXTRAMURAL ACTIVITIES:

Students are encouraged to be actively involved in a variety of extra-mural activities such as seminars, quiz competitions, elocutions, essay-writing, poster making, model making, artistic displayal of learning medicine using both conventional and unconventional methods such as rangoli drawing and creative story telling.

Our institution has made the needful arrangements for students to be engaged in various sports like cricket, basketball, football, volleyball, throw ball, badminton, and table tennis. There are provisions for focus on individual sports like table tennis, discus throw, javelin throw, and track events.

SOCIAL ACTIVITIES:

The student council of the institution encourages students to participate in various cultural activities conducted at university level, state level, and national level. The students have won many accolades for the institution. The student body also has student's magazine where their many creative ideas are compiled.

Our students are encouraged to give back to the society in different forms and activities like conducting health camps in underprivileged populations, health education on world AIDS day in other non medical institutions. The institution's post graduate students of community medicine department, regularly provide health talks and awareness on different diseases of public health importance on a weekly basis in different localities. Tuberculosis, world Immunisation day, world health day, world Zoonosis day, world Asthma day, Cancer awareness being some of the many regularly addressed issues.

Occasions like world Environmental day, which is marked by clearing the campus of plastic wastage and planting samplings. Independence day and Republic day bring out the national fervour among our students. Blood donation drive and hair donation is routinely practised and students are encouraged to donate.

RECOGNIZATION:

This institution also boast of having a hattrick in university level championship for sports. In the educational front one of our undergraduate student during her 3rd phase studies presented a paper in ISCOMS-2023 in Netherlands with the help of pediatric faculty's guidance on menstrual health.

STUDENT CLUBS:

Our institution has ARTS CLUB and SPORTS CLUB which organises events for inter medicos, university level and zonal competitions. Some of the other active clubs worth mentioning are Health and Wellness club, Gender Equality club, Research and Innonvation club, Academic club, Hostel Welfare club, Mess overseeing club, Non Keralite welfare club, Students Chronicle club, Green Campus club,

Extra cirricular club.

The institution has a monthly PG CLINICAL CLUB where many topics which need frequent awareness is presented by PG students, which are attended by their peers and also the faculty who guide the students and also clarify the many scientific deliberations such discussions bring up.The students club "THEERAM" is an active bed involved in a variety of outreach and cultural activities.

File Description	Document
Link for Appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

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

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

Response:

INTRODUCTION:

The institute of Malabar Medical College Hospital and Research Centre, encourages **experiental learning,** using both the conventional class room, and textbook learning along with the newer methods of learning using ICT and simulators.. Interdisciplinary learning is regularly encouraged, as a part of curriculum mandated activities like- **Early Clinical Exposure** and **Electives.**

Students are given scope to be involved in **participatory learning**, by encouraging them to be involved in role play, in model making, quiz programmes, seminar presentation, case presentation, clinical scenario-based discussions, and bed side learning. Emphasis is also laid on ethical issues and attitude of students in **AETCOM.**

In MMCH&RC, **problem solving methodologies** are widely used during lecture classes, theory examinations, chart discussions and case discussions. This methodology is applied using the symptoms of a patient to arrive at the diagnosis or use investigation reports to better understand the subject, which

gives the learners the much-needed hands on skills and to apply their theoretical knowledge. We focus on specific clinical scenarios which fall under 'must know'domains of learning. Flipped classrooms are another approach we use to improve the learning experience, where students review the study matter before coming for class, and the discussion held after the review helps cement their understanding of the topic. Clinical portfolio- based learning, peer teaching- a productive learning approach are used across different phases of medical learning.

Post graduate students have weekly to monthly case discussions depending on their specialising department norms. The other problem-solving methodologies employed for the undergraduate students is also applied to PG learning.

Self Directed Learning (SDL) tailors to the individual student's pace and understanding of the topics. The students are encouraged to leave the confines of the classroom and to explore library facility, to research, or use the e-learning facility, and peer learning are encouraged. In **Small Group Discussion,** where the students have more access to the faculty and it encourages all fractions of undergraduates to clarify doubts, better understand concepts.

Phase 2 students have regular clinical postings, where learning is **patient-centric,** where holistic and empathic understanding of patient suffering is emphasised. The examination process also focusses on evaluating these skills in the form of mini- CEX (clinical evaluation), DOPS- (direct observation of practical skills), OMP (one minute preceptor), OSCE (objective structured clinical evaluation). Evaluation process is both a continuous/formative and a summative process. Regular feedback on the performance and suggestions are given by mentors and subject experts.

Evidence based learning is encouraged by critical appraisal of recent research literature and interpretation of statistical data. Different subject experts are brought together on a common ground as panel discussions, CMEs. Post graduate students are actively involved in Journal clubs, case presentations where the recent research journals are appraised.

The institutional faculty focuses on **humanities** through implementation of AETCOM across all phases, outreach services by community medicine and **project-based learning** by submitting ICMR-STS projects on a yearly basis. **Role play** is encouraged as a part of community education and patient education in busy OPDs.

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

2.3.2

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

The Institution:

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

Response: B. Any three of the above

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

2.3.3

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

Response:

INTRODUCTION:

ICT enabled tools have enhanced effective teaching skills and are regularly been employed by various faculty. Keeping up with the advances and adapting to the changing technological progress, latest teaching aids are used at Malabar Medical College Hospital & Research centre. All the lecture galleries are equipped as smart classrooms with facility for **smart boards, Internet facility,** and **LCD projectors**. Teleconferencing and telemonitoring are used as essential enriching aspects of remote teaching and patient management. Faculty's classes are video recorded and are uploaded to institutional website for easy access to student body. Central library also has **ProQuest Health and Medical collection Database, EBSCO database** facility for both students and faculty to access. Library has **KOHA, a library management system.**

All the departments have separate demonstration rooms with smartboards or LCD projectors as applicable, and well stocked departmental Libraries. Teaching in our institute is a multimodal aspect, with use of conventional blackboard, PowerPoint presentations, flipped classrooms, simulators, skill learning on mannequins, videos/ animations from internet and live videoconferencing of guest lectures. The Prime Minister's live telecast of MANN KI BAAT for undergraduate students was telecasted in different classrooms as applicable.

E-LEARNING:

In the wake of COVID-19, since the classes had to be shifted online, the institution quickly adapted online platforms like Google Meet for the conduct of theory classes and clinical discussions. Video recording and PowerPoint presentations were recorded and uploaded to YouTube platform

LEARNING MANAGEMENT SYSTEM (LMS):

All power point presentations, demo videos and the requisite study materials are posted by the teachers in Learning Management System (LMS) and college website for the students to access as required. Access to several e- resources is also given to the students and faculty.

RESEARCH AND CONTINUING MEDICAL EDUCATION:

Webinars are conducted and attended regularly both by the faculty and the post graduate students to earn CME credit hours. Offline CMEs are also conducted by most departments, where the use of apps for conduct of quizzes, web-based polls to collect data, live surgery telecasting is extensively explored. Google forms are regularly used as a tool to collect data for research or to conduct a quiz and to publish the results in real time.

ICT ENABLED TOOLS

Our institution has been investing in many technological tools to improve efficiency in all aspects of the medical services. Our pathology department has the **DEXAHEAD,** where 10 different post graduates can study the same slide in real time. Anatomy has facility to project the microscope image to smartboard in real time. Many of our clinical departments have different camera enabled scopes to explore and perform techniques. **Laparoscopy, Endoscopy, Bronchoscopy, Laryngoscopy, Rhinoscopy, and colonoscopy to name a few. Endotrainer –** a simulation-based training for laparoscopic surgeries is regularly used both by surgeons and students. **Laser** based surgeries have been started in MMCH&RC. Ultrasound and CT guided FNAC and biopsies are regularly done our Radiology department. Cathlab based stenting and clipping is used in cardiology and neurology departments.

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

2.3.4

Student :Mentor Ratio (preceding academic year)

Response: 8.08

2.3.4.1 Total number of mentors in the preceding academic year

Response: 136

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

2.3.5

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

Response:

INTRODUCTION:

The fundamental purpose of learning is to gain insights in that field, critically reflect, and translate that

into practical application. This process of critical reflection

is expected to give the student an abstract conceptualization, it is partly guided by the faculty on how to go about the procedure, to improve their performance. We in MMCH&RC integrate my strategies in the curriculum to nurture creativity among students.

CREATIVITY:

Different departments conduct activities like ANATOMY DAY, BIOCHEMISTRY BONANZA, FORENSIC ODESSEY, where exploring academic creativity is encouraged. Students are encouraged to take up model making, posters, attend quizzes, rangoli, storytelling, story writing, role play, play the detective with a hypothetical murder mystery scenario. All students and faculty are encouraged to attend and to take part in different competitions. Prizes are distributed to inculcate the competitive spirit, to break the monotony in rote learning, and to incorporate fun learning experiences. Different workshops are conducted to demonstrate the practical application of theoretical knowledge using interdisciplinary approach. Outreach programmes get the students exposed to real life scenarios.

Student's magazine is another platform to showcase the non-academic creativity of students. Articles in different languages, poetry, short prose depicting social issues are printed. Student's achievements are recorded and it is a process, where the students get involved in all steps of printing a book, i.e. compilation of articles, editing, printing process, and releasing the copies for public consumption.

Cultural events, sports activities, college day celebrations, convocation are some of the regularly conducted events where students get a break from studies and their creative side is expressed. Incorporation of humanities into curriculum helps encourage empathy, emotional intelligence and broaden the perspective on patient care.

ANALYTICAL SKILLS

Evidence based medicine, case-based learning, clinical reasoning exercises, problem-based learning, panel discussion, feedback and reflection are applied in applicable situations to encourage analytical skills among students. Constructive feedback on their analytical reasoning further improves their productivity and outcome. Skill lab is incorporated into curriculum to enable repetition and mastery of a skill. This hands-on learning helps bypass the safety and ethical issues that can arise in medical education. Clinical scenarios can be enacted as a substitute for real life learning situations.

Some of these exercises are done in small groups, to encourage dialogue among students, and with faculty and to promote collective problem-solving abilities.

INNOVATION:

Undergraduate research and the ICMR short term studentships are encouraged to expose students to research. Advanced learners are encouraged to take up research and to publish their research findings. Students are encouraged to attend conferences and to present their work in international arena. One of our students has presented her findings in Netherlands.

Students have been encouraged to take up advanced learning skills like use of the **ENDOTRAINER** a simulation-based learning during their electives posting. Problem based learning and applying a higher

order of thinking is encouraged at all levels of their medical training, be it at undergraduate or post graduate level.

File Description	Document
Link for appropriate documentary evidence	[View Document](#)
Link for any other relevant information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

File Description	Document
Sanction letters indicating number of posts (including Management sanctioned posts) by competent authority (in English/translated in English)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.4.2

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the the university	[View Document](#)
Any additional information	[View Document](#)

2.4.3

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

Response: 8.1

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

Response: 2778.6

File Description	Document
Institutional data in prescribed format	[View Document](#)
Consolidated Experience certificate duly certified by the Head of the insitution	[View Document](#)
Any additional information	[View Document](#)

2.4.4

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

Response: 21.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
30	56	56	56	56

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

2.4.5

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

Response: 1.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	5	10	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-Copies of award letters (scanned or soft copy) for achievements	[View Document](#)
Awards claimed without certificates will not be considered	[View Document](#)
Any additional information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The MMCH & RC adheres to a meticulously crafted academic calendar for the conduct of Continuous Internal Evaluation (CIE), underscoring its commitment to a robust and transparent evaluation process. This adherence is not merely procedural but reflects the Institution's dedication to fostering an educational environment where assessment is integral to both teaching and learning.

Academic Calendar Integrationa

The academic calendar is the cornerstone of the MMCH & RC's approach to Continuous Internal Evaluation. It is designed to provide a clear, structured timeline for all academic activities, including CIE. This calendar is developed well in advance of each academic year and is made available to all stakeholders, including students, faculty, and administrative staff. By aligning evaluation schedules with the academic calendar, the Institution ensures that assessments are timely, relevant, and seamlessly integrated into the overall learning experience.

Structured Evaluation Framework

The evaluation framework within the academic calendar is meticulously planned to cover various forms of assessment, including formative and summative evaluations. Formative assessments are conducted regularly throughout the semester to provide ongoing feedback to students, helping them understand their progress and areas needing improvement. Summative assessments, on the other hand, are scheduled at key intervals, such as mid-semester and end-of-semester exams, to evaluate the comprehensive understanding and application of the course material.

This structured approach to CIE ensures that evaluations are not sporadic but are interwoven with instructional activities. By doing so, the Institution enhances the learning experience and helps students prepare more effectively for their assessments.

Robust Evaluation Procedures

Robustness in the evaluation process is achieved through several mechanisms. Firstly, MMCH & RC employs a variety of assessment methods to cater to diverse learning styles and objectives. These methods include quizzes, assignments, projects, presentations, and practical examinations. This diversity ensures that assessments are fair and comprehensive, addressing different aspects of student learning.

Secondly, the Institution enforces rigorous standards for assessment design and implementation like OSCE and OSPE. Faculty members are trained in best practices for creating effective assessments and are required to adhere to guidelines that promote fairness and consistency. The evaluation criteria are clearly defined and communicated to students in advance, ensuring transparency in how assessments are conducted and graded.

Transparency and Accountability

Transparency is a key principle in the Institution's approach to CIE. The evaluation criteria, schedules,

and processes are openly communicated to all stakeholders. Students are provided with detailed information about what is expected in each assessment, including the grading rubrics and feedback mechanisms. This openness helps to build trust and ensures that students are well-informed about how their performance will be evaluated.

Continuous Improvement

MMCH & RC is dedicated to the continuous improvement of its evaluation processes. Regular reviews of the academic calendar, evaluation methods, and feedback mechanisms are conducted to ensure that they remain effective and relevant. Feedback from students and faculty is actively sought and used to make informed adjustments to the evaluation framework.

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

2.5.2

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

Response:

In the realm of academic evaluation, addressing examination-related grievances with transparency, timeliness, and efficiency is crucial to maintaining trust and ensuring fairness in the assessment process. The Institution has established a comprehensive mechanism designed to handle such grievances effectively, reflecting its commitment to upholding the integrity of the examination system and addressing concerns promptly.

Transparent Grievance Mechanism

The cornerstone of the Institution's approach to managing examination-related grievances is transparency. The grievance process is clearly outlined and communicated to all stakeholders, including students, faculty, and administrative staff. Detailed guidelines are provided in the student handbook and on the Institution's website, ensuring that everyone is aware of the procedures and their respective rights.

Students are informed about the types of issues that can be raised, such as discrepancies in grading, issues with examination procedures, or concerns about exam conduct. The grievance mechanism includes well-defined steps for submitting a complaint, which involves filling out a standardized form that captures all necessary details. This form is designed to ensure that grievances are reported in a structured and comprehensive manner. The grievances are in internal mode and external mode.

Time-Bound Resolution

The grievance is then reviewed by a designated committee, often composed of faculty members, administrative staff, and sometimes student representatives, depending on the nature of the grievance. The committee is tasked with investigating the issue thoroughly and impartially. The Institution aims to resolve most grievances within a predetermined period, usually within 15 to 30 days, depending on the complexity of the issue. This time-bound approach helps ensure that issues are resolved quickly, minimizing any negative impact on students' academic progress.

Efficient Handling and Resolution

Efficiency in handling grievances is achieved through a well-organized process that emphasizes clarity and effectiveness. Upon receiving a grievance, the committee assesses its validity and gathers relevant information from all parties involved, including examiners, invigilators, and the concerned students. The process is designed to be thorough yet streamlined, ensuring that each grievance is addressed without unnecessary delays.

The committee's findings and recommendations are documented and communicated to the student and other relevant parties in writing. If a grievance is found to be valid, corrective measures are taken promptly. This might include re-evaluation of the exam paper, adjustments to grades, or other appropriate actions to address the issue.

Continuous Improvement

The Institution is committed to the continuous improvement of its grievance mechanism. Regular reviews and audits are conducted to assess the effectiveness of the process and identify areas for enhancement. Feedback from students and staff is actively sought to refine procedures and address any emerging issues.

In summary, the Institution's mechanism for dealing with examination-related grievances is designed to be transparent, time-bound, and efficient. By clearly outlining procedures, adhering to strict timelines, and handling grievances with a structured and fair approach, the Institution ensures that students' concerns are addressed promptly and effectively. This commitment to a robust grievance mechanism reinforces the integrity of the examination process and fosters a supportive academic environment.

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

2.5.3

Reforms in the process and procedure in the conduct of evaluation/examination; including

Continuous Internal Assessment to improve the examination system.

Response:

INTRODUCTION:

MMCH&RC has a well-established and efficient continuous evaluation system, and follows the guidelines set by the Kerala University of Health Sciences. The academic year is earmarked by an academic calendar where different milestones are highlighted, it includes orientation Programmes, holidays, the monthly Portion completion tests **(PCT),** quarterly Internal Assessments, and Model exam/ prefinal exam. Other than the scheduled tests, short tests, viva, practical and clinical examinations are conducted in compliance with the departmental prerogative. All these examinations are followed by constructive feedback by the faculty/ mentor and suggestions for improving are given to the student. Post graduate students are regularly evaluated on work conducted in the department.

Introduction of Competency based medical education, and Problem based learning questions is a major step which has enabled the students to learn and inculcate the habit of orienting the basic science subjects with the clinical applications and thus, help in their more integrated approach to the treatment modalities. Teaching in our institute is interdisciplinary, and keeping the didactic lectures one third of the course specifications and focus is on other modalities of teaching which includes, seminars, self-directed learning and small group discussions. The setting of the question paper and conduct of different practical examinations is by following the different specifications set by the medical council and KUHS university guidelines. With the introduction of Multiple-Choice Questions (MCQs) the institute has implemented the different formats of MCQs in the formative assessments. This would help the students in extensive understanding of the concepts and enable them to answer the MCQ's in the various Entrance Exams in future.

Question Paper for different Continuous Internal Assessments are set after receiving the feedback and suggestions from various faculty in the department, hence making the question paper setting, a transparent approach. The evaluation process is made uniform by including all levels of faculty in the process of evaluation.

The institution follows a strict policy of monitoring the students appearing for the university exams, which is held under CCTV vigilance. The students are patted down or scanned with a metal detector to check for mobile phones and other mechanical devices. Mobile jammers are put in the hall to prevent any undue phone usage. Timings for permission to enter into the exam hall and exit are strictly followed. And including university appointed Chief Secretary, Internal vigilance officer and invigilators for each examination, there are frequent checks by the external vigilance or the observer from the university.

AUTOMATION:

The institutional exam cell overlooks the university exams and ensures there is smooth conduct of the process, with adequate staff, IT support, photocopier machines for prompt download and printing of the question papers. Exam cells, overlook the internal exams, which are conducted by different departments in a systematic manner.

File Description	Document
Link for Information on examination reforms	[View Document](#)
Link for any other relevant information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

2.5.4

The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

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

Response: C. Any 2 of the above

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

2.6 Student Performance and Learning Outcomes

2.6.1

The Institution has stated the learning outcomes (generic and programme-specific) and graduate

attributes as per the provisions of the Regulatory bodies and the University; which are communicated to the students and teachers through the website and other documents

Response:

The MMCH & RC is committed to clearly defining and communicating learning outcomes and graduate attributes, ensuring that both students and teachers understand educational goals and expectations. This effort aligns with guidelines from regulatory bodies and the University, promoting transparency and effectiveness in the academic process. The generic and program-specific learning outcomes at the institute have been clearly stated, following the provisions given as per the regulatory bodies like NMC and the Kerala University of Health Sciences. The same are also effectively communicated to all faculty and students.

Defining Learning Outcomes and Graduate Attributes

The Institution's approach adheres to the regulations set by external bodies and the University, providing a structured framework for both generic and programme-specific learning outcomes.

Generic Learning Outcomes

Generic learning outcomes cover broad competencies essential for all graduates, regardless of their field. These include critical thinking, effective communication, problem-solving, and ethical decision-making. Such competencies are vital for students to thrive in a dynamic professional landscape and contribute meaningfully to society.

Programme-Specific Learning Outcomes

Beyond general competencies, the Institution specifies programme-specific learning outcomes tailored to each academic programme's unique demands. For example, an engineering programme might emphasize technical skills, project management, and innovation, while a business programme may focus on strategic planning, financial analysis, and leadership. These outcomes ensure that students gain the specialized knowledge and skills relevant to their chosen fields.

Outreach activities – such activities are to be done by the students, which will help them to gain a better know-how and also increase their social competencies.

 Research activities – done by the students at various levels, will increase their reasoning ability and research oriented approach to the various clinical scenarios.

Graduate Attributes

Graduate attributes represent broader qualities and skills developed throughout the academic journey. These attributes include leadership, adaptability, teamwork, and global awareness. They are designed to prepare students not only with field-specific knowledge but also with essential personal and professional qualities needed to excel in complex work environments.

Faculty Engagement

Teachers are integral to implementing learning outcomes and graduate attributes. The Institution supports faculty through training sessions and workshops that focus on integrating these outcomes into teaching practices. This professional development ensures that educators can align their methods with the established outcomes and assess student progress effectively.

Special emphasis on weaker section students – special emphasis is given to impart the knowledge to the weaker section students. The assessment of these learning outcomes is based on the knowledge gained by the student; his/her ability to comprehend the knowledge and the ability of a student to analyse and apply the knowledge gained.

By the end of the course, the students at our institute will be in a position to apply the concepts taught in basic sciences to the clinical scenarios and use this scientific foundation for moulding themselves into better health care professionals and thus, become an asset to the society.

Based on the learning outcomes at the institute, the graduate attributes are – Greater understanding; honing their lifelong learning skills like – Communication skills, empathy, humanity (human values and ethics); exemplary leadership; professionalism; competence with the global technological advances in Medicine; ICT awareness & research priority; social & environmental responsibility and practice management, which ultimately help in delivering the best possible patient care and also help in elevating the learner's social status.

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

2.6.2

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

Response: 100

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
176	170	54	129	96

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
176	170	54	129	96

File Description	Document
Trend analysis for the last five years in graphical form	[View Document](#)
Reports from Controller of Exam (COE) office/ Registrar evaluation mentioning the relevant details and the result analysis performed by the institution duly attested by the Head of the Institution	[View Document](#)
List of Programmes and the number of students passed and appeared in the final year examination each year for the last five years.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for the annual report of examination results as placed before BoM/ Syndicate/ Governing Council for the last five years.	[View Document](#)

2.6.3

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

Response:

The Institution is dedicated to ensuring that its teaching, learning, and assessment processes are seamlessly aligned with the stated learning outcomes. This alignment is crucial for delivering a cohesive and effective educational experience that supports students in achieving their academic and professional goals.

Malabar Medical College hospital has been offering the 5and half year Undergraduate programme (MBBS) for more than a decade and 3-year Postgraduate (MD) programs. Teaching/learning in Medicine, is a process which involves attainment of strong knowledge and understanding, while developing cognitive motor skills and attitudes that help a student apply this understanding to attain high standard of professional ethics in delivering services to the community. The stated learning outcomes, as designed by the regulatory body are

1.Knowledge and understanding.

2.Skills

3.Attitudes like – human values, ethical practice and communication abilities

Alignment with Learning Outcomes

Central to the Institution's educational framework is the alignment of teaching strategies, learning activities, and assessment methods with clearly defined learning outcomes. These outcomes articulate the knowledge, skills, and competencies students are expected to acquire upon completing their courses and programmes. Integrating these outcomes into every aspect of the educational process maintains a focused and structured learning environment.

Undergraduates:

Attainment of subject specific outcomes is evaluated by conducting formative assessments regularly as per the university guidelines by the respective departments. Those who need further assistance to achieve subject specific outcomes are supported by taking additional classes, academic counselling etc. Practical record books are prepared taking into account the practical skills that are required to accomplish the learning objectives. Performance of the students during practical classes are assessed and signed by the faculty. Interns are assessed during their internship by the in-charge faculty of respective departments and log book containing information about an intern's activity and assessment is maintained by each intern. Feed backs are also taken to monitor student progress and adjust teaching and assessment strategies.

UG log book:

Under -graduate students maintain Record a log book about AETCOM and other academic activities like ECE, Seminars, SGD.

Post-graduate residents:

Subject specific outcomes achieved by a post-graduate resident are assessed continuously by the respective departments. Assessments are conducted monthly/ quarterly/ yearly theory and practical/ clinical tests, model examination before the University examination. Regular Seminars, Journal club discussions and Case presentations are conducted. The content, preparation, presentation, and communication skills are assessed using separately designed evaluation sheets.

The Thesis works done by each postgraduate will be monitored and assessed by their respective guides from the department. Guides record the progress of their respective postgraduates from time to time. Such teaching, learning & assessment ensures that at the end of such a program, the postgraduates achieve higher competence in general and special areas of interest.

PG log book:

Post-graduate students maintain log book about their academic and work related activities. Logbooks are prepared considering learning objectives and course outcomes specified by the NMC & affiliated university. Completion of proposed activities mentioned in the log book is one of the requisites for writing university examination.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for programme-specific learning outcomes	[View Document](#)

2.6.4

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

Response:

The Institution emphasizes active parental engagement in students' academic journeys through regular parent-teacher meetings, targeted remedial measures, and systematic outcome analysis. This approach ensures comprehensive support addressing both academic and behavioral aspects of student development. The Parent Teacher Association (PTA) committee consists of members representing the teachers, parents and students selected by the management. The convener of the committee conducts the meeting annually and plans for the activities to be conducted after discussing with the members.

Parent-Teacher Meetings

The parent-teacher meetings are given importance at the institute at various levels. These annual meetings help in effectively conveying the performance levels of their wards with the parents. The parents will be kept abreast with the know-how of the institute and its curriculum.

At the time of admission, Principal will conduct an inaugural meeting which will include the faculty, students and their parents. In this meeting, the parents and students will be made aware briefly, about the curriculum, the learning outcomes and the methods of implementation. Annual Parent teacher meetings for undergraduate students are conducted as per schedule. Information regarding their ward's attendance and internal assessment marks is also sent to the parents on a regular basis.

Regular progress, attendance and the academic performance of the students is discussed with their parents. The parents of the underperforming students and of those students with the attendance percentage less than the stipulated 80 % will be asked to meet the concerned department HOD and the in-charge faculty and the performance of their individual ward will be discussed.

Feedback from parents: Feedback is taken from the parents about the institution, hostel facilities, academics etc. The requests and suggestions given by the parents through feedback forms will be discussed with the management and appropriate action will be taken. These actions will be shared with the parents in the next meeting.

The parents / guardians of the postgraduates, who require special attention, will be advised to interact with the concerned Head of the Department /Principal of the institute

OUTCOME ANALYSIS: The outcome analysis is carried out based on their performance in the

subsequent periodic / monthly tests; retest and the internal assessment exams / clinical activities. The remedial classes and additional clinical hours have helped the students in finishing their clinical quotas before they appeared for their final examinations. All the above mentioned practices were positively reflected in the university results.

Academic Remediation

For academic difficulties, the Institution organizes remedial classes and tutoring sessions outside regular class hours. These sessions are customized to meet the needs of individual students or groups, aiming to help them understand challenging concepts and improve their performance. Teachers also provide personalized feedback and develop individualized learning plans to address specific gaps in knowledge.

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.46

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	8	0	0	0

File Description	Document
List of full time teacher during the last five years.	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Copies of Guideship letters or authorization of research guide provide by the university	[View Document](#)
Any additional information	[View Document](#)

3.1.2

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

Response: 3.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	11	2	3	5

File Description	Document
Institutional data in prescribed format	[View Document](#)
Fellowship award letter / grant letter from the funding agency	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Any additional information	[View Document](#)

3.1.3

Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

Response: 17

3.1.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	4	4	4

File Description	Document
Institutional data in prescribed format	[View Document](#)
E-copies of the grant award letters for research projects sponsored by Government, industries and non-government sources such as industries, corporate houses etc	[View Document](#)
Any additional information	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

In today's rapidly evolving technological landscape, fostering innovation is critical for institutions aiming to stay at the forefront of development. Institutions, particularly educational and research organizations,

play a pivotal role in creating ecosystems that nurture innovation. This is often achieved through the establishment of incubation centers and various initiatives designed to facilitate the creation and transfer of knowledge.

Incubation Centers: Nurturing Startups and Innovators

Incubation centers are vital components of an innovation ecosystem. These centers provide startups and innovators with the necessary resources, mentorship, and support to develop their ideas into viable products or services. Key features of incubation centers include:

1. **Resource Provision**: Access to physical space, funding opportunities, and technological tools.
2. **Mentorship and Networking**: Guidance from experienced entrepreneurs, industry experts, and access to a network of potential investors and partners.
3. **Business Development Support**: Assistance with business planning, market analysis, and commercialization strategies.
4. **Workshops and Training**: Regular sessions on various aspects of entrepreneurship, including pitch preparation, legal considerations, and marketing.

By offering these resources, incubation centers reduce the barriers to entry for startups, enabling them to focus on innovation and growth.

Knowledge Creation and Transfer Initiatives

Beyond incubation centers, institutions also implement several initiatives aimed at fostering knowledge creation and transfer. These initiatives ensure that the knowledge generated within the institution is effectively disseminated and applied, driving further innovation. Such initiatives include:

1. **Research and Development (R&D) Programs**: Encouraging faculty and students to engage in cutting-edge research projects that address real-world problems.
2. **Collaborative Projects**: Partnering with industry, government, and other academic institutions to work on joint projects that leverage diverse expertise.
3. **Intellectual Property (IP) Management**: Establishing clear policies and support systems for protecting and commercializing intellectual property developed within the institution.
4. **Innovation Competitions and Hackathons**: Hosting events that challenge participants to come up with creative solutions to specific problems, fostering a culture of innovation and collaboration.
5. **Technology Transfer Offices (TTOs)**: Dedicated offices that facilitate the transfer of technology from the institution to the marketplace through licensing agreements, patents, and spin-offs.

Impact on the Ecosystem

The creation of an innovation ecosystem through incubation centers and knowledge transfer initiatives has several profound impacts:

1. **Economic Growth**: By supporting startups and new ventures, institutions contribute to job creation and economic development.
2. **Technological Advancement**: Continuous research and development lead to technological breakthroughs that can transform industries.

3. **Enhanced Reputation**: Institutions that successfully foster innovation gain a reputation as leaders in their field, attracting top talent and additional funding.
4. **Societal Benefits**: Innovations that emerge from these ecosystems often address pressing societal challenges, leading to improved quality of life.

Conclusion

In summary, institutions that invest in creating robust ecosystems for innovation, including incubation centers and various knowledge transfer initiatives, play a crucial role in driving technological and economic progress. By providing the necessary support and resources to innovators, these institutions not only enhance their own standing but also contribute significantly to the broader community and society at large.

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

3.2.2

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

Response: 12

3.2.2.1 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	2	0	5

File Description	Document
Report of the workshops/seminars with photos	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.3 Research Publications and Awards

3.3.1

The Institution ensures implementation of its stated Code of Ethics for research.

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

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

Response: C. Any 2 of the above

File Description	Document
Share the code of ethics of research clearly stating the claims of the institution duly signed by the Head of the Institution	[View Document](#)
Institutional data in prescribed forma	[View Document](#)
Link for Additional Information	[View Document](#)

3.3.2

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

Response: 1.38

3.3.2.1 Number of Ph.D.s /DM/M Ch/PG degrees in the respective disciplines received per recognized PG teachers of the Institution during the last five years.

Response: 18

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

Response: 13

File Description	Document
PhD/ DM/ M Ch/ PG Degree Award letters of students (with guide's name mentioned)	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3.3

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

Response: 0.43

File Description	Document
Institutional data in prescribed forma	[View Document](#)
Any additional information	[View Document](#)
Web-link provided by institution in the template which redirects to the journal webpage published in UGC notified list	[View Document](#)

3.3.4

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

Response: 0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response: 46

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	9	2	1	7

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

3.4.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
1099	977	990	987	950

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

3.4.3

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

Response:

Malabar Medical College Hospital and Research Centre is a distinguished institution that upholds the highest academic standards while fostering a profound commitment to social responsibility. This dedication is not only embedded in the institution's core values but is also consistently recognized by both government bodies and other reputable organizations. The college's mission is to blend academic excellence with a deep-seated responsibility to the community, making significant strides in improving the health and well-being of the society it serves.

One of the key ways Malabar Medical College Hospital and Research Centre manifests its commitment to social responsibility is through its active collaborations with various organizations. The institution has forged strong associations with entities such as Seva Bharathi, Merchants Association, Grama Sabha centres, Temple trusts, and numerous palliative and charitable trusts. Through these partnerships, the college has been instrumental in providing essential health services to underserved communities. These efforts have not only enhanced the health of individuals but have also contributed to the overall betterment of society. The college's initiatives are designed to address the immediate health needs of the community, while also promoting long-term health awareness and education.

Awards and Recognitions

The extensive outreach activities conducted by Malabar Medical College Hospital and Research Centre have earned widespread recognition and appreciation from various quarters. National Service Scheme (NSS) units, schools, and numerous organizations have lauded the institution for its efforts in providing free health checkups and distributing free medicines to those in need. These initiatives have had a tangible impact on the lives of many, particularly those in economically disadvantaged areas who might otherwise lack access to essential health services.

The recognition for these efforts has come in various forms. The institute has received numerous awards, including mementos, trophies, and appreciation letters, acknowledging its unwavering commitment to community service. These accolades not only reflect the high regard in which the institution is held but

also serve as a testament to the positive difference it has made in the community. The awards reinforce the institution's resolve to continue its outreach efforts and to expand its impact even further.

Outreach Activities

The outreach camps organized by Malabar Medical College Hospital and Research Centre have been particularly noteworthy. These camps, conducted in various districts and neighbouring areas, have been met with deep appreciation from the organizing committees. The institution's ability to mobilize resources and bring healthcare directly to the people has been a critical factor in its success. The residents' associations and government institutions, including government colleges, have also recognized the college's contributions through various awards.

These outreach activities are a vital component of the college's mission to serve the community. They provide an opportunity for students and faculty to engage directly with the public, applying their knowledge and skills in real-world settings. This hands-on experience is invaluable, not only in terms of professional development but also in fostering a sense of empathy and social responsibility among future healthcare professionals.

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

3.4.4

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

Response:

The institution is deeply committed to social responsibility, actively engaging in various activities that benefit the neighborhood community. These initiatives focus on education, environmental issues, health and hygiene awareness, free or subsidized healthcare, and socio-economic development. Both students and staff participate enthusiastically in these efforts, dedicating time, resources, and expertise to improve the lives of community members. Here's an overview of these activities and their impact.

Education Initiatives

Programs and Activities:

- **After-School Tutoring Programs**: Volunteers provide academic support to local schoolchildren,

helping them with homework and preparing them for exams.

- **Scholarship Programs**: Scholarships are offered to deserving students from economically disadvantaged backgrounds to support their education.
- **Literacy Campaigns**: Adult education classes are organized to improve literacy rates among adults in the community.

Environmental Initiatives

Programs and Activities:

- **Swachh Bharath Abhiyan Participation**: Regular clean-up drives and awareness campaigns are conducted to promote cleanliness and hygiene in the community.
- **Tree Plantation Drives**: Thousands of trees have been planted to improve air quality and promote green spaces.
- **Waste Management Workshops**: Educational sessions on waste segregation, recycling, and composting are held to encourage sustainable practices.

Health and Hygiene Awareness

Programs and Activities:

- **Health Camps**: Free health camps offering medical check-ups, vaccinations, and health screenings are organized regularly.
- **Hygiene Workshops**: Sessions on personal hygiene, sanitation, and preventive health care are conducted for both children and adults.
- **Mental Health Awareness**: Workshops and counseling sessions are provided to address mental health issues and promote well-being.

Delivery of Free/Subsidized Healthcare

Programs and Activities:

- **Mobile Health Clinics**: Mobile units provide free or subsidized healthcare services to remote and underserved areas.
- **Subsidized Treatments**: Partnerships with local hospitals and clinics offer reduced-cost treatments for serious illnesses.
- **Health Insurance Assistance**: Help is provided to community members to access government health insurance schemes.

Socio-Economic Development

Programs and Activities:

- **Skill Development Workshops**: Training programs in various trades and skills are offered to enhance employability and economic independence.
- **Microfinance Support**: Financial literacy sessions and microfinance opportunities are provided

to support small businesses and entrepreneurship.
- **Community Infrastructure Projects**: Projects such as building community centers, improving local schools, and developing public amenities are undertaken to enhance the quality of life.

Impact and Outcomes

The cumulative impact of these social responsibility activities is significant:

- **Improved Educational Outcomes**: Enhanced academic performance and higher literacy rates among community members.
- **Environmental Awareness**: Increased community participation in environmental conservation and sustainable practices.
- **Better Health and Hygiene**: Improved health indicators and greater awareness of hygiene practices.
- **Accessible Healthcare**: Expanded access to essential health services, particularly for underserved populations.
- **Economic Empowerment**: Greater economic opportunities and improved living standards through skill development and financial support.

Conclusion

The institution's social responsibility activities demonstrate a strong commitment to community development and well-being. By investing in education, environmental conservation, health, and socio-economic development, the institution plays a vital role in fostering a healthier, more educated, and economically empowered community

File Description	Document
Link for details of Institutional social responsibility activities in the neighbourhood community during the last 5 years	[View Document](#)

3.5 Collaboration

3.5.1

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Documentary evidence/agreement in support of collaboration	[View Document](#)
Certified copies of collaboration documents and exchange visits	[View Document](#)
Link for Additional Information	[View Document](#)

3.5.2

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

Response: 17

3.5.2.1 Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years

Response: 17

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Malabar Medical College and Research Centre prides itself on providing top-notch facilities that support a dynamic and effective teaching and learning environment. These facilities are designed to cater to the diverse needs of students and faculty, fostering an atmosphere of innovation, collaboration, and academic excellence. Here's an overview of the key facilities available: The academic block measures 395224 square feet, whereas the existing hospital has a build-up area of 375187 square feet.

Classrooms

Features:

- **Modern Infrastructure**: Classrooms are equipped with comfortable seating, adequate lighting, and ventilation to ensure a conducive learning environment.
- **Smart Classrooms**: Many classrooms are outfitted with advanced technological tools, including projectors, interactive whiteboards, and audio-visual equipment, to facilitate interactive and engaging teaching methods.
- **Flexible Layouts**: The design of classrooms allows for various seating arrangements to support different teaching styles, from traditional lectures to group discussions and collaborative projects.

Clinical Facilities

Hospitals: The college has its own teaching hospital that provides a wide range of medical services and is equipped with modern medical technologies.

Outpatient Departments (OPDs): Dedicated OPD services for various specialties including general medicine, surgery, pediatrics, gynecology etc.,

Emergency Services: 24/7 emergency care services, including trauma care and critical care units.

Research Facilities

Research Labs: Well-equipped research laboratories for conducting clinical and basic medical research.

Research Support: Assistance and guidance for students and faculty engaged in research projects.

Laboratories

Features:

- **State-of-the-Art Equipment**: Laboratories are furnished with the latest equipment and tools required for practical experiments and research across various disciplines.
- **Specialized Labs**: The institution boasts specialized labs for fields such as biology, chemistry, physics, engineering, and computer science, each tailored to meet the specific requirements of these subjects.
- **Safety Measures**: Strict adherence to safety protocols ensures a secure environment for conducting experiments. Labs are equipped with safety gear, emergency showers, and fire extinguishers.

Computing Facilities

Features:

- **High-Performance Computers**: The computer labs are equipped with high-speed computers and the latest software to support a wide range of academic and research activities.
- **Internet Connectivity**: High-speed internet access is available throughout the campus, ensuring seamless connectivity for research, online learning, and communication.
- **Technical Support**: A dedicated IT support team is available to assist students and faculty with technical issues and ensure the smooth functioning of computing facilities.

Libraries

Features:

- **Extensive Collection**: The library houses a vast collection of books, journals, e-books, and digital resources across various disciplines.
- **Study Spaces**: Quiet study areas and group study rooms are available to accommodate different study preferences.
- **Digital Library**: Online access to a plethora of academic databases, journals, and e-books ensures that students and faculty can conduct research from anywhere on campus.

Additional Learning Spaces

Features:

- **Seminar Halls and Auditoriums**: These are equipped with modern audio-visual systems and seating arrangements for hosting lectures, seminars, conferences, and cultural events.
- **Discussion Rooms**: Small rooms designed for group discussions, brainstorming sessions, and collaborative learning activities.

Support Services

Features:

- **Learning Resource Centers**: Centers provide additional academic support, including tutoring services, writing centers, and study skills workshops.
- **Counseling Services**: Academic and career counseling services are available to guide students in their educational and professional journeys.

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

4.1.2

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

Response:

Introduction

Malabar Medical College and Research Centre, situated in Kerala, India, is not only known for its academic excellence but also for its commitment to fostering holistic development among its students. A crucial aspect of this holistic approach is the emphasis on physical fitness and sports, which is facilitated through various state-of-the-art sports facilities. This report provides an overview of the sports facilities available at Malabar Medical College, highlighting their role in enhancing student well-being and promoting an active lifestyle.

Indoor Sports Facilities

Gymnasium: The college boasts a modern gymnasium equipped with a range of fitness machines and free weights. This facility is designed to support cardiovascular and strength training, providing students with the means to maintain their fitness levels. The gym is accessible to both students and staff, encouraging a culture of regular exercise and wellness.

Badminton Courts: The college offers indoor badminton courts that are well-maintained to cater to the needs of badminton enthusiasts. These courts are suitable for both casual games and competitive play, providing a venue for students to engage in this dynamic sport.

Table Tennis: Table tennis tables are available for students interested in this fast-paced game. The dedicated space for table tennis is equipped with quality tables and paddles, ensuring a great playing experience.

Outdoor Sports Facilities

Cricket Ground: The college features a spacious cricket ground, which is well-kept and ideal for practice sessions and matches.

Football Field: An extensive football field is available for students to play and practice football. The field is maintained to high standards and is marked according to official dimensions, making it suitable for organized matches and casual play.

Basketball Court: The outdoor basketball court is another key facility, offering students a space to play basketball. The court is equipped with standard hoops and markings, providing an excellent environment for both casual games and competitive events.

Volleyball Court: The college also has a designated volleyball court where students can play volleyball. The court features a regulation net and markings, supporting both informal and competitive volleyball games.

Additional Amenities

Sports Equipment: The college ensures that various sports equipment, such as cricket bats, footballs, basketballs, and tennis rackets, are readily available. Equipment can be borrowed from the sports office or facility managers, making it convenient for students to participate in different sports.

Coaching and Training: Malabar Medical College organizes coaching camps and training sessions to enhance students' skills in various sports. These programs are conducted by experienced trainers and aim to develop the athletic abilities of participants.

Events and Competitions: Regular sports events and competitions are held to foster a spirit of sportsmanship and encourage student participation. These events provide opportunities for students to demonstrate their skills and engage in healthy competition.

Malabar Medical College is committed to providing a well-rounded education experience, which includes access to excellent sports facilities. The comprehensive range of indoor and outdoor sports amenities supports physical fitness, teamwork, and overall personal development.

File Description	Document
Link for list of available sports and cultural facilities	[View Document](#)
Link for geotagged photographs	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.3

Availability and adequacy of general campus facilities and overall ambience

Response:

Availability and Adequacy of General Campus Facilities and Overall Ambience

Malabar Medical College and Research Centre is dedicated to providing a welcoming and well-equipped campus that caters to the diverse needs of its students, faculty, and staff. The campus facilities are designed to ensure convenience, comfort, and a conducive environment for learning and personal growth. Here is an overview of the general campus facilities and the overall ambience that enhance the campus experience:

General Campus Facilities

Library:

- **Extensive Collection**: The library boasts a vast collection of books, journals, periodicals, and digital resources, catering to a wide range of academic and research interests.
- **Quiet Study Areas**: Designated silent zones and individual study carrels provide a tranquil environment for focused study.
- **Group Study Rooms**: Equipped with modern technology, these rooms facilitate collaborative learning and group projects.

Cafeteria and Dining Services:

- **Variety of Food Options**: The cafeteria offers a diverse menu, catering to various dietary preferences and cultural tastes, ensuring nutritious and delicious meals.
- **Hygienic and Comfortable Seating**: Ample seating arrangements in a clean and pleasant setting encourage social interaction and relaxation.

Housing and Accommodation:

- **On-Campus Residences**: Well-maintained hostels and residential facilities provide comfortable and secure living spaces for students.
- **Amenities and Services**: Residences are equipped with necessary amenities, including Wi-Fi, laundry services, and common areas for recreation.

Healthcare Services:

- **Medical Center**: A fully equipped medical center staffed with qualified healthcare professionals offers primary healthcare services, first aid, and emergency medical assistance.
- **Counseling Services**: Professional counselors provide mental health support, ensuring the well-being of the campus community.

Transportation:

- **Shuttle Services**: Convenient and reliable shuttle services connect different parts of the campus and nearby areas, making commuting easy and safe.
- **Parking Facilities**: Ample parking spaces are available for students, staff, and visitors, ensuring hassle-free parking.

IT and Communication:

- **High-Speed Internet**: Robust Wi-Fi connectivity is available throughout the campus, supporting

academic and personal online activities.

- **Computer Labs**: State-of-the-art computer labs provide access to the latest technology and software for academic use.

Ambience and Campus Environment

Green Spaces and Landscaping:

- **Beautifully Landscaped Gardens**: The campus features well-maintained gardens and green spaces, offering a serene and aesthetically pleasing environment.
- **Walking Trails and Outdoor Seating**: Scenic walking paths and outdoor seating areas encourage relaxation and provide spaces for informal gatherings.

Architectural Design:

- **Modern and Functional Buildings**: The architectural design of the campus buildings combines modernity with functionality, ensuring a comfortable and efficient learning environment.
- **Sustainable Practices**: The institution incorporates sustainable practices in its infrastructure, including energy-efficient buildings and waste management systems.

Cultural and Recreational Spaces:

- **Cultural Hubs**: Dedicated spaces for cultural activities, including art studios, theaters, and music rooms, foster creativity and cultural engagement.
- **Sports and Recreation**: Comprehensive sports facilities and recreational centers promote physical health and well-being.

Safety and Security:

- **24/7 Security**: A robust security system, including surveillance cameras and security personnel, ensures the safety of all campus residents and visitors.
- **Emergency Services**: Emergency response systems and protocols are in place to address any unforeseen incidents promptly and effectively.

File Description	Document
Link for photographs/ Geotagging of Campus facilities	[View Document](#)
Link for any other relevant information	[View Document](#)

4.1.4

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

Response: 38.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
1576.80	787.14	1168.91	945.39	989.83

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

4.2 Clinical, Equipment and Laboratory Learning Resources

4.2.1

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

Response:

Teaching Hospital: Ensuring Excellence in Clinical Education and Patient Care

Malabar Medical College and Research Centre teaching hospital is a cornerstone of its medical and healthcare education programs, providing a comprehensive environment for clinical teaching, learning, and patient care. Equipped with state-of-the-art facilities and resources, the teaching hospital meets and often exceeds the standards stipulated by respective regulatory bodies. Here's an overview of the key aspects of the teaching hospital, including equipment, clinical teaching-learning, and laboratory facilities. Each department has outpatient clinics (OPD) and demonstration rooms for clinical teaching-learning.

The hospital accommodates 890 beds for in-patients which is a rich resource for bedside teaching learning. Separate major operation theatres and minor operation theatres are available in the main hospital building. There are operation theatres inclusive of one in the casualty, well equipped with ventilators and other equipments as stipulated by the apical body.

Separate OPDs and wards are available for each clinical and super-specialty department. The OP timings are 8 am to 3 pm. The clinical departments include Medicine, Surgery, OBG, Pediatrics, Orthopaedics,

ENT, Anaesthesia, Ophthalmology, DVL ,Psychiatry and super-specialty departments include Cardiology, Nephrology, Gastrosciences,Endocrinology, Neurosurgery,Spine surgery cardio thoracic surgery, Surgical oncology, Plastic surgery and Urology. Students posted in these departments have opportunity to learn wide-range of medical conditions, patient care services, and practicing physicians as teachers. The following intensive care unit (ICU) facilities are also available: MICU, ICCU, SICU, NICU and PICU. These ICU settings are key clinical training sites for medical students in intensive care of patients.

The 24x7 casualty has separate cubicle for critical patients and separate medical team to address the emergency situations. Ambulances are available for rapid shifting of patients from nearby villages and from the site of the Road Traffic Accident. The ICU in the casualty has provision for resuscitation services including oxygen supply, ventilators, defibrillator and fully equipped disaster trolleys (emergency trolleys), emergency X-ray, investigative facilities, Adequate sanitary arrangements (toilet and bathrooms) & drinking water facilities for patients, their attendants and the staff of the department have been provided in the hospital.

The Hospital is furnished with a NABL accredited molecular lab and a central lab functioning 24X7 with the availability of technicians for processing of specimens and duty doctors for authorization of the laboratory reports. Hospital has attained entry level NABH accreditation.

Apart from these, Central Sterile Services Department to supply sterilized surgical instruments for both elective and emergency surgical cases, wards and emergency services; Pharmacy facility near casualty with stock of drugs for the treatment of patients; Blood bank facility in the hospital block stocked with blood bags of all blood groups are available 24x7. The animal house of the campus facilitates conduct of pre-clinical research and the mortuary in the campus is a resource for gaining knowledge on medico-legal and social requirements of autopsies.

Comprehensive Clinical Training:

- **Simulation Centers**: High-fidelity simulation labs equipped with mannequins and virtual reality tools allow students to practice and hone their clinical skills in a controlled, risk-free environment.
- **Teaching Wards**: Dedicated teaching wards where students and residents can observe and participate in patient care under the supervision of experienced clinicians.
- **Case Study Rooms**: Facilities designed for the discussion and analysis of clinical cases, promoting critical thinking and problem-solving skills.

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

4.2.2

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

Response: 535370.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
528535	513195	503321	471100	463004

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

2022-23	2021-22	2020-21	2019-20	2018-19
43309	42333	40779	37380	33895

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

4.2.3

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

House & Herbal Garden during the last five years.

Response: 1000.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
1013	931	972	987	950

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	46	18	0	0

File Description	Document
Number of UG, PG students exposed to Laboratories, Animal House & Herbal Garden (in house OR hired) per yearbased on time-table and attendance	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Details of the Laboratories, Animal House & Herbal Garden	[View Document](#)
Detailed report of activities and list of students benefitted due to exposure to learning resource	[View Document](#)

4.2.4

Availability of infrastructure for community based learning

Institution has:

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

Response: B. Any three of the above

File Description	Document
Institutional prescribed format	[View Document](#)
Government Order on allotment/assignment of PHC to the institution	[View Document](#)
Geotagged photos of health centres	[View Document](#)
Documents of resident facility	[View Document](#)
Details of Rural and Urban Health Centers involved in Teaching Learning activities and student participation in such activities	[View Document](#)
Description of community-based Teaching Learning activities	[View Document](#)

4.3 Library as a Learning Resource

4.3.1

Library is automated using Integrated Library Management System (ILMS)

Response:

Koha is an open-source Integrated Library Management System (ILMS) that has gained recognition globally for its comprehensive and adaptable features. Used by over 3,000 libraries across the world, including notable institutions in India such as the British Council Libraries, IIM Ahmedabad, and Mysore University .The Malabar Medical College Hospital and Research Centre Library implemented Koha ILMS which is fully automated and was commenced on 2019 and updated on 2021 (completed).

Key Features and Modules

1. Acquisition

- **Purpose:** Manages the procurement of library materials.
- **Features:** Budget management, vendor management, order tracking, and invoice processing.
- **Benefits:** Streamlines the purchasing process, ensures budget adherence, and improves vendor relations.

2. Serials

- **Purpose:** Handles periodicals and serial publications.
- **Features:** Check-in/check-out of serials, tracking of subscription periods, and management of serials' issues.
- **Benefits:** Facilitates efficient management of serial publications, ensuring timely updates and

easy access.

3. Members

- **Purpose:** Manages library patrons.
- **Features:** Membership registration, updating member information, tracking member activity, and managing fines.
- **Benefits:** Enhances user management and helps in personalizing library services.

4. Circulation

- **Purpose:** Manages the lending and returning of library materials.
- **Features:** Check-out and check-in processes, reservation management, overdue tracking, and renewals.
- **Benefits:** Efficiently handles library material circulation, improving user experience and resource management.

5. Cataloging

- **Purpose:** Organizes library materials for easy retrieval.
- **Features:** MARC 21 and UNIMARC compliance, cataloging tools, and support for multiple languages via UTF-8.
- **Benefits:** Standardized cataloging practices facilitate interoperability and enhance search capabilities.

6. Reports

- **Purpose:** Generates various library reports.
- **Features:** In-Out reports of library patrons, accession register, circulation details, date-wise circulation details, book reservation status, and new arrival reports.
- **Benefits:** Provides insights into library operations, helps in decision-making, and supports performance evaluation.

7. Tools

- **Purpose:** Provides additional functionality to enhance library operations.
- **Features:** System administration tools, customization options, and integration capabilities.
- **Benefits:** Allows libraries to tailor the system to their specific needs and integrate with other technologies.

Standards Compliance

Koha is known for its adherence to international standards which ensure compatibility and ease of integration:

- **MARC 21/UNIMARC:** For cataloging, enabling consistent and comprehensive bibliographic descriptions.
- **Z39.50:** For copy cataloging, facilitating resource sharing and catalog access across different

systems.

- **UTF-8:** For non-English catalog data, supporting a wide range of languages and characters.
- **SIP2:** For RFID integration, improving efficiency in circulation and self-service functionalities.

Implementation and Case Studies

Malabar Medical College Hospital and Research Centre Library

Implementation Overview: The Malabar Medical College Hospital and Research Centre Library implemented Koha ILMS to streamline its library operations and enhance service delivery.

Outcomes:

- Improved management of acquisitions and cataloging processes.
- Enhanced circulation control and member management.
- Access to detailed reports for better decision-making and resource management.

Other Notable Implementations

- **British Council Libraries:** Utilizes Koha to manage its diverse and extensive collection efficiently.
- **IIM Ahmedabad:** Benefits from Koha's advanced features for handling academic library needs.
- **Mysore University:** Implements Koha to support a comprehensive range of library functions and improve access to resources.

File Description	Document	
Link for geotagged photographs of library facilities	[View Document](#)	
Link for any other relevant information	[View Document](#)	

4.3.2

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

Response:

The reference and text books of various subjects are arranged subject wise in open shelves for ease of access and retrieval of books. There is a separate room for journals and the archives. Newly purchased books and journals are separately displayed. The library has a two well-lighted and ventilated reading room for undergraduate students with a seating facility for 550 students. Also, there are 2 reading halls for students ,pgs and staff with a seating capacity of 400 ,100 and 50 respectively that allow for the usage of own study material. The journal section has 50 seats capacity. There is a separate reading section for

post graduate students with 50 seats. CCTV cameras are installed in the library for strict surveillance. The library also has a Reprographic room, facilities for scanning and printing. There are rooms available separately for the library staff.

There is an internet enabled computer room with 42 computers. The students can utilize the e resources, CD/DVD of various books and use various search engines for the purpose of learning and research. There is a virtual library which has online journals that can be accessed from PROQUEST medicalDatabase. The various e -resources available are e- Journals, e-books, Magazines, Newspapers, Reports, Research Dissertations, Skill building reviews.

The library also has a collection of undergraduate and postgraduate university examination question papers, NEET, AIIMS and PGIMER entrance exam preparation books and post graduate dissertations for reference. Every department has its own departmental library in addition to central library. The department library has many good collection of books for instant reference and accessible at department levels. The institution has also subscribed for more than 103 national and international journals.

- Library committee is responsible for collection of new arrival of books, journals and to maintain the regulation of library. It collects requests for books and journals from HODs of all departments, places orders for procurement of books. After the arrival of books, they are catalogued and database entries aredone after which they are placed in the rack of new arrival of books. The overall resources of the library include 10599 books comprising of 9400 titles, 10559 volumes and 1319 reference books; 85 journals of which 38 are national and 47 are international;103 non-book materials or e-resources(medline) comprising of scholarly journals, 419 e-books, and copies of Thesis and University Question papers

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

4.3.3

Does the Institution have an e-Library with membership / registration for the following:

1. e – journals / e-books consortia

2. E-Shodh Sindhu

3. Shodhganga

4. SWAYAM

5. Discipline-specific Databases

Response: C. Any three of the above

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

4.3.4

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

Response: 51.06

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

2022-23	2021-22	2020-21	2019-20	2018-19
59.63	66.99	41.60	48.26	38.83

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

4.3.5

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

Response:

Library Access and Usage Programs: Enhancing Learning and Research

Malabar Medical College Hospital and Research Centre's library is dedicated to providing comprehensive access to its resources, both in-person and remotely, to support the academic and research needs of its community. To ensure effective utilization of its vast collection, the library organizes various learner sessions and usage programs for both students and teachers. Here's an overview of the library's access options and the educational programs designed to enhance library usage:

The library is fully automated with ILMS software system. The library has subscribed for ProQuest which is a database that provides remote access to journals, magazines, newspaper, dissertation, etc.

The central library is located in the eight floor of college with a suitable infrastructure for learning and facilities for repo graphing. The working hour is from 8 am to 11 pm, Monday to Saturday and 9 am to 5:30 pm on Sundays and holidays .An average of 60-70 students and staffs access library in person per day and accessibility is through manual register entry by taking in and out signatures. There are 10599 books and 1319 reference books available in the central library. National and international journals are arranged discipline wise in separate racks. This helps in quick and easy accession for references. Security facility such as CCTV cameras and fire extinguishers are installed in the library. The library has subscribed for English and malayalam newspapers. Archives room contains all the old journal volumes which is available for reference anytime.

In-Person Access

Facilities and Services:

- **Physical Library Spaces**: The library offers a well-designed physical environment with ample study areas, reading rooms, computer stations, and group study rooms. These spaces are equipped with comfortable seating, quiet zones, and collaborative areas to cater to different study preferences.
- **Resource Access**: Users can directly access print books, journals, reference volumes, and rare manuscripts from the library's collection. Staff assistance is available to help locate and retrieve materials.
- **Special Collections**: On-site access to rare books, manuscripts, and discipline-specific resources allows for in-depth research and scholarly exploration.

Digital Resources:

- **Online Catalog**: The library's online catalog allows users to search and locate resources from anywhere, making it easy to check availability, place holds, and request materials.
- **E-Journals and E-Books**: Subscribers have remote access to a vast collection of e-journals, e-books, and digital databases, providing a wealth of information without needing to visit the library physically.

The sensitization programme on library usage is conducted every year mainly for the newly joined students and teachers. The institute has also conducted hands on training programmes to students and faculties to create awareness on access of the library every year.

The library committee comprises of the Head of the institute, professors, librarian,and other faculties The library committee is responsible for maintenance of the library resources and organizing orientation sessions for faculties and students to enrich their knowledge on the collection of books, journals, e-resource facilities and services. During the session, the librarian discusses on the sources, accessibility to library, how to remote access, protocol in borrowing books and maintenance of library rules and regulation. Sessions are also focused on enhancing the usage of library resources by the students and the faculty.

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

4.3.6

E-content resources used by teachers:

1. NMEICT / NPTEL

2. other MOOCs platforms

3.SWAYAM

4. Institutional LMS

5. e-PG-Pathshala

Response: Any Three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)
Give links e_content repository used by the teachers	[View Document](#)

4.4 IT Infrastructure

4.4.1

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

Response: 100

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

Response: 32

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

Response: 32

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo-tagged photos	[View Document](#)
Consolidated list duly certified by the Head of the institution.	[View Document](#)
Any additional information	[View Document](#)
Links to additional information	[View Document](#)

4.4.2

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

Response:

Up-to-Date IT Facilities and Computer Access: Enhancing Student Connectivity and Learning

The institution is committed to ensuring that students have access to cutting-edge IT facilities and ample computing resources to support their academic endeavors. Recognizing the integral role of technology in modern education, the institution frequently updates its IT infrastructure and provides reliable computer access and Wi-Fi connectivity. Here's an overview of the key aspects of the institution's IT facilities:

IT Facilities and Computer Availability

Modern Computer Labs:

- **State-of-the-Art Equipment**: The institution's computer labs are equipped with the latest high-performance computers and peripherals, ensuring students have access to up-to-date technology for their coursework and projects.
- **Specialized Software**: Labs are outfitted with a wide range of specialized software applications tailored to various academic disciplines, including engineering, design, programming, and data analysis.
- **Regular Upgrades**: The IT department regularly updates computer hardware and software to incorporate the latest technological advancements and maintain optimal performance.

Dedicated Study Areas:

- **Open Access Computers**: In addition to scheduled lab sessions, open access computer stations are available in common areas and libraries, allowing students to use computers for individual study and research.
- **Multimedia Stations**: Specialized stations equipped with multimedia tools, such as graphic design software and video editing suites, support creative and technical projects.

IT Support Services:

- **Technical Assistance**: On-site IT support teams are available to assist students with technical issues, ensuring smooth operation of IT resources and prompt resolution of any problems.
- **Help Desks**: Dedicated help desks are located in key areas, offering guidance on using IT facilities, troubleshooting, and accessing online resources.

Wi-Fi Connectivity

Comprehensive Coverage:

- **Campus-Wide Wi-Fi**: High-speed Wi-Fi is available throughout the campus, including classrooms, libraries, study areas, and recreational zones. This ensures students can stay connected and access online resources from any location on campus.
- **Seamless Connectivity**: The Wi-Fi network is designed for seamless connectivity, minimizing disruptions and providing reliable internet access for academic and personal use.

Network Security and Performance:

- **Secure Access**: The Wi-Fi network is secured with advanced encryption protocols to protect user data and ensure a safe browsing environment.
- **High Bandwidth**: The network infrastructure supports high bandwidth and large numbers of concurrent users, accommodating peak usage times such as during exams and project deadlines.

Regular Enhancements:

- **Infrastructure Upgrades**: The institution periodically upgrades its network infrastructure to improve speed, coverage, and reliability. This includes installing additional access points and expanding network capacity.

- **User Feedback**: Regular surveys and feedback mechanisms are used to assess user satisfaction with the Wi-Fi service and identify areas for improvement.

Integration into Academic Life

Learning Management Systems (LMS):

- **Online Platforms**: The institution uses advanced learning management systems that integrate with Wi-Fi and IT facilities, providing students with access to course materials, assignments, and communication tools.
- **Remote Learning Support**: The IT infrastructure supports remote learning and virtual classrooms, ensuring that students can participate in online courses and activities seamlessly.

Collaborative Tools:

- **Digital Collaboration**: Access to cloud-based collaboration tools and platforms enables students to work on group projects, share resources, and communicate effectively with peers and instructors.

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

4.4.3

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

Response: ?1 GBPS

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

4.5 Maintenance of Campus Infrastructure

4.5.1

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

Response: 16.21

4.5.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
297.02	407.07	317.02	433.35	622.42

File Description	Document
Provide extract of expenditure incurred on maintenance o f physical facilities and academic support facilities duly certified by Chartered Accountant and the Head of the institution	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

4.5.2

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

Response:

Established Systems and Procedures for Maintaining and Utilizing Facilities

The institution is committed to ensuring that its physical, academic, and support facilities are maintained to the highest standards and utilized effectively to support the academic and extracurricular needs of its community. Well-defined systems and procedures are in place to manage and optimize the use of various facilities, including laboratories, libraries, sports facilities, computers, and classrooms. Here's an overview of the established systems and procedures:

Laboratory Facilities

Maintenance Systems:

- **Regular Inspections**: Laboratories undergo routine inspections to ensure that all equipment is functioning correctly and that safety standards are met.
- **Preventive Maintenance**: Scheduled preventive maintenance is performed on laboratory equipment to minimize downtime and prevent malfunctions.
- **Inventory   Management**

: An inventory management system tracks the use and availability of laboratory supplies and equipment, ensuring that necessary resources are always in stock.

Utilization Procedures:

- **Booking System**: Laboratories can be reserved for classes, research, and individual study through an online booking system, which helps manage lab space and equipment usage efficiently.
- **Safety Protocols**: Strict safety protocols and training sessions are conducted to ensure that users follow proper procedures when handling equipment and chemicals.

Library Facilities

Maintenance Systems:

- **Cataloging and Preservation**: The library's collection is regularly cataloged and preserved to ensure that books, journals, and other materials are in good condition and accessible.
- **Digital Backup**: Digital backup systems are in place to protect electronic resources and ensure data integrity.

Utilization Procedures:

- **Resource Management**: An integrated library management system tracks the circulation of books and other materials, manages reservations, and monitors due dates.
- **User Training**: Orientation sessions and workshops are provided to help users navigate library resources and maximize their use of the facilities.

Sports Facilities

Maintenance Systems:

- **Facility Upkeep**: Regular maintenance is conducted on sports fields, courts, and gym equipment to ensure they are in good condition and safe for use.
- **Equipment Checks**: Sports equipment is routinely inspected for wear and tear, and repairs or replacements are made as needed.

Utilization Procedures:

- **Reservation System**: Sports facilities can be booked for individual use or team activities through an online reservation system, ensuring equitable access.
- **Program Scheduling**: Sports programs and activities are scheduled in advance, with dedicated times for various sports and fitness classes to accommodate the needs of all users.

Computer Facilities

Maintenance Systems:

- **Hardware and Software Updates**: Computers and related technology are regularly updated with the latest hardware and software to ensure optimal performance.

- **Technical Support**: A dedicated IT support team provides ongoing maintenance and troubleshooting for computer systems and software.

Utilization Procedures:

- **Access Management**: Computer labs and multimedia stations are managed through a booking system to control access and usage.
- **Training Sessions**: Workshops and training sessions are offered to help users make the most of the available technology and software.

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

04-07-2025 08:10:36

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 28.75

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2022-23	2021-22	2020-21	2019-20	2018-19
332	281	301	311	217

File Description	Document
List of students who received scholarships/ freeships /fee-waivers	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Consolidated document in favour of free-ships and number of beneficiaries duly attested by the Head of the institution	[View Document](#)
Attested copies of the sanction letters from the sanctioning authorities	[View Document](#)
Link for Additional Information	[View Document](#)

5.1.2

Capability enhancement and development schemes employed by the Institution for students:

1. Soft skill development

2. Language and communication skill development

3. Yoga and wellness

4. Analytical skill development

5. Human value development

6. Personality and professional development

7. Employability skill development

Response: C. Any three of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Detailed report of the Capacity enhancement programs and other skill development schemes	[View Document](#)
Link to Institutional website	[View Document](#)

5.1.3

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

Response: 62.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
745	590	619	594	600

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

5.1.4

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

Response:

The Malabar Medical College Hospital and Research Centre has an International Student Cell (ISC) designed to assist international students throughout their admission process and ensure a smooth and enriching learning experience. The ISC's mission is to help these students adapt to the local lifestyle, language, food, and culture of both the country and the state. It also serves as a platform to address any grievances the students may have.

The ISC supports international students from their admission through to the completion of their studies, fostering positive relationships between students and teachers, and between students and the administration. It provides necessary guidelines from the university and the Government of India to international students. The cell actively monitors and integrates students from various parts of the world into a cohesive student community. By exposing students to diverse cultural values, belief systems, and behaviors, it promotes unity and encourages reflection beyond academics. Career support and exchange opportunities are also key functions of the ISC. It promotes a multi-ethnic culture and encourages participation in local cultural events.

Objectives of the International Student Cell:

- Provide step-by-step guidance and support for the admission process, including credit mapping, official documentation, and other related activities.
- Assist with certificate processing issues during admission.
- Guide students in enrolling with the Foreign Regional Registration Office (FRRO).
- Facilitate hostel accommodation for eligible candidates to ensure a smooth admission process.
- Offer language classes to improve communication skills.
- Organize interactive events and programs to integrate students with Indian traditions.
- Conduct periodic meetings to address issues and foster positive relationships with classmates.
- Promptly respond to academic or administrative issues and handle student grievances.
- Promote a multi-ethnic culture and encourage participation in local cultural events.

Activities of the International Student Cell:

- Conduct orientation programs to familiarize first-year students with the institute's programs, fee structure, and policies.
- Monitor academic performance by coordinating with mentors and informing guardians/parents about students' academic progress after each internal examination.
- Provide assistance with visas and related immigration processes if needed.
- Conduct orientation programs to encourage social and cultural adjustment.
- Offer counseling on social issues and special tutorials to aid in understanding the local language.
- Create opportunities for international students to mingle and exchange ideas in the new environment.
- Monitor the development of students' innate skills by involving them in cultural activities, sports, fine arts, entrepreneurship, etc., beyond academic activities

File Description	Document
Link for international student cell	[View Document](#)
Link for Any other relevant information	[View Document](#)

5.1.5

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

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

Response: Any 2 of the above

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

5.2 Student Progression

5.2.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	20	8	7	8

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	20	8	7	8

File Description	Document
Scanned copy of pass Certificates of the examination	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.2.2

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

Response: 78.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
112	142	54	70	86

File Description	Document
Institutional data in prescribed format	View Document
In case of self-employed professional services registration with MCI and documents for registered clinical Practitioner should be provided	View Document
Annual reports of Placement Cell	View Document

5.2.3

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

Response: 17.05

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

Response: 30

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

5.3 Student Participation and Activities

5.3.1

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

Response: 14

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	9	4	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Duly certified e-copies of award letters and certificates	[View Document](#)

5.3.2

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

Response:

Introduction:

The Student Council at the Institute functions as the primary representative body for students, facilitating communication between students and the administration while overseeing the coordination of student organizations and activities. It serves as the exclusive channel for external entities looking to engage with the student community. The Council's core responsibilities include managing student-related activities on campus, advocating for student welfare, and promoting student participation in institutional development.

Role of Student Coumcil:

Central to its role is enhancing communication between students and the administration. The Council ensures that student concerns and suggestions are effectively conveyed to relevant authorities, thereby acting as a voice for the student body on matters ranging from academic issues to campus facilities and overall welfare. By fostering this communication, the Council promotes transparency and responsiveness within the institution.

Student Council Representation:

Representation is another crucial aspect of the Council's mandate. It represents students' viewpoints on diverse issues, ensuring that their perspectives are heard and considered in decision-making processes. This representation extends beyond internal matters to include participation in various administrative committees such as those focused on hostel management, anti-ragging measures, grievances, and quality assurance. Through these engagements, the Council ensures that student interests are integrated into institutional policies and practices.

Promoting positive values and a respectful campus environment is another key focus area. The Council organizes activities and campaigns aimed at fostering ethical behavior, mutual respect, and inclusivity among students. These efforts contribute to creating a supportive community where students feel valued and encouraged to excel both academically and personally.

Student Council Collaboration:

Collaboration with student sports and cultural clubs forms an integral part of the Council's activities. Together, they organize a wide range of extracurricular events, including sports competitions, cultural performances, and annual sports and cultural days. These events not only provide recreational opportunities but also help students develop essential skills such as teamwork, leadership, and event management.

The Council's commitment to societal betterment is evident through its involvement in social causes. It actively participates in rallies and campaigns addressing issues like tobacco awareness, oral health, and environmental sustainability. These initiatives not only raise awareness but also empower students to contribute positively to society, fostering a sense of civic responsibility and engagement.

Conclusion:

Overall, the Student Council plays a multifaceted role in enriching the student experience and contributing to institutional growth. By facilitating communication, advocating for student interests, promoting values, organizing activities, supporting social causes, and participating in institutional committees, the Council enhances the holistic development of students and ensures their voices are integral to the fabric of the institution. Through these efforts, the Council continues to strengthen the bond between students and the administration, promoting a vibrant and inclusive campus community.

File Description	Document
Any additional information	[View Document](#)
Link for any other relevant information	[View Document](#)
Link for reports on the student council activities	[View Document](#)

Other Upload Files	
1	[View Document](#)

5.3.3

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

Response: 15

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

File Description	Document
Report of the events with photographs or Copy of circular/ brochure indicating such kind of activities	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Malabar Medical College Health Sciences and Research Centre places a significant emphasis on the involvement and contributions of its Alumni, viewing them as a vital asset to the institution's growth and development. The institute's Alumni association plays a crucial role in fostering a strong bond between former students, current students, faculty, and the college itself.

Objectives of Alumni Body

1.   **Interaction Platform:** The Alumni Association provides a platform for alumni to engage with each other, as well as with faculty and current students. This interaction facilitates the exchange of contemporary ideas and practical experiences, enriching the learning environment for current students.

2.   **Promotion of Association:** It aims to foster a friendly association among Alumni, encouraging camaraderie and lifelong connections among graduates of Malabar Medical College Health Sciences And Research Centre.

3.   **Knowledge Dissemination:** The Alumni Association endeavors to disseminate knowledge and skills among its members, benefiting both the Alumni themselves and the college. This includes intellectual activities, academic pursuits, and social service initiatives that contribute to societal well-being.

4.   **Academic and Social Activities:** The Alumni association aims to conduct various activities such as conferences, workshops, seminars, and lectures by eminent personalities. These events serve to enhance academic discourse, update professional knowledge, and inspire students and alumni alike.

Activities of the Alumni Body:

Over the years, has been actively engaged in a variety of activities aimed at enriching both the educational experience at Malabar Medical College Health Sciences And Research Centre   and

contributing positively to society at large:

· **Community Outreach:** The Alumni association aims to conduct community outreach programs, addressing societal needs such as healthcare awareness and environmental sustainability.

· **Webinars and Career Guidance:** Webinars are organized to educate current students on career opportunities and advancements in Medicine, leveraging the expertise of alumni and other professionals.

· **Library Contributions:** Alumni have donated books to the college library, enriching academic resources available to current students.

· **Social Initiatives:** Alumni aim to sponsor free Medical treatments for underprivileged patients, demonstrating their commitment to social responsibility along with blood donation drives and environmental awareness campaigns, contributing positively to the community.

· **Special Camps and Education:** Collaborative efforts with departments like General Medicine and Community Medicine to conduct special camps in villages and schools.

· **Student Placement and Student -**Alumni is actively taking part in Student Exchange and Student Placement Programs for the Current batches of the institute

In essence, the alumni association at Malabar Medical College Health Sciences And Research Centre plays a pivotal role in maintaining strong ties among graduates, enhancing educational opportunities for current students, and promoting social responsibility. Through its diverse activities and initiatives, it embodies the spirit of continuous learning, collaboration, and community service, ensuring that the impact of alumni extends far beyond their years at the institution.

File Description	Document
Any additional information	[View Document](#)
Link for frequency of meetings of Alumni Association with minutes	[View Document](#)
Link for details of Alumni Association activities	[View Document](#)
Link for audited statement of accounts of the Alumni Association	[View Document](#)
Lin for quantum of financial contribution	[View Document](#)

5.4.2

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

1. **Financial / kind**
2. **Donation of books /Journals/ volumes**

3.Students placement
4.Student exchanges
5.Institutional endowments

Response: B. Any four of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Certified statement of the contributions by the head of the Institution	[View Document](#)
Any additional information	[View Document](#)
Annual audited statements of accounts. Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Chartered Accountant and Head of the Institutions	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Malabar Medical College & Research Centre is managed by Sree Anjaneya Medical Trust with the mission of providing upper crust medical education and quality health care at affordable cost. The medical college was established in the year 2010 and is affiliated to Kerala University of Health Sciences.

The entire campus spread over 32 acres of land on the fringe of the state high way connecting Calicut and Kuttiadi.It is approximately 20 kms away from Calicut city and situated in high greenery which provides conducive atmosphere for education and patient care.

The institution has grown to the heights under the elegant leadership of Mr. Vallil Anilkumar, the Chairman of the Hospital and the Trust, who is a nonpareil chaser of his dreams.

Achieving another milestone in its journey, the Medical College Hospital started Postgraduate Diploma courses in Surgery and Orthopaedics Departments in 2016.The institution has further rise to start postgraduate courses in nine specialties from the academic year 2020-21.

Vision

Malabar Medical College and Research Centre accomplished to be recognised as an institution of eminence in India for providing excellent medical education, medical care and medical research.

- To provide high quality of medical educational programs and encourage high quality of innovative teaching and learning in a flourishing research environment
- To operate a learning , teaching and assessment system which allows students to acquire the knowledge and skills appropriate to their chosen career pathway
- To maintain and develop strong connections with the regional ,national and international communities to maximize new opportunities

Mission

Malabar Medical College and Research Centre is committed to provide excellent infrastructure, renowned faculties and learning environment to new medical professionals with moral values and ethics with an attitude to serve the community selflessly and with compassion. This institution is obligated to house innovative medical research activity to unfold the scientific truth beneficial for the human race.

- Our aim is to improve the health and thereby the overall quality of life by contributing fundamental knowledge, excellence and leadership
- Our moto -service, knowledge and kindness is practised to the fullest extent by the faculty, students who meticulously work in the respective arenas with diligence, dedication and devotion

Service- care through community service and outreach program, particularly in the rural areas

Knowledge- commitment to excellence in medical education. To innovation in charting the future course of medicine, to the pursuit and advancement of intellectual discovery and to the application of new knowledge

Kindness- dedication to attain the highest standards of patient care, meeting the needs of local community and contribute to the advancement of global issues

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

6.1.2

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

Response:

Effective Leadership Through Decentralization and Participative Management

Effective leadership in an institution is often characterized by its approach to management practices, particularly through decentralization and participative management. These practices foster a collaborative and empowering environment, driving institutional success and enhancing overall performance. Here's an overview of how effective leadership is reflected in these practices:

Decentralization

Empowering Units and Individuals:

- **Autonomy in Decision-Making**: Decentralization allows various departments and units within the institution to make decisions relevant to their functions, promoting a sense of ownership and accountability.
- **Local Leadership**: Department heads and unit managers are given the authority to manage their teams and resources, leading to more responsive and agile decision-making processes.

Operational Efficiency:

- **Streamlined Processes**: By decentralizing decision-making, the institution reduces bottlenecks and streamlines processes, enabling faster implementation of initiatives and responses to emerging issues.
- **Specialized Management**: Each department or unit can focus on its specific area of expertise, leading to more effective and specialized management practices.

Enhanced Innovation:

- **Encouraging Creativity**: Decentralization encourages innovation by allowing departments to experiment with new ideas and approaches without waiting for central approval.
- **Local Solutions**: Solutions are tailored to the unique needs and challenges of different departments, enhancing the overall effectiveness of institutional practices.

Participative Management

Inclusive Decision-Making:

- **Stakeholder Involvement**: Participative management involves engaging various stakeholders, including faculty, staff, and students, in the decision-making process. This inclusive approach ensures that diverse perspectives are considered.
- **Commitment and Buy-In**: Involving stakeholders in decision-making fosters greater commitment and buy-in, as individuals feel their voices are heard and their contributions valued.

Collaboration and Teamwork:

- **Cross-Functional Teams**: Participative management often involves forming cross-functional teams that work together on projects and initiatives, promoting collaboration and leveraging diverse expertise.
- **Open Communication**: Regular meetings, feedback sessions, and open channels of communication ensure that all members are informed and can contribute to discussions and decisions.

Professional Development:

- **Skill Enhancement**: Opportunities for involvement in decision-making and management processes contribute to the professional development of staff and faculty, enhancing their skills and preparing them for leadership roles.
- **Leadership Growth**: Participative management helps in identifying and nurturing future leaders within the institution by providing them with hands-on experience in leadership and decision-making.

Decentralized Structures:

- **Autonomous Departments**: Academic and administrative departments operate with a degree of autonomy, allowing them to manage budgets, develop programs, and implement policies that align with their specific goals and needs.
- **Campus Committees**: Various committees, such as curriculum committees or facilities committees, are empowered to make decisions related to their areas of focus, ensuring that specialized knowledge informs decision-making.

Participative Practices:

- **Feedback Mechanisms**: The institution employs regular feedback mechanisms, such as surveys and suggestion boxes, to gather input from students, faculty, and staff on various aspects of institutional life.
- **Joint Planning**: Strategic planning processes involve contributions from different stakeholders, ensuring that the institution's goals and strategies reflect the needs and aspirations of the entire community.

File Description	Document
Link for additional information	[View Document](#)
Link for relevant information / documents	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Well-Defined Organizational Structure and Strategic Governance

The institution's commitment to effective governance and strategic planning is reflected in its well-defined organizational structure, the establishment of statutory bodies and committees, and the deployment of a comprehensive strategic plan. These elements collectively ensure that the institution operates efficiently, adheres to regulatory standards, and achieves its long-term goals.

Organizational Structure

Clear Hierarchical Framework:

- **Defined Roles and Responsibilities**: The organizational structure of the institution is clearly defined, with specific roles and responsibilities assigned at various levels. This structure facilitates effective management and accountability throughout the institution.
- **Administrative Divisions**: The institution is organized into several administrative divisions,

including academic departments, administrative offices, and support services, each with designated leadership and operational responsibilities.

Leadership and Governance:

- **Central Leadership**: At the top of the hierarchy is the central leadership team, including the Principal, Vice Principal, and key Medical Superintendent. This team provides overall strategic direction and policy guidance.
- **Departmental Leadership**: Academic and administrative departments are led by heads or Principal who oversee day-to-day operations and ensure alignment with institutional goals and standards.

Statutory Bodies and Committees

Regulatory Compliance:

- **Statutory Bodies**: The institution has established various statutory bodies such as the Governing Body, Academic Council, etc, which are responsible for overseeing compliance with legal and regulatory requirements.
- **Committees**: Specialized committees, including the Curriculum Committee, MEU and Research Committee, play a crucial role in managing specific aspects of institutional operations and decision-making.

Rules, Norms, and Guidelines:

- **Formal Guidelines**: Each statutory body and committee operates under well-documented rules, norms, and guidelines that outline their functions, responsibilities, and decision-making processes.
- **Operational Procedures**: Detailed procedures are in place to ensure that the activities of these bodies and committees are conducted transparently and in accordance with established policies.

Review and Oversight:

- **Regular Meetings**: Statutory bodies and committees hold regular meetings to review progress, address issues, and make decisions. Meeting minutes and reports are documented and reviewed for accountability and transparency.
- **Performance Evaluation**: Periodic evaluations are conducted to assess the performance and effectiveness of these bodies, ensuring that they continue to meet their objectives and adhere to best practices.

Strategic Plan Deployment

Comprehensive Strategic Planning:

- **Strategic Vision and Goals**: The institution's strategic plan outlines its vision, mission, and long-term goals. This plan serves as a roadmap for achieving institutional objectives and guiding decision-making processes.
- **Action Plans**: Detailed action plans are developed to implement the strategic plan, specifying key

initiatives, timelines, and resource allocations.

Effective Implementation:

- **Resource Allocation**: Resources are allocated in alignment with the strategic plan, ensuring that key initiatives are supported and that objectives are met efficiently.
- **Monitoring and Evaluation**: The institution employs monitoring and evaluation mechanisms to track progress against strategic goals. Regular reviews are conducted to assess the effectiveness of implemented strategies and make necessary adjustments.

Stakeholder Engagement:

- **Inclusive Approach**: The strategic planning process involves input from various stakeholders, including faculty, staff, students, and external partners, ensuring that diverse perspectives are considered in shaping the institution's future.
- **Communication**: The institution maintains open communication channels to keep stakeholders informed about strategic goals, progress, and outcomes, fostering transparency and engagement.

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

6.2.2

Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module Annual e-governance report approved by Governing Council/ Board of Management/ Syndicate Policy document	[View Document](#)
Policy documents	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Institutional budget statements allocated for the heads of E_governance implementation ERP Document	[View Document](#)
Any additional information	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Malabar Medical College understands that its most valuable resource is its workforce. Effective welfare programs are in place at Malabar Medical College for both teaching and non-teaching faculties. It has a well-formulated welfare policy that creates a deep sense of belongingness and ownership towards the organization and a high level of professional satisfaction.

HEALTH AND SAFETY POLICY

- **Immunization of staff-** All the employees are immunized with Hepatitis B vaccine as a welfare measures
- **Pre-employment medical health check up-** Malabar Medical College makes sure that all new hires are in good health in order for them to perform their jobs in a safe and efficient manner. Thus, a medical checkup will be given to each new hire.
- **Annual health check-up-** All the employees are required to undergo a health checkup annually.
- **Work related hazards-** The organization have a proactive risk reduction strategy through continuous identification, management, employee education on various work related hazards. Employees working in hazardous areas are provided with safety kits

SUBSIDIZED FOOD

- The Malabar Medical College canteen offers a subsidized dining service to all the staff.

FREE ACCOMMODATION

- Some of the staffs are provided free accommodation within the campus premises by Malabar

Medical College.

TRANSPORTATION

- Malabar Medical College provides free transportation facilities to their employees staying outside the campus.

RECREATION FACILITIES

- As part of the commitment to the mental and physical health of its employees, Malabar Medical College provides recreational amenities like a playground and gym equipped with trainers for various games.

REWARDS AND RECOGNITION

- To encourage the employees whose performance is exceptional, either individually or as a team that achieves the organization's goals, Malabar Medical College Implements Rewards and Recognition practices.

LEAVE POLICY

- All employees can avail a total of 12 casual leaves, 12 earned leaves and 12 sick leaves. Compensatory off is availed within 60 days of working on a weekly –off or holiday. Teaching faculties can avail a total of 10 special casual leaves to attend the conferences. All the permanent regular female employees are eligible for maternity leaves and miscarriage leaves. On duty leaves are available for regular employees to take part in training programs. All the employees coming under the category of trainees can avail a total of 07 casual leaves and 07 days of sick leaves.

EMPLOYEE CONDUCT POLICY

- Malabar Medical College makes sure that all the employees are treated fairly and consistently.

GRIEVANCE REDRESSAL POLICY

- Malabar Medical College aims to resolve any employee grievance amicably through discussion.

PREVENTION OF SEXUAL HARRASSMENT AT WORK PLACE

- To prevent the of sexual harassment of women at work place.

EMPLOYEE DISCIPLINARY POLICY

- Malabar Medical College aims to maintain cordial and harmonious relation among employees and resolve differences if any.

STATUTORY COMPLIANCE POLICY FOR NON TEACHING STAFF

- Malabar Medical College ensures compliance with applicable laws and regulations
- **Employee provident fund (EPF)**
- **Employee State Insurance (ESI)**
- **Gratuity**

UNIFORM FOR NON-TEACHING STAFF

Uniforms are provided for all non –teaching employees every year.

File Description	Document
Link for policy document on the welfare measures	[View Document](#)
Link for list of beneficiaries of welfare measures	[View Document](#)
Link for additional information	[View Document](#)

6.3.2

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

Response: 4.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	11	5	5	7

File Description	Document
Relevant Budget extract/ expenditure statement	[View Document](#)
Policy document from institutions providing financial support to teachers, if applicable E-copy of letter indicating financial assistance to teachers	[View Document](#)
Office order of financial support	[View Document](#)
Institutional data in prescribed format	[View Document](#)

6.3.3

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

(Continuing education programmes, entrepreneurship development programmes, Professional skill development programmes, Training programmes for administrative staff etc.,)

Response: 16.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	12	18	23

File Description	Document
Reports of Academic Staff College or similar centers Verification of schedules of training programs	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres)	[View Document](#)
Copy of circular/ brochure/report of training program self conducted program may also be considered	[View Document](#)

6.3.4

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

Response: 0.44

6.3.4.1 Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	4	0	0

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

6.3.5

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

Response:

Performance Appraisal System for Teaching and Non-Teaching Staff

The institution recognizes the importance of evaluating and enhancing the performance of its staff to maintain high standards of excellence and ensure continuous improvement. To achieve this, a structured Performance Appraisal System is implemented for both teaching and non-teaching staff. This system is designed to assess performance, provide feedback, and support professional development. Here's an overview of the key components and processes involved:

Performance Appraisal System Overview

Objectives:

- **Evaluate Performance**: Assess the performance of teaching and non-teaching staff against predefined criteria and standards.
- **Enhance Development**: Identify areas for professional growth and provide support for skill development and career advancement.
- **Improve Efficiency**: Enhance overall institutional efficiency and effectiveness by aligning individual performance with organizational goals.

Appraisal Process for Teaching Staff

Criteria and Evaluation:

- **Teaching Effectiveness**: Evaluations are based on factors such as teaching quality, student engagement, and feedback from students and peers.
- **Research and Publications**: Performance in research activities, including publications, presentations, and grants, is considered.

- **Professional Development**: Participation in professional development activities, workshops, and conferences is assessed.
- **Service Contributions**: Contributions to departmental committees, academic planning, and institutional activities are reviewed.

Appraisal Mechanism:

- **Self-Assessment**: Teaching staff complete a self-assessment form that highlights their achievements, challenges, and professional development efforts.
- **Student Feedback**: Student evaluations and feedback are collected and analyzed to gauge teaching effectiveness and student satisfaction.
- **Peer Review**: Peer evaluations involve feedback from colleagues, which provides additional insights into teaching performance and collaboration.
- **Administrative Review**: Department heads or deans conduct reviews based on the collected data and provide formal evaluations.

Feedback and Development:

- **Performance Feedback**: Constructive feedback is provided to teaching staff, highlighting strengths and areas for improvement.
- **Development Plans**: Based on the appraisal outcomes, personalized development plans are created to address identified areas for growth and support career progression.

Appraisal Process for Non-Teaching Staff

Criteria and Evaluation:

- **Job Performance**: Evaluations focus on the effectiveness of job performance, including task completion, adherence to deadlines, and quality of work.
- **Technical Skills**: Assessment of technical skills and proficiency in using office technology and software relevant to their roles.
- **Team Collaboration**: Review of teamwork, communication, and collaboration with other staff members.
- **Professional Conduct**: Evaluation of adherence to institutional policies, attendance, punctuality, and overall professionalism.

Appraisal Mechanism:

- **Self-Assessment**: Non-teaching staff complete self-assessment forms to provide their perspective on their performance and contributions.
- **Supervisor Evaluation**: Supervisors or managers conduct evaluations based on job performance, productivity, and compliance with job responsibilities.
- **360-Degree Feedback**: In some cases, feedback is gathered from peers, subordinates, and other stakeholders to provide a comprehensive view of performance.

Feedback and Development:

- **Performance Review**: Detailed performance reviews are conducted, providing feedback on

strengths, accomplishments, and areas needing improvement.

- **Training and Development**: Based on appraisal results, recommendations for training and development opportunities are made to enhance skills and performance.

Continuous Improvement

Regular Review:

- **Periodic Appraisals**: The performance appraisal system includes regular intervals for evaluations (e.g., annually or semi-annually) to ensure timely and relevant feedback.
- **Adjustments and Updates**: The appraisal system is reviewed periodically and adjusted as needed to align with institutional goals and changes in job roles or expectations.

File Description	Document
Link for performance Appraisal System	[View Document](#)
Link for any other relevant information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institutional Strategies for Mobilization of Funds and Optimal Utilization of Resources

To achieve its mission and sustain its operations, the institution employs a range of strategic approaches for mobilizing funds and ensuring the optimal utilization of resources. These strategies are designed to enhance financial stability, support institutional growth, and maximize the impact of available resources. Here's an overview of the key strategies employed:

Mobilization of Funds

1. Diversified Revenue Streams:

- **Grants and Donations**: The institution actively seeks grants and donations from government agencies, private foundations, and alumni. Grant writing teams and development officers work to identify funding opportunities and prepare compelling proposals.
- **Corporate Sponsorships**: Partnerships with corporations and industry leaders are pursued to secure sponsorships for research projects, academic programs, and infrastructure development.
- **Fundraising Events**: Regular fundraising events, including alumni reunions, charity auctions, and community engagement activities, are organized to generate additional revenue and

strengthen relationships with supporters.

2. Tuition and Fees:

- **Fee Structure**: The institution maintains a transparent and competitive fee structure that reflects the quality of education and services provided. Annual reviews ensure that fees align with market rates and institutional needs.
- **Scholarships and Financial Aid**: Scholarships and financial aid programs are offered to attract and support talented students, while also enhancing the institution's appeal and accessibility.

3. Research and Consultancy:

- **Research Grants**: Faculty and researchers are encouraged to apply for research grants from national and international funding bodies. Successful grants contribute to the institution's research capabilities and financial resources.
- **Consultancy Services**: The institution offers consultancy services in various fields, leveraging the expertise of its faculty and staff to generate revenue while addressing industry needs.

4. Endowments and Investments:

- **Endowment Funds**: The institution seeks to build and manage endowment funds that provide a stable source of income. Endowment funds are invested strategically to ensure growth and sustainability.
- **Investment Income**: Surplus funds are invested in low-risk financial instruments to generate additional income. Investment strategies are reviewed regularly to optimize returns while managing risk.

Optimal Utilization of Resources

1. Resource Allocation:

- **Strategic Budgeting**: A strategic budgeting process allocates resources based on institutional priorities and goals. Budgets are developed with input from various departments and reviewed regularly to ensure alignment with strategic objectives.
- **Cost Management**: Cost control measures are implemented to manage expenses efficiently. This includes regular audits, procurement processes, and monitoring of expenditure.

2. Infrastructure and Facilities Management:

- **Maintenance and Upgrades**: Resources are allocated for the maintenance and upgrading of infrastructure and facilities to ensure they remain in good condition and support the institution's activities effectively.
- **Sustainable Practices**: The institution adopts sustainable practices in resource management, including energy conservation, waste reduction, and efficient use of water and materials.

3. Technology and Innovation:

- **Investment in Technology**: Resources are invested in technology and innovation to enhance

teaching, learning, and administrative processes. This includes upgrading IT infrastructure, adopting new learning tools, and supporting digital initiatives.

- **Efficiency Improvements**: Technology is used to streamline administrative processes, improve data management, and enhance operational efficiency.

4. Human Resource Management:

- **Staff Development**: Investments are made in staff development and training to ensure that employees have the skills and knowledge needed to perform their roles effectively and contribute to institutional goals.
- **Performance Management**: The performance appraisal system helps identify areas for improvement and allocate resources for professional development and support.

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

6.4.2

Institution conducts internal and external financial audits regularly

Response:

Regular Internal and External Financial Audits: Ensuring Financial Integrity and Accountability

The institution prioritizes financial integrity and accountability through the regular conduct of internal and external financial audits. These audits play a crucial role in ensuring that financial operations are transparent, compliant with regulations, and aligned with institutional goals. Here's an overview of the audit practices and their significance:

Internal Financial Audits

Purpose and Objectives:

- **Operational Efficiency**: Internal audits are conducted to assess the efficiency and effectiveness of financial operations and internal controls. The goal is to identify areas for improvement and ensure that resources are used effectively.
- **Compliance and Risk Management**: These audits evaluate compliance with institutional policies, procedures, and regulatory requirements. They also identify and mitigate potential financial risks and vulnerabilities.

Process and Procedures:

- **Regular Scheduling**: Internal audits are scheduled at regular intervals, often annually or semi-annually, to ensure ongoing monitoring and evaluation of financial practices.
- **Audit Plan**: An audit plan is developed based on risk assessments and institutional priorities. This plan outlines the scope, objectives, and methodology of the audit.
- **Audit Execution**: Internal auditors review financial records, transactions, and processes, conducting tests and examinations to verify accuracy and compliance. They also interview staff and management to gain insights into financial practices.

Reporting and Follow-Up:

- **Audit Reports**: Upon completion of the audit, a detailed report is prepared, highlighting findings, recommendations, and areas for improvement. The report is presented to senior management and the governing body.
- **Action Plans**: Based on audit findings, action plans are developed to address any issues identified. These plans include timelines for implementation and responsibilities for corrective actions.
- **Follow-Up**: Internal auditors conduct follow-up reviews to ensure that recommended changes have been implemented and are effective in improving financial practices.

External Financial Audits

Purpose and Objectives:

- **Independent Review**: External audits provide an independent review of the institution's financial statements and practices. The aim is to provide assurance to stakeholders that financial reports are accurate and free from material misstatements.
- **Regulatory Compliance**: These audits ensure compliance with external regulatory requirements, accounting standards, and legal obligations.

Process and Procedures:

- **Appointment of External Auditors**: External auditors are appointed from a reputable and independent auditing firm. The selection process is conducted transparently to ensure the objectivity and credibility of the audit.
- **Audit Scope**: The scope of the external audit is defined, covering financial statements, accounting practices, internal controls, and compliance with regulations.
- **Audit Execution**: External auditors perform a thorough examination of financial records, transactions, and controls. They use various audit techniques, including sampling and substantive testing, to assess the accuracy and reliability of financial statements.

Reporting and Communication:

- **Audit Report**: The external audit culminates in an audit report that provides an opinion on the financial statements' accuracy and compliance. The report may also include recommendations for improving financial practices.
- **Stakeholder Communication**: The audit report is communicated to key stakeholders, including

the governing body, management, and regulatory authorities. This ensures transparency and provides assurance to external parties.

Follow-Up and Implementation:

- **Management Response**: Management provides responses to the recommendations made in the external audit report. Action plans are developed to address any issues identified.
- **Implementation Monitoring**: The institution monitors the implementation of recommended changes and improvements, ensuring that they are effectively incorporated into financial practices.

File Description	Document
Link for documents pertaining to internal and external audits year-wise for the last five years	[View Document](#)

6.4.3

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

Response: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Instituion has a streamlined Internal Quality Assurance Mechanism

Response:

Streamlined Internal Quality Assurance Mechanism

The institution is dedicated to maintaining high standards of academic excellence and operational efficiency through a streamlined Internal Quality Assurance Cell (IQAC). This mechanism is designed to ensure continuous improvement, adherence to quality standards, and effective management of educational and administrative processes. Here's an overview of how the institution's IQAC functions:

Structure and Framework

1. Quality Assurance Committee:

- **Composition**: The IQAM is overseen by a dedicated Internal Quality Assurance Committee (IQAC) composed of senior faculty members, administrative leaders, and external experts.
- **Roles and Responsibilities**: The IQAC is responsible for developing and implementing quality assurance policies, monitoring adherence to standards, and evaluating the effectiveness of quality assurance practices.

2. Quality Assurance Policies:

- **Policy Development**: The institution has established comprehensive quality assurance policies that define the standards and procedures for maintaining and improving quality across academic and administrative functions.
- **Regular Updates**: Policies are reviewed and updated regularly to reflect changes in regulatory requirements, institutional goals, and best practices.

Processes and Procedures

1. Internal Audits and Reviews:

- **Periodic Assessments**: Internal audits and reviews are conducted periodically to assess the effectiveness of processes, adherence to quality standards, and overall performance.
- **Feedback Mechanisms**: Feedback is gathered from students, faculty, and staff through surveys, focus groups, and suggestion boxes to identify areas for improvement.

2. Performance Metrics:

- **Key Performance Indicators (KPIs)**: The institution utilizes KPIs to measure performance in various areas, including academic outcomes, student satisfaction, faculty effectiveness, and operational efficiency.
- **Data Analysis**: Data collected through performance metrics is analyzed to identify trends, strengths, and areas requiring attention.

3. Continuous Improvement Initiatives:

- **Action Plans**: Based on audit findings, performance metrics, and feedback, action plans are developed to address identified issues and implement improvements.
- **Monitoring and Evaluation**: The implementation of action plans is monitored closely to ensure that improvements are effectively integrated and that desired outcomes are achieved.

4. Faculty and Staff Development:

- **Training Programs**: Regular training and professional development programs are organized for faculty and staff to enhance their skills and knowledge, ensuring they are equipped to meet quality standards.
- **Workshops and Seminars**: Workshops and seminars on quality assurance, best practices, and new developments in education and administration are conducted to keep staff updated and engaged.

Stakeholder Engagement

1. Student Involvement:

- **Student Feedback**: Student feedback is actively sought and considered in quality assurance processes, providing valuable insights into the effectiveness of teaching, learning, and support services.
- **Student Representation**: Students are represented in quality assurance committees and review processes, ensuring their perspectives are included in decision-making.

2. Faculty and Staff Participation:

- **Collaborative Approach**: Faculty and staff are encouraged to participate in quality assurance activities, including committee work, process reviews, and improvement initiatives.
- **Recognition and Incentives**: Contributions to quality assurance are recognized and rewarded, motivating staff to actively engage in quality improvement efforts.

3. External Input:

- **Accreditation and Benchmarking**: The institution seeks accreditation from recognized bodies and engages in benchmarking with peer institutions to align with industry standards and best practices.
- **External Reviews**: Periodic reviews by external experts provide an objective assessment of the institution's quality assurance practices and overall performance.

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

6.5.2

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
343	314	250	237	160

File Description	Document
List of teachers who attended programmes/workshops/seminars specific to quality improvement year-wise during the last five years	View Document
Institutional data in prescribed format	View Document
Details of programmes/workshops/seminars specific to quality improvement attended by teachers year-wise during the last five years	View Document
Certificate of completion/participation in programs/workshops/seminars specific to quality improvement	View Document

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

Response: B. Any three of the above

File Description	Document
Report of the workshops, seminars and orientation program	[View Document](#)
Report of the feedback from the stakeholders duly attested by the Board of Management	[View Document](#)
Minutes of the meetings of IQAC	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Annual report of the College	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 23

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	3	4	5	4

File Description	Document
Report gender equity sensitization programmes	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Geotagged photographs of the events	[View Document](#)
Extract of Annual report	[View Document](#)
Copy of circular/brochure/ Report of the program	[View Document](#)

7.1.2

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

Response:

MMCH & RC provides a conducive atmosphere for gender equality, as evidenced by the composition of students, faculty, and other staff. The college boasts a good gender ratio in favor of women, with 75% of students and 70% of faculty and staff being female.

Gender equity is upheld throughout all institutional regulations, recruiting practices, academic and extracurricular activities, and administrative bodies. The Institution provides equal opportunity to both genders in all of its academic and extracurricular activities, with aptitude and performance serving as the sole selection criteria.

Every year, interactive sessions on gender equity, gender sensitization and women empowerment are organized for students, faculty and staff.International Women's Day is celebrated every year by involving both girls and boys wherein events pertaining to various gender related issues are organized

and views are summoned.

FACILITIES FOR WOMEN IN CAMPUS:

a) MMCH & RC ensures a safe environment for students and staff with a well-demarcated, closed campus surrounded by boundary walls. The premises are monitored round the clock by security guards and 24x 7 CCTV cameras placed at strategic locations, including hostels, to ensure safety and protection.

There are separate secured hostels for females and boys, each with a full-time warden. Security personnel and Wardens are stationed at all   hostels.

The Internal corridors in hostels, central library,academic block as well as hospital block are well-lit during the day and night time.Time curfews are strictly maintained for hostels and Central Library. Pathways from Academic Block to Hostels are paved and well lit during nighttime and under surveillance by the security personnel.

An Anti ragging Committe , Sexual harassment Committee, Grievances redressal committee have been constituted which work relentlessly, keeping in view the well-being, safety, and security of staff and students.

 b)The institution has an effective mentorship program where mentors serve as guardians and guides, regularly meeting with students to discuss their overall performance and personal issues. At the start of each academic year, orientation programs are conducted, and counseling sessions are available for students in need. Additionally, expert lectures and workshops on gender sensitization and self-defense training are regularly held. The Committee for the Prevention of Sexual Harassment specifically addresses issues relevant to female students and women in the workplace.

c) There are separate common rooms for boys and girls, which are well ventilated, equipped with lockers, drinking water facilities and hygienic washrooms.Separate well-equipped fitness centres are provided in the hostels.

d) A Day care Centre and a nursing room are available to meet the needs of faculty members and patients.

e)Sanitary napkin dispensers have been installed in female washrooms to ensure convenience, accessibility to sanitary products for all female students and staff on campus.

f) A lady gynecologist has been deputed to look after girl student's health concerns.

Our Institution believes in eliminating gender disparity, thus contributing its part in creating a society where there would be gender equality in true sense.

File Description	Document
Any additional information	[View Document](#)
Annual gender sensitization action plan	[View Document](#)
Specific facilities provided for women in terms of a. Safety and security b. Counselling c. Common Rooms d. Day care centre for young children	[View Document](#)

7.1.3

The Institution has facilities for alternate sources of energy and energy conservation devices

1. Solar energy

2. Wheeling to the Grid

3. Sensor based energy conservation

4. Biogas plant

5. Use of LED bulbs/ power efficient equipment

Response: B. Any four of the above

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

7.1.4

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

- **Solid waste management**

- **Liquid waste management**

- **Biomedical waste management**

- **E-waste management**

- **Waste recycling system**

- **Hazardous chemicals and radioactive waste management**

Response:

Our Institution follows standard guidelines for waste management and has facilities for efficient management of different types of wastes generated.

SOLID WASTE MANAGEMENT:

Solid waste is disposed as per Solid Waste Management protocols. The institute does not generate any hazardous solid waste. Non- hazardous solid waste is collected as per standard protocol and segregated into biodegradable and non-biodegradable waste. Biodegradable waste generated in the form of garbage and food waste are send to the biogas plant as well as collected by the owner of a registered pig farm owner as feed for pigs.The compost from the biogas plant will be utilized for maintaining green vegetation in the campus and the biogas produced is being used for cooking purpose in the canteen.The effluent from the biogas plant is used for irrigation purpose after treatment. The non-biodegradable waste and stationery related waste are collected by GREENWORMS ECOSOLUTION for safe disposal.

LIQUID WASTE MANAGEMENT: The Institution has a Sewage Treatment Plant (STP) within the campus with output of 500 KLD. It reduces the release of disease causing organisms into the environment. The hazardous liquid waste generated from the college labs is put in a separate tightly capped labeled container and disposed off-site by the concerned service company with which the institution is tied up with.

BIO-MEDICAL WASTE MANAGEMENT: Bio-medical waste is managed as per Bio-medical waste management rules, 2016. MMCH &RC is registered with Kerala State Pollution Control Board for disposal of biomedical waste as per the standard protocols of the Board. All generated biomedical wastes are segregated in colour coded dustbins with standard polythenes placed over them in all identified areas of Hospital and Institution premises, cumulated/collected at a designated area and disposed as per standard protocols. The institution has a memorandum of understanding (MOU) with IMAGE (Indian Medical Association Goes Eco-friendly) for disposal of bio-medical waste generated in the institute. Training and awareness programs on Biomedical waste management are also regularly conducted for all students, teaching and non-teaching faculty.

E - WASTE MANAGEMENT: E waste is managed as per the E-Waste Management Rules, 2016. E-Waste generated from all the departments is collected at a consigned location and handled under an agreement with GREENWORMS ECOSOLUTION LLC which disposes off e-waste in an eco-friendly way. E-waste is disposed as per SOP for condemnation and disposal of items to registered E-waste recycling companies.

WASTE RE-CYCLING SYSTEM: Biodegradable waste is processed in Biogas plant and compost and

is used for gardening.The coconut shells and husk are used as fuel. Liquid waste processed in the Sewage Treatment Plant is reused for gardening.

HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT: The hazardous chemical waste generated from the labs that cannot be reused or recycled is collected following a standard protocol and discarded off-site by IMAGE with whom MOU has been signed.

No radioactive waste is generated on campus. Radiation levels in the Radiology department are monitored and certified to be within permissible limits by Avanttec Laboratories (P) Ltd as per the Radiation Protection Rules.

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

7.1.5

Water conservation facilities available in the Institution:

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

Response: All of the above

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

7.1.6

Green campus initiatives of the Institution include

1. Restricted entry of automobiles

2. Battery-powered vehicles

3. Pedestrian-friendly pathways

4. Ban on use of plastics

5. Landscaping with trees and plants

Response: D. Any two of the above

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

7.1.7

The Institution has disabled-friendly, barrier-free environment

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Geo tagged photos of the facilities as per the claim of the institution	[View Document](#)
Any additional information	[View Document](#)
Link for additional information	[View Document](#)

7.1.8

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

Response:

Our Institution promotes the ideals of tolerance and harmony by encouraging unity amidst diversity and is dedicated to training medical professionals possess the necessary skills and knowledge to provide compassionate and high-quality healthcare services to all segments of society.

MMCH & RC boasts a diverse student and faculty community, encompassing various cultures, languages, and socioeconomic backgrounds. The institute nurtures an inclusive culture that supports the flourishing of students from diverse traditions.

Initiatives for an inclusive environment for students/staff include:

Academic support: The Institute provides academic support to ensure all students irrespective of their cultural background or their socio-economic status and provides them with an equitable opportunity to flourish and succeed. Over the years we have been having an increase in the number of students from other states joining our course too.The faculties strictly adhere to the English language while taking theory and practical classes.These Students are also offered classes on regional language (Malayalam) which enables them to converse with the patients.

Mentorship program is carried out to provide psychosocial, environmental, and emotional support.

Cultural and Sports Activities:

Students and employees of different backgrounds and communities come together to celebrate or observe various activities.Various festivals which represent the different communities are celebrated by the students which depict the sense of unity and integrity.

Cultural and Religious festivals such as Onam,Eid, Christmas etc are celebrated with great zeal.Celebration of Teachers' Day, International Women's Day etc. provide opportunities for teamwork, where individuals set aside their differences.

Patriotic endeavors encompass celebrations of Republic Day and Independence Day, fostering a spirit of nationalism.

College-level and beyond, sports activities are promoted to foster a sense of community and tolerance among students. This initiative also aims to cultivate a culture of inclusive universal health and well-being

These activities help to provide opportunities for relaxation, networking, and team-building.

The National Service Scheme unit is established to inculcate a sense of unity, discipline and harmony. The activities expose the students to problems of socio-economically deprived populations and serve as a bridge between Institution and community.

Student's Union actively promotes inclusiveness through a variety of initiatives that celebrate diversity, encourage dialogue on important social issues, and ensure representation of all student groups. Their programs strive to create a welcoming and respectful environment where every student feels valued and empowered to participate fully in university life.

To infuse communal harmony within the minds of the students, various events such as Campaigns, posters competition,poem writing ,bracelet making etc on national integration and religious/racial tolerance and gender equality are conducted.

Employees are granted optional holidays to observe community festivals not listed in the official calendar, accommodating individual preferences.

The college promotes equity among students by implementing a uniform dress code, thereby reducing socioeconomic disparities within the institution.

Committees:

The Anti-ragging and Sexual harassment cells play a crucial role in fostering tolerance and harmony among students. Over the past decade, there have been no reported incidents of ragging or harassment, demonstrating the effective functioning of these cells.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Link for any other relevant information/documents	[View Document](#)

7.1.9

Code of conduct handbook exists for students, teachers and academic and administrative staff including the Dean / Principal /Officials and support staff.

1. The Code of conduct is displayed on the website

2. There is a committee to monitor adherence to the code of conduct

3. Institution organizes professional ethics programmes for students, teachers and   the academic and administrative staff

4. Annual awareness programmes on the code of conduct are organized

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Information about the committee composition number of programmes organized etc in support of the claims	[View Document](#)
Details of the monitoring committee of the code of conduct	[View Document](#)
Details of Programs on professional ethics and awareness programs	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

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

Response:

Celebrating National and International Commemorative Days, Events, and Festivals

Malabar Medical College Hospital and Research Centre places great importance on preserving and protecting national identity and culture. By educating our young students about India's rich heritage, MMCH & RC aims to foster a sense of national pride and patriotism as well has inculcate a feeling of harmony among them.Our institute observes various national and international health days to benefit both the community and its staff and students. These events aim to raise awareness and promote well-being among all participants.

MMCH & RC believes in celebrating national holidays like Independence Day and Republic Day every year to promote a strong sense of national unity and pride.

The institution proudly accommodates the diverse religious sentiments of its esteemed staff and students by formally observing a multitude of religious festivals, including Onam, Eid, Christmas, New year,Children's Day,Teacher's Day and others, with grand celebrations every year.

Certain important days like the World World No-Tobacco Day, World Cancer Day,World diabetes day,World Blood Donor's Day, World Environment Day,International Yoga Day,Doctor's Day,International Women's Day etc are observed as collective efforts of many departments as well as our Student's Union. Various activities like guest lectures, awareness camps, rallies, outreach programs,flash mobs etc are conducted. Individual speciality days are celebrated with the motto of creating awareness in the patients about the speciality and to commemorate the contribution of the speciality fraternity.International Women's Day on March 8th is commemorated with theme-based lectures and activities focused on gender equality and women empowerment, organized by the institution. The International Day of Yoga on June 21st is observed to raise awareness about the importance of incorporating yoga into daily life, featuring guest lectures by prominent experts in the field. Teachers' Day, celebrated annually on September 5th, includes cultural events and games organized by students to honor and appreciate the faculty. The primary aim of these celebrations is to provide opportunities for students to grow, develop, and thrive together while fostering a sense of unity and camaraderie.

National Commemorative Days and Events

1. Independence Day and Republic Day:

- **Ceremonies and Programs**: The institution commemorates Independence Day and Republic Day with special ceremonies, flag hoisting, and cultural programs. These events honor the nation's history and foster a sense of patriotism among students and staff.
- **Educational Activities**: Educational sessions and discussions are organized to educate the community about the significance of these days and the contributions of national heroes.

2. National Festivals:

- **Diwali, Holi, Eid, and Christmas**: Major national festivals such as Diwali, Holi, Eid, and Christmas are celebrated with various activities, including cultural performances, traditional food fairs, and art exhibitions. These celebrations promote cultural diversity and provide an opportunity for students and staff to share and learn about different traditions.
- **Community Involvement**: The institution encourages participation from local communities and invites guest speakers to share their insights on the cultural and historical aspects of these festivals.

3. Academic and Professional Days:

- **Teachers' Day and Students' Day**: Special events are organized to celebrate Teachers' Day and Students' Day, acknowledging the contributions of educators and the achievements of students. Activities include award ceremonies, appreciation events, and motivational talks.

File Description	Document
Link for additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE 1 : MMC's Overarching Reach of Empathy & Care

Malabar Medical College & Research Centre (MMCH & RC) is committed to providing exceptional infrastructure, renowned faculty, and a conducive learning environment to nurture future medical professionals imbued with moral values and a compassionate attitude towards community service.

OBJECTIVE AND CONTEXT: Despite Kerala's robust healthcare system, MMCH & RC recognizes the need for medical camps and health awareness activities to bridge accessibility gaps and promote preventive care, thereby enhancing public health outcomes.

PRACTICE:

- Our institution actively organizes **special medical and dental camps** to extend community-oriented care directly to both middle-class and underserved populations, including the poor, marginalized, and those in remote tribal areas. These camps are conducted in collaboration with NGOs, government bodies, religious organizations, and clubs that have a deep understanding of local needs. They offer free medicines, basic investigations, consultations, and transportation for further medical evaluation and management. Our institution plays a critical role during the floods in Kerala, mobilizing resources and expertise to deliver urgent aid and support to affected communities with unwavering dedication.
- MMCH&RC conducts a diverse range of **Health Awareness classes** targeting the general public, schools, colleges, and specific groups such as antenatal mothers and Kudumbasree workers. These initiatives not only disseminate crucial information but also provide invaluable practical experience for our medical students by allowing them to gain hands-on experience in health education and outreach and enhancing their understanding of community health needs.
- **OUR ROLE DURING COVID PANDEMIC:** MMCH&RC fulfilled a crucial role as a dedicated COVID Care Centre. As a prominent private medical college, it provided essential services and support during one of the most challenging times in recent history. MMCH&RC rapidly transformed its facilities to accommodate the surge in COVID-19 cases, establishing specialized units with advanced medical equipment and infrastructure to handle severe and critical cases.
- **MONETARY DONATIONS:** Beyond direct medical care, MMCH&RC extends substantial monetary support to charitable trusts, NGOs, and various organizations focused on social work. This financial assistance helps advance a range of community-focused projects aimed at enhancing societal well-being.

- Inspired by the philanthropic vision of our Chairman, the **Students' Union established its Social Service Club(Ithal/Theeram)** dedicated to addressing social challenges and improving lives. Theeram organizes health awareness programs, community outreach activities, and support services for underserved and vulnerable populations, guided by the expertise of our faculty.

EVIDENCE OF SUCCESS:

Over the past five years, MMCH&RC has conducted approximately 250 camps and community programs, engaging over 1200 students and 300 faculty members. Through these multifaceted initiatives, MMCH&RC not only fosters the holistic development of its students but also significantly contributes to the well-being of the community, embodying the essence of institutional social responsibility.

PROBLEMS ENCOUNTERED & RESOURCES REQUIRED:

The institution has resolved transport challenges, particularly for last-minute camp requests, by providing a 32-seater bus dedicated to outreach activities for students and faculty.Harsh summers challenge Outreach activities, but the institution provides refreshments to all the participants and ensures well-ventilated spaces for programs.

BEST PRACTICE 2 : Project RUBRO - A Student's Council Initiative

Objectives:

1. Educate students and the general public about the importance of blood donation through health education programs.
2. Encourage active participation in blood donation drives among students and the community by organizing regular donation camps and outreach activities.
3. Create a dedicated platform (Blood Donation Whatsap Forum) where volunteers can collaborate and coordinate blood donation initiatives effectively.
4. Develop a robust network involving nearby community organizations to ensure a steady supply of blood and support for donation campaigns.
5. Ensure the sustainability of blood donation activities and in turn strengthening the MMC Blood Centre.

These objectives aim to not only increase the availability of blood for those in need but also to foster a sense of social responsibility and community engagement among students and the public

CONTEXT: Project Rubrum, initiated by the student union at Malabar Medical College, addresses critical gaps in blood availability, especially during emergencies or for specific blood types. Recognizing the importance of a steady blood supply, the project aims to educate both students and the public about the significance of regular blood donation and to dispel common misconceptions. It seeks to engage the broader Calicut community and nearby areas, fostering a culture of voluntary blood donation and community responsibility. By combining institutional support, student activism, and community outreach, Project Rubrum aims to significantly enhance blood donation efforts and respond effectively to

local healthcare needs.

Practice:

Project 'Rubro' was launched on (30/12/2015) by the Students Council Union 2015-16 under the chairmanship of Dr.Fathima Shamsudheen.

Conducting regular awareness classes for the students as well as the general public by Students Union in collaboration with the Department of Pathology and Department of Community Medicine.

A WhatsApp forum was created for different blood groups, including all MBBS students of Malabar Medical College. When the hospital's blood bank requested blood, group admins posted, and available donors promptly responded. This streamlined process ensured quick responses to any blood type requests.

Blood Donation camps are held at the hospital as well as other places to promote voluntary blood donation.

Evidence of Success:

Able to ensure a timely and steady supply of Blood supply to all patients in our institution.

Better patient experience.

Created a cadre of medical students who imbibed the essence of voluntary blood donation as their moral responsibility as a doctor as well as a fellow human being towards the community.

Our 24x7 Blood banking services have been provided since the start of the institution. The blood bank is equipped with most modern calibrated equipment and well trained technicians.

Problems Encountered and Resources Required:

To address patient relatives directly contacting students for blood, requests were routed through the blood bank. Anaemia among female students is tackled by promoting iron-rich diets. Lack of motivation and donation fears are managed through rewards and pre-donation counseling.

File Description	Document
Link for any other relevant information	[View Document](#)
Link for best practices page in the Institutional web site	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

'Divine is the task to relieve pain'

-Hippocrates.

The Orthopedic Department of our Institution stands as a beacon of excellence, distinguished by its remarkable achievements and cutting-edge facilities. Over the past five years, the department has successfully performed around 1,000 Total Knee Replacement(TKR) Surgeries, underscoring its extensive expertise and commitment to advanced orthopedic care. With a team of exceptional surgeons and state-of-the-art technology at its disposal, the department is renowned for its innovative approaches and superior outcomes in the field of orthopedics.

The Department is equipped with four comprehensive Total Knee Replacement sets, each fully stocked with a wide range of implants to address every potential intricacy encountered during surgery. This ensures precision and adaptability in complex procedures. The faculty members, renowned for their extensive experience in arthroplasty, bring unparalleled expertise to the department. Our Operation theaters are equipped with advanced laminar flow systems, providing an exceptionally clean and controlled environment to enhance patient safety and surgical outcomes.

The post-surgery rehabilitation facilities for patients undergoing TKR surgery at Malabar Medical College are exemplary. The dedicated Physiotherapy Department of our Institution plays a crucial role in optimizing outcomes and enhancing the quality of life for patients following surgery through personalized therapy plans, focusing on restoring mobility, strength, and function to the affected knee. Walking aids are readily available in all wards at MMCH &RC, facilitating effective bedside physiotherapy.

A fact to be underlined is that the majority of TKRs at our institution have been conducted under insurance coverage. This highlights our commitment to providing high-quality orthopedic treatments to a diverse patient population irrespective of their financial background.

The Department of Orthopedics is also committed to advancing the field through the active organization of national conferences and CMEs. One notable example is the POTCON Basic Knee Arthroplasty Conference 2023, which was instrumental in highlighting and discussing various aspects of total knee replacement surgeries. Live surgeries conducted during the Conference offered real-time learning opportunities for students, residents, and staff. Such events foster knowledge sharing, keep professionals abreast of the latest advancements, and contribute significantly to improving patient care in orthopedic practices.

The Department of Orthopedics also conducts research on various aspects of TKR surgeries to enhance patient care and outcomes. This ongoing research includes evaluating surgical techniques, comparing medications for preventing complications, and studying factors that impact recovery, all aimed at improving the overall quality of care provided to patients.

The extensive number of TKRs performed by the Department of Orthopedics has provided substantial benefits to both undergraduate and postgraduate students at our institution. Undergraduates gain invaluable hands-on experience and insights into advanced surgical techniques, while postgraduate students deepen their expertise through direct involvement in complex cases and observational learning. This exposure not only enhances their clinical skills but also contributes to their understanding of cutting-edge practices in orthopedic care.

Our Orthopaedics department is committed to maintaining excellence by continuously building on its strengths, addressing the weaknesses, and striving to serve society better while nurturing the development of exceptional doctors.

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

8.Medical Part

8.1 Medical Indicator

8.1.1

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

Response: 90.97

8.1.1.1 Institutional mean NEET percentile score

Response: 90.97

File Description	Document
Uploads for NEET percentile scores of students enrolled for the MBBS programme during the preceding academic year.	[View Document](#)
Upload for list of students enrolled for the MBBS programme for the preceding academic year	[View Document](#)
Institutional data in prescribed format	[View Document](#)

8.1.2

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

Response:

Malabar Medical College Hospital and Research Centre is dedicated to upholding rigorous standards in patient care, safety, and infection prevention. This commitment is deeply integrated into the institution's educational framework and hospital protocols, ensuring that students are well-prepared to deliver high-quality healthcare while minimizing infection risks.

Infection Control Training for Students

Intensive Training and Clinical Postings: Students undergo comprehensive training in infection control throughout their academic journey, particularly during clinical rotations in wards, Outpatient Departments (OPD), and Intensive Care Units (ICUs). This hands-on experience allows them to apply and internalize infection control protocols effectively.

Key Focus Areas in Training:

- **Hospital Infection Control Committee (HICC):** Students are familiarized with the role of the

HICC, which oversees infection control measures across the hospital.

- **Hand Washing Techniques:** Proper hand hygiene is emphasized through practical demonstrations and innovative educational activities like video-making contests and dance competitions.
- **Needle Stick Injuries:** Education on prevention and management strategies reduces risks of bloodborne infections among healthcare providers.
- **Personal Protective Equipment (PPE):** Proper use of PPE is taught to safeguard both healthcare workers and patients.
- **Healthcare-Associated Infections (HAIs):** Students learn to recognize and manage HAIs, including device-related and nosocomial infections.
- **Sterilization and Disinfection:** Various methods of sterilization and disinfection are taught to prevent infection transmission.

Curriculum and Community Medicine

Universal Precautions: Principles of universal precautions are integrated into the curriculum to mitigate infection transmission in healthcare settings.

National Health Mission (NHM) Initiatives: As part of community medicine education, students learn about food hygiene and healthcare waste disposal, promoting public health and environmental safety.

Specialized Training and Awareness

Focus on Specific Infections:

- **Device-Related and Postoperative Infections:** Clinical training includes preventive measures and management of infections associated with medical devices and surgeries.
- **Infective Endocarditis and Nosocomial Infections:** Specific infections are addressed through bedside clinics and structured learning sessions.
- **Sepsis Prevention and Management:** Training covers recognition, prevention, and management of sepsis, crucial for patient safety.

Laboratory Safety and Intern Training

Safety in Laboratory Settings: Interns receive specialized training in laboratory safety protocols, ensuring safe handling of biological materials and minimizing infection risks.

Role of the Hospital Infection Control Committee (HICC)

Leadership and Oversight: The HICC, led by the Principal and comprising specialists from various disciplines, coordinates infection control efforts. It regularly reviews surveillance data on hospital infections and needle stick injuries.

Protocol Development: The committee plays a pivotal role in developing and updating protocols that guide students and interns in adhering to stringent infection control standards.

Conclusion

Malabar Medical College Hospital and Research Centre exemplifies a comprehensive approach to infection control education and practice integration. By embedding infection prevention principles into the student curriculum and hospital protocols, the institution ensures that future healthcare professionals are well-equipped to provide safe and effective care. This commitment not only enhances patient safety but also underscores the institution's dedication to maintaining high standards of healthcare delivery. Through continuous training and vigilant oversight, Malabar Medical College Hospital and Research Centre sets a benchmark in promoting a safe and hygienic healthcare environment.

File Description	Document
Any additional information	[View Document](#)
Link for Documents pertaining to quality of care and patient safety practices followed by the teaching hospital	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.3

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

Response: 6.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
52	31	12	8	5

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

8.1.4

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

Response:

The evolution from the Graduate Medical Education (GME) curriculum of 1997 to the Competency-Based Medical Education (CBME) framework in 2019, spearheaded by the Medical Council of India (MCI), marks a pivotal advancement in medical education methodologies. This transition reflects a deliberate shift towards a more holistic and rigorous assessment of medical students, emphasizing not only their knowledge and technical skills but also their attitudes, communication abilities, and professional conduct essential for contemporary medical practice.

Under the revised CBME framework, assessment is structured across various stages and domains to ensure comprehensive evaluation of student competencies:

Methods of Assessment:

1. **Continuous Assessment**:
   - **Daily**: Students maintain logbooks to record their skills and learning activities
   - **Formative**: Includes periodic tests conducted at the conclusion of topics, considering varying levels of knowledge importance to gauge ongoing comprehension and application.
   - **Summative**: Involves theory examinations that encompass a range of question types, designed based on the duration of topic discussion and allocated percentage of marks.
2. **Assessment of Learning Domains**:
   - **Cognitive Domain**: Evaluates knowledge acquisition, comprehension, application, analysis, and synthesis through diverse theory questions and case vignettes. Multiple Choice Questions (MCQs) are employed to assess reasoning and factual knowledge.
   - **Psychomotor Domain**: Practical exams and clinical placements are crucial for assessing skills documented daily in logbooks, verified by faculty. Students practice these skills on peers, mannequins, and actual patients, with Objective Structured Practical Examination (OSPE) utilized for detailed evaluation.
   - **Affective Domain**: Emphasizes the development of attitudes and communication skills critical for effective patient care. Assessment methods include checklists, logbook entries capturing patient interactions, reflective writing assignments, and oral examinations to gauge interpersonal competencies.
3. **Documentation and Evaluation of Competencies**:
   - **Logbooks**: Serve as a comprehensive record of learning outcomes and acquired skills throughout the training period.
   - **Checklists**: Assess various competencies such as case presentations, clinical practices, and communication skills, ensuring a systematic approach to evaluating student performance.
   - **Feedback**: Faculty provides objective feedback at the conclusion of placements, guiding students towards continuous improvement and professional development.

Transition from 1997 Curriculum to 2019 CBME:

- The 1997 curriculum primarily focused on imparting fundamental medical knowledge and basic skills.
- In contrast, the 2019 CBME framework expands educational goals to include the development of attitudes, communication skills, and reflective practices crucial for modern medical practitioners.
- Foundational courses have been introduced to integrate essential knowledge and skills seamlessly, preparing students more effectively for clinical practice.
- The emphasis on reflective writing, logbook entries, and the implementation of OSPE/OSCE for skills assessment ensures a robust and standardized evaluation process.
- Individualized feedback provided by faculty supports personalized learning and enhances professional growth among medical students.

The shift towards competency-based medical education represents a progressive approach to training healthcare professionals, aiming to produce well-rounded practitioners equipped to meet the complex demands of modern healthcare. By incorporating rigorous assessment methods across cognitive, psychomotor, and affective domains, CBME ensures that future healthcare professionals not only possess requisite knowledge and skills but also demonstrate the attitudes and behaviors necessary for delivering high-quality patient care in diverse clinical settings. This comprehensive evaluation framework ultimately enhances the readiness and competence of medical graduates as they embark on their careers.

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

8.1.5

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

Response:

Integrating Organ Donation and Transplantation in Medical Education at Malabar Medical College Hospital

Organ donation is a vital, life-saving practice, and understanding it is a key component of the MBBS

curriculum at Malabar Medical College Hospital and Research Centre. Starting in Phase II, students explore the medical and legal aspects of organ transplantation through both theoretical and practical learning experiences. A significant focus is placed on the Transplantation of Human Organs Act, 1994 (THOTA), which regulates organ removal and transplantation in India.

Educational Curriculum on Organ Transplantation:

Legal and Ethical Framework:

- The THOTA forms the backbone of the curriculum, ensuring that students are well-versed in the legalities of organ transplantation. This includes learning about donor consent, criteria for brain death, and the regulations surrounding transplantation practices.
- Ethical and social considerations are integral to the curriculum. Students engage in discussions on the moral dilemmas involved in organ donation, such as consent, fairness in organ allocation, and cultural factors that influence donation practices.

Clinical Training:

- Students observe and participate in preoperative assessments, surgical procedures, and postoperative care. They gain hands-on experience in the intricacies of transplantation.
- A significant part of the training focuses on postoperative care, emphasizing the management of patients immediately after surgery and the long-term care required to ensure successful outcomes. This includes monitoring for complications and educating patients about their recovery process.

Malabar Medical College's Authorization and Efforts:

- The institution is authorized to perform corneal transplants and is actively pursuing approval for renal transplantation. This expansion highlights the college's commitment to advancing its capabilities in life-saving medical procedures.

Awareness and Education Initiatives:

- On Forensic Medicine Day, May 17, 2022, the college hosted an awareness session about organ donation. Approximately 200 students were sensitized on the importance of organ donation and its common concerns.
- Expert discussed the THOTA, the current state of organ transplantation in Kerala, and the detailed procedures involved in these medical interventions. The session was interactive, encouraging students to actively engage and deepen their understanding of organ donation.

Ethical and Cultural Sensitivity:

- The curriculum on organ transplantation emphasizes ethical, social, and cultural dimensions to cultivate empathy and ethical awareness among students. It encourages proactive learning about advancements and challenges in transplantation, fostering a holistic understanding essential for future healthcare roles. This approach aims to prepare healthcare professionals to navigate complexities with sensitivity and uphold ethical standards in practice.

Long-Term Student Development:

- By integrating theoretical knowledge with practical experience and ethical considerations, MMCH&RC aims to develop graduates who are not only technically proficient but also empathetic and ethically grounded.
- The curriculum prepares students to provide comprehensive patient care and to be advocates for the noble cause of organ donation, enhancing their ability to address the complex needs of patients undergoing transplantation.

In summary, the MBBS curriculum at Malabar Medical College ensures that students receive a well-rounded education in organ transplantation, encompassing legal, ethical, and practical dimensions. This approach equips future healthcare professionals with the knowledge and sensitivity needed to excel in this critical field.

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

8.1.6

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

Response:

Malabar Medical College Hospital and Research Centre is dedicated to providing comprehensive immunization education for undergraduate and postgraduate students through its specialized clinic within the Department of Pediatrics and Department of Community Medicine. The clinic operates regularly, adhering strictly to the National Immunization Schedule (NIS), and offers optional vaccinations such as Pneumococcal, Typhoid, Hepatitis A, and Varicella vaccines, tailored to patient needs.

Educational Sessions:

- Educational sessions are a crucial part of student training, including lectures and practical demonstrations to ensure in-depth knowledge of vaccine administration and adherence to protocols. During clinical postings, students actively participate in these sessions, gaining hands-on experience under the guidance of experienced faculty members.

Community Outreach:

- The institution emphasizes community outreach and awareness, educating the public on the importance of vaccinations and addressing concerns regarding children's immunization needs.

Clinic Operations:

- Clinic operations are meticulously structured, starting with thorough patient registration, including demographic information and nutritional assessments for children under five years old. Medical histories are reviewed before administering vaccines to identify any past allergies or adverse reactions. Vaccine administration is conducted by trained faculty members and postgraduate students, with nursing staff responsible for detailed record-keeping. This includes documenting the type of vaccine, dosage, administration site, batch details, manufacturer information, and dates of vaccination.

Cold Chain Management:

- To maintain vaccine quality and efficacy, the institute rigorously adheres to cold chain management protocols, ensuring vaccines are transported and stored at optimal temperatures. Regular temperature monitoring and documentation are crucial components of this process.

Post-Vaccination Care:

- The clinic emphasizes post-vaccination care and patient education, providing guidance on common side effects, when to seek medical attention, and offering nutritional advice and health education to prevent common childhood illnesses. Students are involved in counseling parents, enhancing their clinical skills and preparing them to communicate effectively with patients and their families.

Quality Maintenance Records:

1. **Cold Chain Verification:** Ensures vaccines are stored and transported at recommended temperatures from manufacture to administration, preserving vaccine potency.
2. **Temperature Monitoring:** Continuous monitoring during storage ensures vaccines remain within the specified temperature range for stability and effectiveness.
3. **Details Recorded:**
   - **Type of Vaccine:** Ensures accurate inventory management and administration.
   - **Quantity Received:** Enables proper stock management and supply.
   - **Vaccine Manufacturers:** Tracks the source and quality standards of each product.
   - **Batch Details:** Crucial for traceability and managing potential recalls or adverse events.
   - **Date of Manufacturing and Expiry:** Ensures vaccines are used within their recommended shelf life.
   - **Vaccine Vial Monitor (VVM) Status:** Assesses heat exposure over time, ensuring vaccines are within their viable period.

By meticulously maintaining these records, the Immunization Clinic ensures the safety, efficacy, and availability of vaccines. These practices contribute to overall quality assurance in vaccine administration and management.

In conclusion, Malabar Medical College Hospital and Research Centre's commitment to educating students on immunization practices is comprehensive and multidimensional. By integrating theoretical knowledge with practical experience and community engagement, the institution equips future healthcare professionals with the skills and expertise needed to manage immunization clinics proficiently and

advocate for public health.

File Description	Document
Link for report on the teaching sessions carried out on the relevance and operational features of the Immunization clinic	[View Document](#)
Link for report on the functioning of the Immunization Clinic	[View Document](#)

8.1.7

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

Response:

The attributes expected of medical graduates from Malabar medical college hospital and research centre encompass more than just technical expertise. These attributes ensure that graduates are well-prepared for the diverse challenges of medical practice and capable of making significant contributions to society. They aim to develop graduates into well-rounded professionals ready for the complexities of future healthcare environments.

Essential Attributes of a Medical Graduate

1. **Clinician**
   - Training focuses on patient-centered care, emphasizing ethical and compassionate practice. Students are exposed to various patient care scenarios to foster a holistic treatment approach.
2. **Leader and Collaborator in Health Care**
   - The curriculum incorporates team dynamics, leadership skills, and effective communication training. Students are given opportunities to lead during clinical rotations and projects to apply these skills practically.
3. **Communicator**.
   - There is a strong focus on developing communication skills through patient interviews, role-playing, and community involvement, with attention to cultural, linguistic, and emotional sensitivity.
4. **Lifelong Learner**
   - Students are encouraged to engage in self-directed learning, keep abreast of the latest medical research, and reflect on their learning experiences to foster a culture of ongoing education.
5. **Professional**
   - The institution emphasizes values like integrity, responsibility, and respect through ethical training and professional conduct guidelines, reinforced by faculty role models.

Strategies for Implementation and Assessment

Educational Approaches

- **Curriculum Integration**: Combines traditional and modern teaching methods to cover essential medical knowledge and broader professional attributes.
- **Clinical Training**: Provides varied clinical experiences across multiple specialties to develop well-rounded care giving skills.
- **Inter-professional Learning**: Promotes understanding and collaboration between different healthcare professionals.

Assessment Techniques

- **Examinations**: Regular term-end and preliminary exams assess both theoretical knowledge and practical application skills.
- **Internship Evaluation**: Continuous assessment and documentation of performance during clinical rotations.
- **Formative Assessment**: Ongoing feedback through tests, tutorials, discussions, and mentoring to support continuous learning.
- **Summative Assessment**: End-of-term evaluations to measure accumulated knowledge and competencies.

Support for All Learners

- **Subject-Specific Mentoring**: Provides tailored support to help students excel in particular subjects.
- **Remedial Education**: Offers additional classes for students needing extra help with coursework.
- **Mental Health Support**: Provides counseling services to maintain student well-being.
- **Holistic Development**: Engages students in activities and workshops aimed at personal growth.
- **Soft Skills Training**: Focuses on improving communication, teamwork, and professional behavior.
- **Personality Development**: Enhances confidence, resilience, and leadership through targeted lectures.

Commitment to Comprehensive Education

Malabar Medical college Hospital and Research centre is dedicated to producing graduates who excel in medical knowledge and are adept at navigating the broader demands of healthcare and societal expectations. This commitment is reflected in their diverse educational and assessment strategies designed to foster these essential attributes.

File Description	Document
Any additional information	[View Document](#)
Links for Medical graduate attributes as described in the website of the College	[View Document](#)
Link for Additional Information	[View Document](#)

Other Upload Files	
1	[View Document](#)
2	[View Document](#)

8.1.8

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

Response:

The Medical Education Unit (MEU) at Malabar Medical College, Kerala, is dedicated to advancing the standards of medical education through innovative teaching methods, continuous faculty development, and alignment with the evolving needs of the medical profession. This unit is pivotal in equipping educators with the necessary tools and knowledge to adapt to modern educational practices and to instill the core competencies required of medical graduates..

Core Functions and Objectives

The MEU at Malabar Medical College focuses on several key areas to achieve its vision and mission:

1. **Faculty Development**:
   - **Continuous Training**: Regular workshops and seminars keep faculty updated.
   - **Innovative Teaching**: Training in modern methods like problem-based learning and digital tools.
   - **Mentorship**: Programs enhance faculty mentorship skills.
2. **Curriculum Development**:
   - **Integrated Approach**: Combines basic sciences and clinical practice.
   - **Competency-Based**: Focuses on essential medical skills.
   - **Flexibility**: Adapts to diverse student needs.
3. **Modern Assessment Techniques**:
   - **Diverse Evaluation**: Uses OSCE, bedside assessments, and OSPE.
   - **Feedback**: Supports continuous improvement through feedback and reflection.
4. **Educational Research**:
   - **Research Focus**: Encourages faculty research in medical education.
   - **Dissemination**: Shares findings to improve teaching practices.Top of FormBottom of Form
5. **Student-Centric Learning Approaches:**

- **Active and Experiential Learning**: Emphasizes hands-on experiences like simulations and skill labs, fostering active student participation.
- **Technology-Enhanced Learning**: Uses digital tools such as e-learning platforms to make education interactive and accessible.
- **Personalized Learning**: Tailors teaching to individual learning styles and needs, ensuring each student reaches their full potential.

Aligning with Traits of Indian Medical Graduates

The MEU is committed to aligning its educational strategies with the core attributes expected of Indian medical graduates, ensuring that they are:

· **Competent Clinicians**: Graduates are trained to provide comprehensive care, including prevention, treatment, and palliative care.

· **Effective Communicators**: Emphasis on strong communication skills with patients, families, and healthcare teams.

· **Collaborative Leaders**: Focus on leadership and teamwork within interdisciplinary healthcare settings.

· **Lifelong Learners**: Encouragement of continuous learning and staying updated with medical advancements.

· **Ethical Professionals**: Commitment to ethical practice, integrity, and accountability in their roles.

Overcoming Challenges and Building a Culture of Excellence

The MEU at Malabar Medical College addresses various challenges in medical education. Through its structured programs and supportive environment, the MEU ensures that educators are:

- **Motivated and Recognized:** Providing recognition and incentives for faculty engagement in continuous professional development.
- **Supported in Innovation:** Encouraging the adoption of new teaching methodologies and technologies, overcoming barriers to innovation.
- **Engaged in Continuous Improvement:** Promoting a culture of excellence where faculty and students are committed to ongoing improvement and adaptation to the evolving needs of healthcare.

Conclusion

The Medical Education Unit at Malabar Medical College plays a crucial role in shaping the future of medical education by empowering faculty and aligning educational practices with the traits required of modern Indian medical graduates. Through continuous development, innovative teaching methods, and a focus on comprehensive learning and assessment, the MEU ensures that both educators and students are well-prepared to meet the challenges and opportunities of the healthcare profession.

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

8.1.9

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

     1. NABH Accreditation of the teaching hospital
     2. NABL Accreditation of the laboratories
     3. ISO Certification of the departments / divisions
     4. Other Recognized Accreditation / Certifications

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Links for e-copies of Certificate/s of Accreditations	[View Document](#)

8.1.10

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

Response: 100

8.1.10.1 Number of first year students, provided with prophylactic immunization against communicable diseases like Hepatitis-B during their clinical work in the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
200	150	150	150	150

8.1.10.2 Number of first year Students addmitted in last five years

2022-23	2021-22	2020-21	2019-20	2018-19
200	150	150	150	150

File Description	Document
Uploads for List of students, teachers and hospital staff, who received such immunization during the preceding academic year	[View Document](#)
Upload for Policies documents regarding preventive immunization of students, teachers and hospital staff likely to be exposed to communicable diseases during their clinical work	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

8.1.11

Steps/procedures adopted by the College to expose students to contemporary medico-legal practices and third-party payers/insurance mechanisms, indemnity insurance protection etc. relevant to the clinician/provider as well as the patient/recipient.

Response:

During the MBBS Phase III part 1 at Malabar Medical College, students delve into the contemporary legal dimensions of medical practice through the Forensic Medicine course. This crucial aspect of their education ensures that future medical practitioners are well-versed in their legal responsibilities and the legal rights of their patients, thereby fostering a culture of ethical and lawful medical practice.

Key Legal Topics in Medical Practice

1. **Rights and Duties of Registered Medical Practitioners:**
   - **Rights:** Students learn about the entitlements and legal protections afforded to registered medical practitioners, which enable them to perform their duties without undue interference.
   - **Duties:** The curriculum emphasizes the obligations and ethical responsibilities of practitioners towards their patients, colleagues, and the broader healthcare system.
2. **Patient Rights:**
   - Students are introduced to the fundamental rights of patients, including the right to informed consent, confidentiality, and respectful treatment. Understanding these rights is crucial for maintaining trust and integrity in the patient-practitioner relationship.
3. **Relevant Sections of Criminal Law:**
   - **Indian Penal Code (IPC):** Key sections relevant to medical practice, such as those

addressing criminal negligence, assault, and professional misconduct.
- ○ **Criminal Procedure Code (CrPC):** Procedures related to the investigation and trial of criminal offenses involving medical practitioners.
- ○ **Indian Evidence Act:** Rules regarding the admissibility of evidence, particularly in cases involving medical records and expert testimony.

4. **Acts Pertaining to the Medical Profession:**
- ○ **Consumer Protection Act, 1986**
- ○ **Workmen's Compensation Act, 1923**
- ○ **Professional Indemnity Insurance**
- ○ **Medical Termination of Pregnancy Act**
- ○ **Preconception and Prenatal Diagnostic Techniques Act**
- ○ **Transplantation of Human Organs Act:**

5. **Medical Negligence:**
- ○ **Aspects and Defenses:** Students are educated on what constitutes medical negligence, potential legal consequences, and common defenses against negligence claims.
- ○ **Precautions:** Emphasis is placed on best practices and preventive measures to avoid negligence, such as thorough documentation, patient communication, and adherence to clinical guidelines.

Practical Exposure to Legal Issues

Clinical Postings:

- During clinical rotations, students encounter real-world scenarios where they must apply their knowledge of legal issues. This includes understanding the legalities of obtaining informed consent, maintaining professional confidentiality, and navigating the complexities of patient rights and practitioner duties in everyday clinical settings.

Conclusion

By integrating these legal topics into the Forensic Medicine curriculum and providing practical exposure during clinical postings, Malabar Medical College ensures that its students are well-equipped to navigate the legal landscape of medical practice. This comprehensive education prepares future medical practitioners to uphold high standards of legal and ethical conduct in their professional lives.

File Description	Document
Any additional information	[View Document](#)
Links for Policy documents regarding relevant laws, insurance policies medical indemnity insurance cover for the clinical faculty	[View Document](#)

5. CONCLUSION

Additional Information :

Malabar Medical College Hospital and Research Centre, established in 2010, has quickly emerged as a beacon of excellence in both medical education and healthcare services. The institution has consistently demonstrated its commitment to academic achievement, as evidenced by the remarkable 100% pass rate for the 2021 second-year MBBS students, with 23 distinctions and 17 first-class graduates. This dedication to academic excellence extends to its postgraduate programs, where all 18 PG students who took their exams achieved a 100% pass rate, including a first-rank position in Dermatology.

The hospital redefines healthcare by providing world-class treatment within its facilities, ensuring that patients receive the highest standard of care without needing to seek external resources. This approach is supported by state-of-the-art classrooms and facilities that foster an environment of learning and innovation, ensuring that both students and patients benefit from the latest advancements in medical science.

In addition to its academic and healthcare services, Malabar Medical College Hospital and Research Centre emphasizes the well-being of its faculty and staff. Regular family meets for all faculty members and employees foster a strong sense of community and support within the institution. Moreover, the hospital organizes cultural and sports activities for staff, contributing to a balanced and healthy work environment.

The institution is also committed to making healthcare accessible and affordable. Through various insurance schemes, patients can access high-quality medical services at reduced costs, ensuring that financial constraints do not impede access to necessary care. Notably, the hospital has achieved the highest number of total knee replacements in Kerala, underscoring its expertise and leadership in this specialized area of treatment.

Malabar Medical College Hospital and Research Centre stands out not only for its academic and clinical excellence but also for its holistic approach to healthcare and community building, making it a model institution in the state of Kerala.

Concluding Remarks :

In conclusion, Malabar Medical College Hospital and Research Centre exemplifies excellence in medical education and holistic student development. As Kerala's first private medical college to offer 200 MBBS undergraduate seats, the institution has set a new standard in the region, emphasizing both academic rigor and practical training. The rich variety of clinical material available for hands-on learning ensures that students are well-prepared for real-world medical scenarios.

The college's commitment to sports and physical education is evident in its consistent victories in the University Sports Championship from 2014 to 2017, showcasing a balanced approach to student life. This dedication to holistic development is further supported by a student-cantered teaching methodology that prioritizes engagement and learning outcomes.

Beyond academics, the institution is deeply involved in community outreach, providing valuable health services and fostering strong ties with local communities. Proactive leadership and effective management have created an environment of continuous growth, with dedicated skill enhancement programs for both students and faculty

ensuring that everyone is equipped to excel.

The college's modern facilities, including state-of-the-art academic halls and a well-maintained sports infrastructure, support both academic and extracurricular pursuits. Hosting state-level academic festivals, national conferences, and cultural events further enhances the educational experience, promoting a vibrant and inclusive campus culture.

Moreover, the institution's focus on research, supported by grants and dedicated training, fosters a culture of inquiry and innovation, contributing to advancements in medical knowledge. The active Alumni Association and the serene, green campus environment further enrich the student experience, promoting teamwork, professional networking, and a positive educational atmosphere.

With its commitment to multiculturalism, culinary diversity, and a comprehensive educational approach, Malabar Medical College Hospital and Research Centre stands as a leader in shaping the future of healthcare professionals, making it a beacon of excellence in medical education.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	Percentage of inter-disciplinary / inter-departmental courses /training across all the Programmes offered by the College during the last five years
	
	   1.2.1.1. Number of inter-disciplinary /inter-departmental courses /training offered during the last five years
	     Answer before DVV Verification : 252
	     Answer after DVV Verification: 0
	   1.2.1.2. Number of courses offered by the institution across all programs during the last five years
	     Answer before DVV Verification : 252
	     Answer after DVV Verification: 252
	
	   Remark : DVV has considered the given input as per the supporting documents provided by HEI.

1.3.2	Number of value-added courses offered during the last five years that impart transferable and life skills.
	
	   1.3.2.1. Number of value-added courses offered during the last five years that impart transferable and life skills.
	     Answer before DVV Verification : 34
	     Answer after DVV Verification: 20
	
	   Remark : DVV has considered the given input as per the supporting documents provided by HEI.

1.3.3	Average percentage of students enrolled in the value-added courses during the last five years
	
	   1.3.3.1. Number of students enrolled in value-added courses offered year-wise during the last five years that impart transferable and life skills
	     Answer before DVV Verification:
	
	| 2022-23
		2021-22	2020-21	2019-20	2018-19 |
					|---|---|---|---|---|
					| 1074 | 972 | 982 | 976 | 945 |
					
					     Answer After DVV Verification :
					
					| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
					|---|---|---|---|---|
					| 719 | 272 | 419 | 697 | 811 |
					
					   Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above
Remark : DVV has made changes as per the report shared by HEI.

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

The Institution:

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. Any three of the above
Remark : DVV has made changes as per the report shared by the HEI

2.3.4	Student :Mentor Ratio (preceding academic year)

2.3.4.1. Total number of mentors in the preceding academic year
Answer before DVV Verification : 137
Answer after DVV Verification: 136

Remark : DVV has made changes as per the report shared by HEI.

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

2.4.2.1. Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

| 110 | 99 | 82 | 65 | 62 |

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has considered the input as "0" as HEI has not provided the degree certificates of the teachers.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
30	313	250	237	160

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
30	56	56	56	56

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
18	13	3	7	11

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	7	5	10	7

	Remark : DVV has considered the given input as per the supporting documents and data template provided by HEI.
2.5.4	The Institution provides opportunities to students for midcourse improvement of performance through specific interventions

Opportunities provided to students for midcourse improvement of performance through:

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

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: C. Any 2 of the above
Remark : DVV has considered the given input as per the supporting documents provided by HEI. |
| 3.1.1 | Percentage of teachers recognized as PG/ Ph.D research guides by the respective University

    3.1.1.1. Number of teachers recognized as PG/Ph.D research guides during the last 5 years
    Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
131	51	48	17	52

    Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	8	0	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI. |
| 3.1.2 | Average Percentage of teachers awarded national /international fellowships / financial support for advanced studies/collaborative research and participation in conferences during the last five years

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

2022-23	2021-22	2020-21	2019-20	2018-19
32	15	7	9	8

    Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	11	2	3	5

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

3.1.3	Total number of research projects/clinical trials funded by government, industries and non-governmental agencies during the last five years

3.1.3.1. Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	3	2	5	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	4	4	4

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

3.2.2.1. Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	10	12	12	28

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4	1	2	0	5

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

3.3.1	The Institution ensures implementation of its stated Code of Ethics for research.

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

1. There is an Institutional ethics committee which oversees the implementation of all research projects
2. All the projects including student project work are subjected to the Institutional ethics committee clearance

3. The Institution has plagiarism check software based on the Institutional policy
4. Norms and guidelines for research ethics and publication guidelines are followed

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above
Remark : DVV has considered the given input as per the supporting documents provided by HEI.

3.4.1	Total number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS / NCC / Red Cross / YRC / Institutional clubs etc. during the last five years. 3.4.1.1. Number of extension and outreach activities carried out in collaboration with National and International agencies, Industry, community, Government and Non-Government organizations engaging NSS/NCC/Red Cross/YRC/Institutional clubs etc. during the last five years. Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
91	56	15	38	50 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
27	9	2	1	7 | Remark : DVV has made changes as per the report shared by HEI.
---	---
3.5.1	Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc. per year for the last five years 3.5.1.1. Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
31	6	8	8	3 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0 | Remark : DVV has considered the given input as per the supporting documents provided by HEI.
3.5.2	Total number of Functional MoUs/linkages with Institutions/ Industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for last five years

	3.5.2.1. Number of functional MoUs/linkages with Institutions/ industries in India and abroad for academic, clinical training / internship, on-the job training, project work, student / faculty exchange, collaborative research programmes etc. for the last five years
	
	    Answer before DVV Verification : 33
	    Answer after DVV Verification: 17
	
	    Remark : DVV has made changes as per the report shared by HEI.

4.2.4	Availability of infrastructure for community based learning
	
	Institution has:
	
	1. Attached Satellite Primary Health Center/s
	2. Attached Rural Health Center/s other than College teaching hospital available for training of students
	3. Residential facility for students / trainees at the above peripheral health centers / hospitals
	4. Mobile clinical service facilities to reach remote rural locations
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. Any three of the above
	    Remark : DVV has made changes as per the report shared by HEI.

4.3.3	Does the Institution have an e-Library with membership / registration for the following:
	
	1. e – journals / e-books consortia
	
	2. E-Shodh Sindhu
	
	3. Shodhganga
	
	4. SWAYAM
	
	5. Discipline-specific Databases
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any three of the above
	    Remark : DVV has made changes as per the report shared by HEI.

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

	5. e-PG-Pathshala
	
	    Answer before DVV Verification : Any Four of the above
	    Answer After DVV Verification: Any Three of the above
	  Remark : DVV has made changes as per the report shared by HEI.

4.5.1	Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years
	
	  4.5.1.1. Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year-wise during the last five years (INR in lakhs)
	Answer before DVV Verification:
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>3137.50</td><td>2268.34</td><td>2000.57</td><td>1855.33</td><td>820.91</td></tr></table>
	Answer After DVV Verification :
	<table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>297.02</td><td>407.07</td><td>317.02</td><td>433.35</td><td>622.42</td></tr></table>
	  Remark : DVV has considered the given input as per the supporting documents provided by HEI.

5.1.2	Capability enhancement and development schemes employed by the Institution for students:
	
	1. Soft skill development
	
	2. Language and communication skill development
	
	3. Yoga and wellness
	
	4. Analytical skill development
	
	5. Human value development
	
	6. Personality and professional development
	
	7. Employability skill development
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: C. Any three of the above
	  Remark : DVV has considered the given input as per the supporting documents provided by HEI.

5.1.5	The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging 1. Adoption of guidelines of Regulatory bodies

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

Answer before DVV Verification : All of the above
Answer After DVV Verification: Any 2 of the above
Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	13	4	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	9	4	0	0

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
25	25	25	25	25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	15	15	15	15

Remark : DVV has considered the given input as per the supporting documents provided by HEI.

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

1. Financial / kind

	2. Donation of books /Journals/ volumes
	3. Students placement
	4. Student exchanges
	5. Institutional endowments
	
	    Answer before DVV Verification : A. All of the above
	    Answer After DVV Verification: B. Any four of the above
	Remark : DVV has made changes as per the report shared by HEI.

6.3.4	Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..
	
	   6.3.4.1. Number of teachers who have undergone Faculty Development Programmes including online programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course and any other course year-wise during the last five years
	    Answer before DVV Verification:

6.5.3	The Institution adopts several Quality Assurance initiatives

6.3.4

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
63	99	141	140	76

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2	0	4	0	0

    Remark : DVV has considered the teachers who have undergone FDP having duration of minimum 5 days.

6.5.3

The Institution adopts several Quality Assurance initiatives

The Institution has implemented the following QA initiatives :

1. Regular meeting of Internal Quality Assurance Cell (IQAC)

2. Feedback from stakeholder collected, analysed and report submitted to college management for improvements

3. Organization of workshops, seminars, orientation on quality initiatives for teachers and administrative staff.

4. Preparation of documents for accreditation bodies (NAAC, NBA, ISO, NIRF etc.,)

    Answer before DVV Verification : A. All of the above
    Answer After DVV Verification: B. Any three of the above

	Remark : DVV has made changes as per the report shared by HEI.
7.1.3	The Institution has facilities for alternate sources of energy and energy conservation devices 1. Solar energy 2. Wheeling to the Grid 3. Sensor based energy conservation 4. Biogas plant 5. Use of LED bulbs/ power efficient equipment Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any four of the above Remark : DVV has made changes as per the report shared by HEI.
7.1.6	Green campus initiatives of the Institution include 1. Restricted entry of automobiles 2. Battery-powered vehicles 3. Pedestrian-friendly pathways 4. Ban on use of plastics 5. Landscaping with trees and plants Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. Any two of the above Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations